

Facilitating EFL Listening Skills through YouTube and PowToon: A Systematic Literature Review

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*Intan Nuraini, Ade Putri Syabani, Evi Karlina Ambarwati, Wawan Setiawan,

Salsabila^{abcde} 

¹²³⁴⁵Universitas Singaperbangsa Karawang, Indonesia

Corresponding Author: 2310631060083@student.unsika.ac.id

ABSTRACT

Improving English listening skills remains challenging for many EFL learners due to difficulties such as unfamiliar accents, vocabulary limitations, distractions, and fast speech. This systematic literature review examines the use of YouTube and PowToon in supporting English listening instruction in EFL contexts and compares their reported benefits with those of other digital platforms. Following the PRISMA framework, studies published between 2019-2025 were identified and screened using predefined inclusion and exclusion criteria. Twelve studies met the selection criteria, consisting of 10 journal articles and 2 systematic literature review (SLRs). The findings indicate that students generally perceived YouTube and PowToon positively. YouTube was associated with improvements in listening comprehension, vocabulary, pronunciation awareness, motivation, and engagement, while PowToon showed promising outcomes in listening skills, vocabulary, phrases, and cultural understanding. Other digital platforms, including podcasts, audiobooks, and language learning applications, provided complementary benefits such as flexibility studies published, self-paced practice, and interactive learning. However, the evidence was stronger for YouTube than for PowToon, and differences in research designs, participants, interventions, and outcome measures limited direct comparison. Future research should conduct direct comparative studies of YouTube and PowToon using comparable learners, instructional conditions, and listening assessments. The findings suggest that YouTube and PowToon can serve as potentially complementary resources for EFL listening instruction rather than universally effective solutions.

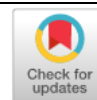
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INTRODUCTION

In today's digital era, technology has become an integral part of language learning, providing learners with greater access to language materials and opportunities for independent learning. However, listening comprehension remains challenging for many EFL learners because spoken language must be processed in real time. Previous research has identified difficulties including unfamiliar accents, unfamiliar vocabulary, distractions, comprehension gaps, and fast speech (A'R et al., 2025). These challenges are particularly relevant in EFL contexts, where learners may have limited opportunities to encounter authentic spoken English beyond the classroom. Digital media can therefore provide additional exposure to spoken English and support learners in practicing listening more flexibility studies published.

The potential of digital media for listening instruction can be explained through multimedia learning and dual-coding perspectives. Jones & Plass (2002) found that learners who received both written and pictorial annotations while listening demonstrated better recall of vocabulary and the listening passage than those who received no annotation of multimedia learning principles to listening comprehension. Similarly, in EFL context, Yang (2014) found that learners benefited from a dual-code display model when processing authentic video materials, with dual coding associated with improved listening comprehension and reduced cognitive

load. These findings suggest that combining auditory input with relevant visual information may provide contextual support for learners when processing spoken language.

Among the available digital platforms, YouTube offers particular potential for EFL listening instruction because of its accessibility, variety of English-language content, and audiovisual features. Learners can encounter different accents, speech styles, and intonations, while subtitles, playback controls, and replay functions allow them to adjust their listening practice according to their needs (Boltiziar & Munkova, 2024; Chien et al., 2020; Yuyun & Simamora, 2021). YouTube has also been associated with increased motivation and engagement in English learning (Karim et al., 2023; Tuan, 2024). However, the quality and pedagogical appropriateness of YouTube content may vary, and learners may encounter distractions, inappropriate materials, connectivity problems, or difficulties with fast speech (Karim et al., 2023; Mostajeran & Tabatabaei, 2019; Othman et al., 2024; Tuan, 2024). These issues indicate the importance of teacher guidance in selecting and using digital materials.

PowToon provides a different form of multimedia support through animated and contextualized audiovisual content. Its combination of visual elements, animation, and audio may help engagement (Yuliantini, 2021). Previous studies have reported that PowToon can support listening and other language skills, although findings have not always demonstrated significant improvements in learning achievement (Hojeij & Ozdemir-Ayber, 2017). Compared with YouTube, which provides access to a broad range of existing audiovisual materials, PowToon allows learning content to be presented through more controlled animated contexts. Nevertheless, despite research examining YouTube, PowToon, podcasts, and other digital tools individually, previous and review have not sufficiently synthesized how YouTube and PowToon compare with other digital platforms in supporting EFL listening instruction. Existing reviews have examined technology-based listening media broadly (Indahsari, 2020; Maulina, 2022), but a focused synthesis of students' perceptions, learning outcomes, challenges, and comparative instructional implications remains limited.

Therefore, this systematic review aims to synthesize existing evidence on the use of YouTube and PowToon for English listening instruction in EFL contexts, with particular attention to students' perceptions, learning outcomes, challenges, and their position relative to other digital listening platforms. The review addresses the following research questions:

RQ1: How do students perceive the use of YouTube and PowToon in improving their English listening skills, and what learning outcomes do they experience after using these platforms?

RQ2: How do YouTube and PowToon compare with other digital platforms for teaching English listening in EFL contexts?

METHOD

Given the increasing reliance on digital tools, a systematic literature review (SLR) is essential to synthesize existing research on the effectiveness of YouTube and Powtoon in supporting English listening skills among EFL students. This review aims to identify their reported benefits, challenges, learning outcomes, and pedagogical implications, while also considering their position relative to other digital listening platforms. By doing so, this SLR provides insights for educators, researchers, and curriculum developers in selecting appropriate digital media for listening instruction and identifies gaps for further investigation (Hojeij & Ozdemir-Ayber, 2017; Karim et al., 2023).

Developing Research Questions

To provide an overview of the scope and limitations of this SLR, the use of a formal structure on focusing the question and allowing to 'unpack' that question further into its component concepts (Booth et al., 2016).

Many frameworks have been developed to answer a specific type of question. PICOC itself is derived from the PICO (Population, Intervention, Comparison, Outcome(s)) formulation which was developed in the field of medicine to answer clinical queries (Richardson et al., 1995). This framework helps to systematically organize the focus of the

study by defining key elements that form the basis for literature search and selection. In table 1 is a summary of the PICOC elements used in this study.

Table 1. PICOC

Population (P)	EFL Students and, where applicable, English teachers
Intervention (I)	YouTube and PowToon in English listening instruction
Comparison (C)	Other digital platforms, such as podcasts, audiobooks, and language learning applications
Outcomes (O)	English listening skills and comprehension, vocabulary, pronunciation, motivation, engagement, learner perceptions
Context (C)	Classroom-based EFL learning settings

Based on the research question structure, the detailed research question as follow:

RQ1: How do students perceive the use of YouTube and PowToon in improving their English listening skills, and what learning outcomes do they experience after using these platforms?

RQ2: How do YouTube and PowToon compare with other digital platforms for teaching English listening in EFL contexts?

Search Strategy

The search strategy was developed to identify studies relevant to the scope and research question of this systematic literature review. The search process included database selection, search terms, publication period, and source type. The search processes are presented in Table 2.

Table 2. Search Processes

Sources	1.Google Scholar (https://scholar.google.com/) 2.ScienceDirect (sciencedirect.com) 3.Springer (springerlink.com) 4.Scopus (scopus.com)
Scope	(YouTube OR PowToon OR podcast OR audiobook OR "language learning application" OR "digital platform" OR multimedia) AND ("English listening" OR "listening comprehension" OR "listening skills") AND (EFL OR "English as a Foreign Language")
Publish in year	2019-2025
Type of the sources	1. Academic Journal Articles 2. Conference Proceedings

The publication of 2019-2025 was selected to prioritize recent literature on the use of digital platforms in EFL listening instruction while providing sufficient studies to support the systematic review.

Inclusion and Exclusion criteria

To conduct a systematic literature review, the researchers established inclusion and exclusion criteria to ensure that the selected studies were relevant to the research questions and provided sufficient academic evidence.

The inclusion criteria were as follows: (1) studies published in academic journals or conference proceedings between 2019 and 2025; (2) studies published in English; (3) studies involving EFL learners at the K-12 or university level; (4) studies conducted in contexts where English is taught as a foreign language; (5) studies examining the use of YouTube, PowToon, or other digital platforms, including podcasts, audiobooks, and language learning applications, in English listening instruction; and (6) studies reporting findings related to listening skills or comprehension, vocabulary, pronunciation, motivation, engagement, learner perceptions, or other learning outcomes relevant to digital listening instruction.

The exclusion criteria were as follows: (1) non-academic sources as books, blogs, website or book chapters; (2) studies published before 2019; (3) studies published in language other than English; (4) studies involving participants who were not EFL learners; (5) studies

that only mentioned YouTube, PowToon, or other digital platforms without examining their relevance to English listening instruction; (6) studies that did not provide sufficient findings related to listening instruction, learning outcomes, or learners' experiences with the digital platforms under investigation.

Quality Assessment

To assess the methodological quality and relevance of the selected studies, the researchers developed a set of quality assessment questions. Each study was evaluated according to the clarity of its research objectives, methodological description, validity of findings, and alignment with the focus of the present review. Each criterion was rated as Yes, No, or Partial. Studies that partially met one or more criteria were not automatically excluded when they provided relevant evidence for answering the research questions.

Table 3. Questions Used in the Quality Assessment Process

Question Asked During Quality Assessment Process	Answer
Does the article clearly state the research objectives or questions related to English listening instruction using YouTube or PowToon, or other digital platforms?	Yes / No / Partial
Does the article clearly describe the research design, participants, data collection, and analysis?	Yes / No / Partial
Are the research findings clearly reported, and supported by data or other relevant evidence?	Yes / No / Partial
Is the focus of the study aligned with EFL listening instruction and the use of YouTube, PowToon, or other digital platforms?	Yes / No / Partial

Study Selection and PRISMA

The study selection process followed a structured screening procedure to identify studies that met the established inclusion and exclusion criteria. Initially, 60 records were identified through the selected databases. No separate deduplication stage was conducted; instead, duplicate records across the four databases were identified and removed as part of the initial screening against the inclusion criteria. After the initial screening, 29 articles were retained for further review. Subsequently, 21 full-text articles were assessed for eligibility, 16 articles proceeded to the quality assessment stage. Following the assessment process, 12 studies were included in the systematic literature review.

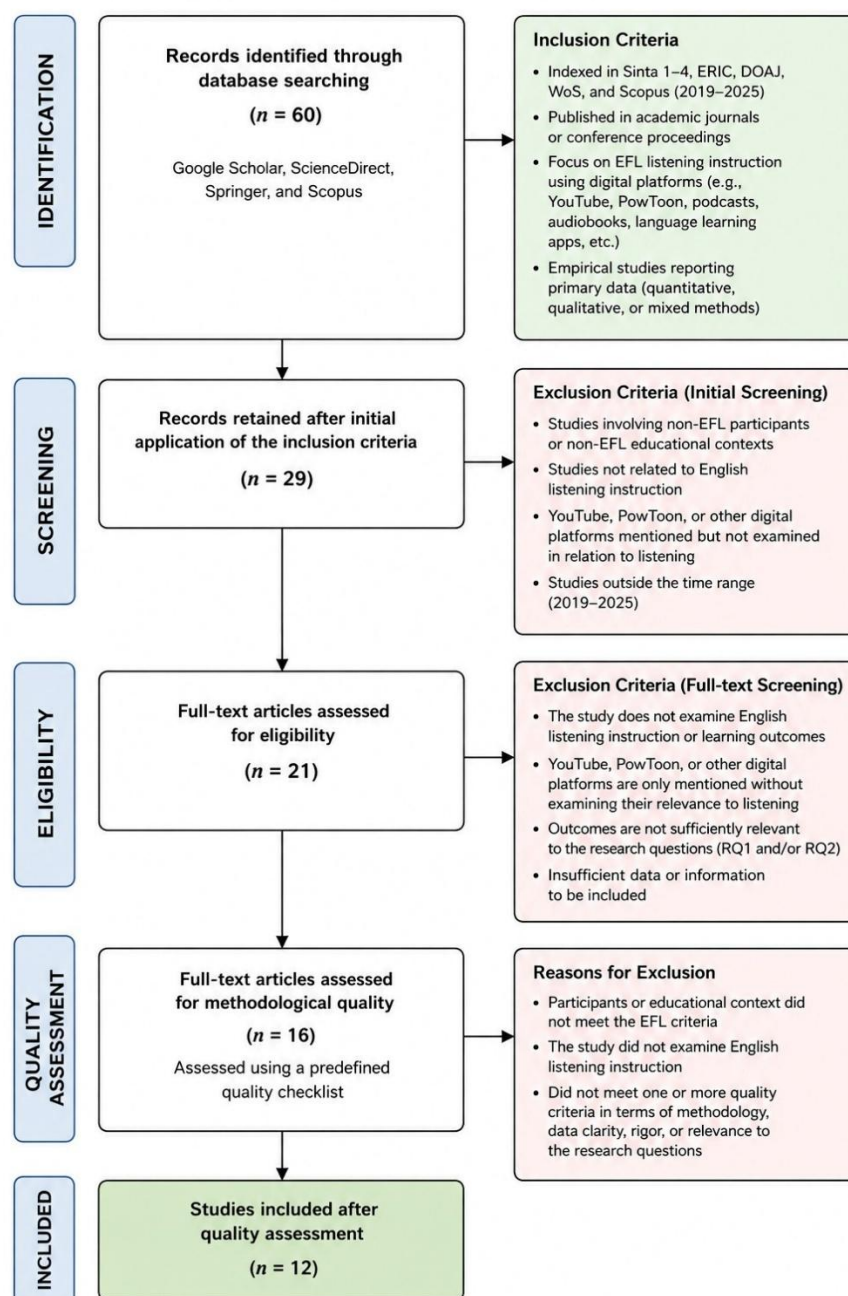


Figure 1. PRISMA Flowchart of the Study Selection Process

Data Extraction

After the selection and review process was completed, 12 studies were included in this systematic literature review, consisting of 10 journal articles and 2 systematic literature reviews (SLRs). The data from the included studies were extracted and summarized in Tables 4 and 5.

Tabel 4. Summary of 10 Journal Articles

No	Author/Year	Participants	Research Design	Platform/ Tool	Intervention/ Focus	Key Findings
1.	Tran Quoc Tuan (2024)	80 EFL juniors; 5 interviewees	Mixed methods: questionnaires and interviews	YouTube	Use of YouTube videos to improve EFL listening skills	Improved listening skills, vocabulary acquisition, and pronunciation awareness. Students valued diverse and flexible

							content. Challenges included time-consuming video selection, distracting or inappropriate content, internet connectivity issues, difficulty understanding fast native speech, and potential health effects from prolonged watching.
2.	Chia-chi Chien, Yenling Huang & Peiwen Huang (2020)	38 EFL college students	Quasi-experimental one-group pretest-posttest	YouTube	Five-week YouTube video treatment; GEPT listening tests and questionnaire		Listening skills improved after the treatment. Students perceived YouTube as more engaging and motivating than traditional methods. Weekly learning sheets indicated consistent attention and learning progress.
3.	Galuh Putri Ramadhani & Yogi Setia Samsi (2024)	10 eighth-grade students	Descriptive qualitative	YouTube	Students' perception of YouTube for English listening learning		Students reported positive perceptions. They considered YouTube enjoyable, engaging, accessible, and practical. Reported benefits included increased interest and motivation and improvement in listening, pronunciation, and vocabulary.
4.	Juliana Leguizamon del Portillo & Andres Bernal-Ballen (2022)	15 intermediate-level EFL students	Descriptive qualitative with pretest and posttest	Netflix Party, Flip Grid, Randall's Lab, Lyrics Training	Six weekly listening sessions using multiple digital platforms		Listening scores increased from an average of 17.6 to 22.3. Students showed improved comprehension of pragmatics, intonation, and interpretation. Audio-visual and interactive content supported engagement, vocabulary, pronunciation, and motivation.
5.	Mawar Estepani Hasibuan & Hendrikus Male (2022)	50 students aged 19-23	Qualitative, cross-sectional survey	Podcast	Pre-service EFL teachers' perceptions of podcast for listening		Podcasts were perceived as helpful for improving listening skills and

								providing flexibility studies published, engaging, and self-paced practice. They were also associated with pronunciation support, although participants reported a moderate level of difficulty.
6.	Yuni Marsela et al. (2024)	10 semester students	first-	Descriptive qualitative	Spotify, English podcasts, and songs	Students' perception of podcast and songs for listening		Spotify was perceived as helpful for listening. English songs were considered more effective than podcasts, while podcasts remained beneficial but more difficult to understand. Spotify was also associated with increased motivation.
7.	Dinar Ayu Asyifah & Lilia Indriani (2021)	30 high school students		Qualitative , descriptive survey	podcast	Students' opinions on podcasts in EFL learning		Podcasts were perceived as influencing listening ability and vocabulary and increasing enthusiasm. However, students also experienced difficulty understanding the speakers.
8.	Jana Boltziar (2024)	50 first-year university translation students		Questionnaire-based survey complemented by listening comprehension tests	YouTube with captions	Use of captioned YouTube videos in listening lessons		YouTube videos with captions were associated with improved listening skills. Captions supported comprehension through multimodal input involving audio, visual information, and text.
9.	Satya Nanda Suryono Putera (2023)	120 eighth-grade students		Quantitative descriptive study involving pretest, treatment, posttest, and questionnaire.	PowToon	Use of Powtoon videos to improve junior high school students' listening skills		PowToon video were reported to have a significant effect on listening skills. Students responded positively and reported support for understanding vocabulary, phrases, and

10.	Hersagita Anissa Hayati & Maman Suryaman (2021)	10 students aged 18-21	Qualitative study using an online questionnaire	Podcast	Students' perceptions of podcasts for English	aspects of English-Language culture. Podcasts were associated with positive listening, vocabulary, motivation, enjoyment, flexibility studies published, focus, and sensitivity. Challenges included unfamiliar accents, fast native speech, unfamiliar vocabulary, and difficulty finding podcasts relevant to students' interest.
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Tabel 5. Summary of The Two Included 2 SLR Studies

No	Author/Year	Type of Study	Platform/ Tool Focus	Purpose	Key findings
1.	Dyan Indahsari (2020)	Review Study	Podcast produced by non-native speakers	To review the effects of using podcasts produced by non-native speakers in improving students' listening skills	Podcasts were reported to improve students' listening skills and motivation. Students found podcast engaging for listening practice. Podcasts were considered an effective supplementary tool for EFL learning, although teacher guidance was recommended and podcasts should not replace classroom instruction.
2.	Maulina et al. (2022)	Review Study	Podcast, radio news, mobile-based tools, audiobooks, and multimedia	To review and explore the effectiveness of various technology-based media in teaching and improving students' listening skills.	Different technologies were associated with different benefits: podcasts supported vocabulary, pronunciation, and self-paced practice; radio news supported focus and message interpretation; mobile-based media provided flexibility studies published and interactivity; audiobooks supported comprehension; and multimedia increased motivation, engagement, access to content.

FINDINGS AND DISCUSSION

This section presents the key findings derived from the reviewed studies to answer the two research questions. The discussion is organized into two main themes: student perceptions and learning outcomes of YouTube and PowToon, and the comparison of YouTube and PowToon with other digital platforms in English listening instruction.

Student Perceptions and Learning Outcomes of YouTube and PowToon

Students' Perceptions of YouTube and PowToon

The included studies generally reported positive student perceptions of YouTube and PowToon as tools for supporting English listening learning. Regarding YouTube, students described the platform as enjoyable, engaging, accessible, and practical for listening activities. Ramadhani & Samsi (2023) reported that students perceived YouTube positively and associated its use with increased interest and motivation. Similarly, Chien et al. (2020) found

that students perceived YouTube as more engaging and motivating than traditional learning methods. Tuan (2024) also reported that students valued the variety and flexibility studies published of YouTube content, which provided opportunities to access different types of listening materials.

Positive perceptions were also identified in the use of PowToon. Putera (2023) reported that students responded positively to PowToon videos and perceived the platform as supportive of their listening learning. The animated and presentation of English content appeared to help students engage with vocabulary, phrases, and aspects of English-language culture. However, the evidence for PowToon remains more limited than that for YouTube because only one of the included studies directly examined PowToon.

In general, the findings suggest that students generally viewed both platforms favorably, particularly in terms of engagement, accessibility, enjoyment, and motivation. These affective outcomes indicate that YouTube and PowToon may create a more engaging listening-learning environment. However, positive perceptions should be distinguished from measurable improvements in listening performance.

Learning Outcomes Associated with YouTube and PowToon

The reviewed studies reported several learning outcomes associated with the use of YouTube and PowToon. For YouTube, Chien et al. (2020) reported improvement in students' listening performance following a five-week YouTube-based treatment. Tuan (2024) similarly found improvements in listening skills, vocabulary acquisition, and pronunciation awareness. These findings indicate that YouTube may support listening development while also contributing to related language skills.

Ramadhani & Samsi (2023) also reported perceived improvements in listening, pronunciation, and vocabulary among students who used YouTube for English listening learning. In addition, Boltiziar & Munkova (2024) found that YouTube videos with captions were associated with improved listening skills and comprehension. The use of captions provided learners with textual input alongside audio and visual information, thereby supporting comprehension through multimodal input.

The evidence for PowToon also suggests positive learning outcomes. Putera (2023) reported a significant effect of PowToon videos on students' listening skills. Students also reported that PowToon supported their understanding of vocabulary, phrases, and aspects of English-language may therefore provide contextual support for listening comprehension.

Overall, the findings indicate that the reported learning outcomes extended beyond listening performance alone. They included listening comprehension or general listening ability, vocabulary acquisition, pronunciation awareness, understanding of phrases, and cultural understanding. Nevertheless, the strength of evidence differs between the two platforms. YouTube is supported by several included studies, whereas the evidence for PowToon is based on only one direct study. Therefore, the findings suggest potential benefits rather than definitive evidence that both platforms are universally effective.

Challenges and Mixed Findings

Although the overall findings were positive, several challenges were identified in relation to the use of YouTube and PowToon. Tuan (2024) reported challenges related to the selection of appropriate YouTube videos, distracting or inappropriate content, internet connectivity, and students' difficulty understanding fast native speech. These challenges indicate that the availability of a large amount of content YouTube not automatically ensure that all materials are appropriate for EFL listening instruction. Teacher may therefore need to carefully select and adapt materials according to students' proficiency levels and learning objectives.

The use of captions also requires careful consideration. Boltiziar & Munkova (2024) reported that captioned YouTube videos supported listening comprehension through the combination of audio, visual, and textual input. However, captions should be considered a form of additional support rather than evidence that learners can develop listening ability

solely through reading accompanying text. Excessive dependence on captions could potentially reduce opportunity for learners to process spoken language independently; therefore, captions may be most useful when integrated strategically into listening activities.

The findings also reveal that students may experience difficulties even when they perceive digital tools positively. For example, difficulties with fast speech and unfamiliar language input may remain when authentic or semi-authentic English materials are used. In addition, technology factors such as internet connectivity may influence the practicality of using YouTube in classroom contexts.

For PowToon, no substantial negative findings were reported in the single included study. However, the absence of reported negative findings should not be interpreted as evidence that PowToon has no limitations. Because only one study directly examined PowToon, the available evidence is insufficient to determine whether the reported positive effects can be consistently replicated across different learners, educational contexts, and instructional conditions.

Overall, the findings for RQ1 indicate that students generally perceived YouTube and PowToon positively and reported or demonstrated improvements in several aspects of English listening learning. YouTube showed evidence related to listening performance, comprehension, vocabulary, pronunciation awareness, motivation, and engagement, while PowToon showed promising evidence related to listening skills, vocabulary, phrases, and cultural understanding. However, the findings should be interpreted cautiously because the number and design of studies different across the two platforms, with substantially more direct evidence available for YouTube than for PowToon.

Comparison of YouTube and PowToon with the Other Digital Platforms

Comparative Benefits and Limitations

The included studies were compared according to their reported benefits, learning outcomes, and instructional characteristics. This comparison represents a cross-study synthesis rather than a direct experimental comparison because most studies examined individual platforms separately.

YouTube provided broad access to varied audiovisual and authentic English input, with features such as captions and replay functions supporting flexible listening practice. PowToon offers animated and contextualized visual support that may facilitate comprehension, vocabulary, and cultural understanding. However, the evidence for PowToon was limited because only one included study directly examined the platform.

Other digital platforms provided complementary benefits. Podcasts supported flexible and self-paced listening practice, vocabulary, pronunciation, and motivation, although unfamiliar accents, vocabulary, and fast speech could create difficulties. Audiobooks supported extended listening exposure and comprehension, while mobile-based applications provided flexibility studies published and interactive practice. These findings indicate that each platform offers different interactive practice. These findings indicate that each platform offers different instructional affordances rather than one platform being universally superior.

Therefore, YouTube and PowToon should be selected according to students' proficiency levels, learning objectives, type of listening input, classroom conditions. YouTube may be particularly useful for varied audiovisual input, while PowToon may be useful for visually contextualized and controlled materials. Other platforms, such as podcasts and language learning applications, can complement these tools by providing additional opportunities for self-paced and interactive listening practice.

Implications for English Listening Instruction

The comparison of these digital platforms also provides implications for EFL listening instruction. Rather than selecting a platform solely based on its popularity or accessibility, teachers should consider students' proficiency levels, learning objectives, and the type of listening input required. YouTube may be appropriate for exposing learners to varied

authentic audiovisual input, while PowToon may be particularly useful for providing visually contextualized and controlled listening materials.

Audio-based platforms such as podcasts can complement video-based tools. Podcasts may provide opportunities for self-paced listening and focused auditory processing, while YouTube and PowToon can provide additional visual and contextual support. Integrating different platforms may therefore help address different aspects of listening development.

Teacher guidance also remains important when using digital media. Teachers need to select materials that match students' proficiency levels, provide appropriate pre- and post-listening activities, and manage potential technological or content-related distractions. Captions, for example, can be used strategically to support comprehension without replacing opportunities for learners to process spoken English independently.

Taken together, the comparison suggests that effective digital listening instruction is better understood as a multimodal and complementary approach rather than a competition between platforms. YouTube, PowToon, podcasts, audiobooks, and language learning applications may serve different instructional functions, and their usefulness depends on how appropriately they are integrated into learning objectives and classroom contexts.

Table 6. Summary of Finding Digital Tools: Advantages & Limitations for EFL Listening Instruction

Platform	Advantages	Limitations
YouTube	Accessible and varied audiovisual content; exposure to different accents and speech styles; captions and replay functions; support listening, vocabulary, pronunciation, motivation, and engagement	Distractions or inappropriate content; fast speech; internet connectivity issues; need for teacher guidance and material selection
PowToon	Animated and contextualized audiovisual input; visual support for comprehension; support engagement, vocabulary, phrases, and cultural understanding	Limited direct evidence in the reviewed studies; effectiveness cannot yet be generalized across contexts
Podcast	Flexible, self-paced listening practice; supports listening, vocabulary, pronunciation, and motivation	Limited visual support; unfamiliar accents, vocabulary, and fast speech may challenge learners
Audiobooks	Support extended listening exposure and comprehension	Limited visual support and potentially less engaging for some learners
Language learning applications/mobile-based tools	Flexibility studies published, interactive, and accessible practice opportunities	Effectiveness and available features may across applications and learning contexts
Other multimedia platforms	Can combine audio, visual, and interactive elements and support engagement	Require appropriate selection and instructional integration

IMPLICATIONS

The findings that digital listening instruction should employ a complementary approach rather than rely on a single platform. Teachers can use YouTube for varied authentic audiovisual input, PowToon for visually contextualized materials, and podcasts or language learning applications for flexible and self-paced listening practice. Platform selection should consider students' proficiency levels, learning objectives, technological accessibility, and the characteristics of the listening materials.

Teacher guidance also remains important to ensure that digital materials are appropriate for learners and that features such as captions are used strategically. Combining different digital

tools may provide a more flexible and multimodal learning environment for EFL listening instruction.

CONCLUSIONS

The systematic literature review found that students generally perceived YouTube and PowToon positively for EFL listening instruction. YouTube was associated with improvements in listening comprehension, vocabulary, pronunciation awareness, motivation, and engagement. PowToon showed promising outcomes in listening skills, vocabulary, phrases, and cultural understanding, although the evidence was more limited. Compared with other digital platforms, YouTube provides varied audiovisual and authentic language input, while PowToon offers animated, contextualized materials. Podcasts, audiobooks, and language-learning applications provide complementary benefits, including flexible, self-paced, and interactive listening practice. Therefore, no single platform can be considered universally superior; selection should reflect learners' needs, proficiency levels, and instructional objectives. This review is limited by the small number of included studies and variations in research designs, participants, interventions, and outcome measures. Furthermore, most studies examined platforms separately rather than through direct comparisons. Future research should compare YouTube and PowToon under similar instructional conditions using comparable learners and listening assessments. Overall, both platforms may serve as complementary resources for EFL listening instruction rather than universally effective solutions.

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