



UTILIZACIÓN DE EDUCAPLAY EN LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA

USE OF EDUCAPLAY IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

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Resumen

Este trabajo analiza el uso de Educaplay como herramienta innovadora para enseñar inglés. Educaplay es una plataforma online que permite crear actividades educativas interactivas como crucigramas, juegos de memoria y tests, haciendo el aprendizaje más atractivo. Las ventajas de usar Educaplay en clases de inglés incluyen una mejor retención de vocabulario y gramática, mayor motivación estudiantil a través de la gamificación, y la posibilidad de adaptar las actividades a distintos niveles. La plataforma también ofrece retroalimentación inmediata, reforzando el aprendizaje. Se presentarán ejemplos prácticos de actividades en Educaplay para



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desarrollar diversas habilidades lingüísticas, así como estrategias para incorporar la plataforma en la planificación de clases y evaluación. Se propone Educaplay como un recurso valioso para profesores de inglés, combinando interactividad, motivación y adaptabilidad para mejorar la enseñanza y el aprendizaje. El presente trabajo es resultado del proyecto de investigación titulado "Perfeccionamiento de las prácticas pedagógicas en las instituciones educativas de la zona sur de Manabí" y también contribuye como parte de los resultado del proyecto de vinculación titulado "Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase II 2024"

Palabras clave: Educaplay, aprendizaje activo, percepción de los alumnos, plataforma digital, innovación pedagógica

Abstract

This paper analyzes the use of Educaplay as an innovative tool for teaching English. Educaplay is an online platform that allows users to create interactive educational activities such as crossword puzzles, memory games, and quizzes, making learning more engaging. The advantages of using Educaplay in English classes include better retention of vocabulary and grammar, increased student motivation through gamification, and the possibility of adapting activities to different levels. The platform also offers immediate feedback, reinforcing learning. Practical examples of Educaplay activities for developing various language skills will be presented, as will strategies for incorporating the platform into lesson planning and evaluation. Educaplay is proposed as a valuable resource for English teachers, combining interactivity, motivation, and adaptability to improve teaching and learning. This work is the result of the research project entitled "Perfeccionamiento de las prácticas pedagógicas en las instituciones educativas de la zona sur de Manabí" and also contributed as a part of the results of the linkage project entitled "Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase II 2024".

Keywords: Educaplay, active learning, student perception, digital platform, pedagogical innovation

Fecha de recibido: 20/12/2024

Fecha de aceptado: 08/02/2025

Fecha de publicado: 12/02/2025

Introduction

In response to the globalization of information and communication technologies, English has become the main language of international communication in various fields such as scientific research; moreover, as quoted by Hamel (2001) in Santoyo et al. (2021), "English is the language of science". In consideration of



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this, certain governments, including Ecuador, have emphasized the importance of teaching English, stressed the quality of teaching, and indicate that students should have four practical skills: listening, speaking, reading, and writing. Students and teachers must actively play multiple roles in a supportive context that integrates oral skills, discussions, and peer coaching. In addition, they must actively use more appropriate resources to enable students to process information, develop creative thinking and expression skills, and combine integrated learning to enhance their various skills. However, most teachers complain of poor results with diverse and sufficient content, as well as a lack of energy. For this reason, inadequate practice and experience fail to integrate innovative thinking and the right attitudes or mindsets. Therefore, the role of teachers is critical in guiding their students in the proper use of technologies in language learning. (Hoi & Mu, 2021).

According to Ibarra and Villota (2020), in the past, education was based on conventional approaches where students played a passive role and simply listened in the classroom. However, nowadays, mention is made of the use of various educational tools with a constructivist approach at all levels of education (p. 35). Therefore, there are new resources that teachers can use to create a more motivating class for students. One of these tools is Educaplay, as mentioned by Baque et al. (2023): "Educaplay is a playful tool for fun learning that can be used in a variety of ways to promote interactive and personalized learning" (P. 4000).

In the Ecuadorian context, the country has one of the lowest levels of English learning, "Ecuador, the worst country in the region in English language proficiency, according to analysis" (El Universo, 2020); this may be due to many factors, such as lack of resources, ineffectiveness of traditional teaching systems, shortage of English teachers with good level or uninteresting teaching materials for the learner. In this context, educational technologies such as Educaplay offer a promising solution. Educaplay allows teachers to create interactive activities that can be customized according to students' needs, facilitating more dynamic and effective learning (Rodríguez Yandún, 2024) (Baque et al.2023).

This literature review aims to analyze the use of Educaplay in EFL learning, comparing its effectiveness with traditional methods and other digital tools. In addition, it aims to identify best practices for the integration of Educaplay into the EFL curriculum and highlight areas that require further research.

This work is the result of the research project entitled "Perfeccionamiento de las prácticas pedagógicas en las instituciones educativas de la zona sur de Manabí" and also contributed as a part of the results of the linkage project entitled "Tareas dirigidas y apoyo Psicopedagógico para fortalecer el aprendizaje de los alumnos en la Educación básica Pública de Jipijapa Fase II 2024".

There is a perception that the aforementioned platform could be beneficial for the teaching and learning process of the English subject; therefore, the objective of this literature review is as follows:

To analyze the existing evidence on the effectiveness of the use of the Educaplay platform in teaching English as a foreign language (EFL).

Materials and methods

To ensure the relevance and quality of the studies included in this literature review, specific inclusion and exclusion criteria were established. The selected studies had to meet the following inclusion criteria:



Recent Publication: Studies published within the last 5 years (2019-2024) were included to ensure the timeliness of the findings.

Language: Studies should be published in English or Spanish.

Thematic Relevance: Studies that examined the use of Educaplay or similar tools in teaching English as a foreign language were included.

Type of Study: Both qualitative and quantitative studies were considered, including research articles, systematic reviews, case studies, and doctoral theses.

Full Availability: Only full-access studies were included, excluding abstracts and articles with restricted access.

Exclusion criteria were:

Publication Date: Studies published before 2019.

Language: Studies in languages other than English or Spanish.

Lack of Relevance: Studies that did not address the use of digital tools in English language teaching or that focused on other languages.

Type of Publication: Conference abstracts, editorials, and letters to the editor.

Details of the Databases and Sources of Information Used:

To carry out an exhaustive review of the literature, several academic databases and information sources were consulted. The main databases used were:

- Google Scholar
- PubMed
- ERIC (Education Resources Information Center)
- Scopus
- JSTOR.

Results and Discussion

The study conducted by Rodríguez (2024) focuses on the use of the Educaplay platform to create multimedia strategies for teaching English at the Sucre N°1 Educational Unit in Tulcán, Ecuador. Questionnaires were administered to 214 students in the fifth, sixth, and seventh years, as well as interviews with teachers in the area. A high level of reliability was obtained in the questionnaires. Multimedia activities were proposed to improve the learning of English vocabulary. It was concluded that the Educaplay platform can be an effective tool to improve the teaching of English in this educational context.

Barbosa's (2022) work was carried out at the FUNDESCO educational foundation in Bogota, Colombia, with the objective of strengthening the linguistic competence, specifically speaking and listening skills, of sixth-



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grade students. To achieve this objective, interactive games were implemented on the Educaplay platform. Recognizing the importance of learning a foreign language, the study underscores the need to motivate sixth-grade students in FUNDESCO to improve their linguistic competence and learning through these interactive tools. The methodology of the study was qualitative, with a sample of 25 students, and used a written test of knowledge, a didactic sequence with Educaplay games, and questionnaires for both students and teachers to evaluate the relevance of the games. The outcome measured was English language proficiency, focusing specifically on speaking and listening skills.

On the other hand, in the study by Tovar et al. (2022), the authors state that after the implementation of the virtual tools in the classes, the students were evaluated, and the results showed an improvement in their reading comprehension skills.

The research of Clerici et al. (2022) regarding Innovation in teaching in which the inverted class and the gamified evaluation are proposed as innovative methods for teaching Technical English and Research Methodology in which six theoretical videos and questionnaires in Educaplay, Kahoot and Quizizz for self-evaluation were designed as methodology and as a result it was obtained that most of the students positively valued the gamified platforms, highlighting their usefulness and fun character. It was concluded that the playful platforms and the inverted classroom are accepted by the students as effective tools for learning and self-evaluation.

Additionally, the work of Ortíz and García (2023) emphasizes the role of ICT in improving English language learning, allowing for a more flexible and personalized approach, and that the use of learning platforms allows for constant self-assessment, promoting self-regulation and continuous improvement in English language learning.

In the thesis work of Muñoz & Llumiluisa (2021). It is mentioned that Educaplay contributes significantly to improving students' language skills, including grammar, vocabulary, listening comprehension, and oral expression. Also, Educaplay facilitates the creation of interactive educational activities that promote constructivist learning and motivate students.

Paez et al. (2022) indicate that Educaplay is an effective tool to improve academic performance in virtual education, facilitating meaningful and collaborative learning because students improved their academic performance with the use of gamification resources, which motivated their active participation and collaborative work with the use of this platform.

In the study by Mykytko (2021), it was found that most students rated the tool positively, highlighting its ease of use and its ability to make classes more enjoyable and motivating. They inferred that Educaplay is a useful tool for university teaching, favoring interaction, participation, and autonomous learning.

Graca et al. (2021) The study analyzes the use of the Educaplay digital platform in basic education cycles, highlighting its potential to promote interdisciplinary learning and the holistic development of students. The results indicate that the Educaplay platform facilitated the appropriation of content in a transversal and interdisciplinary manner and fostered the development of competencies, values, and attitudes in students.





Table 1. Contributions from previous research.

Appearance	Description	References
Use of Virtual Platforms	Current teaching strategies focus on the use of virtual platforms that allow students to comprehensively understand a text and obtain more information on the subject.	Holguín et al. (2024), Enríquez (2022)
Platform "Let the English Rain".	It implements 10 activities focused on listening, reading and writing, allowing to work on the same content from different perspectives.	Jurado Enriquez (2022)
Knowledge and Use of Tools by the Teacher	It is essential that the teacher knows the tools to be used and collaborates with the final learning objectives.	Enriquez (2022)
Methodological Change and Globalizing Approach	Montse introduces a methodological shift towards a globalizing, constructivist and communicative approach, acting as a mediator between students and information sources.	Loezas (2013)
Use of Educaplay	Educaplay is a didactic tool that requires theoretical knowledge, computer skills and handling of web 2.0 tools for its effective use.	Loezas (2013), Izarra and Cereno (2024)
Flexibility and Maintenance of Interest	English teachers incorporate a variety of teaching resources to make classes more flexible and maintain student interest.	Holguín et al. (2024), Enríquez (2022)
Effectiveness of Educaplay	Educaplay is an effective platform to promote collaborative learning.	Izarra and Cereno (2024)
Development of Technologies in Education	The use of new methodologies and technological tools is crucial to improve the educational level of students, adapting to their needs.	Jurado Enriquez (2022), Holguin et al. (2024).

Conclusions

A review of the current literature on the use of Educaplay in teaching English as a foreign language reveals a consensus on its effectiveness and potential to enhance the learning process. The studies reviewed highlight that Educaplay offers several key benefits:

- Increases student motivation and engagement, making classes more interactive and engaging.
- It facilitates a more personalized learning adapted to the individual needs of the students.



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- Improves fundamental language skills, including grammar, vocabulary, listening comprehension, and oral expression.
- It promotes autonomous learning and self-assessment, allowing students to take a more active role in their learning process.
- It offers teachers a flexible tool to create innovative educational activities adapted to the specific context of their classrooms.

However, it is important to note that the effectiveness of Educaplay depends largely on its proper implementation. Teachers must be trained in the use of the platform and be able to integrate it meaningfully into their teaching strategies.

In the specific context of Ecuador, where English proficiency levels are relatively low, Educaplay could represent a valuable tool to address this educational challenge. However, more research is needed to evaluate its impact in the long term and in different educational contexts.

In conclusion, Educaplay emerges as a promising tool in teaching English as a foreign language, offering a more interactive and personalized approach that can effectively complement traditional teaching methods. Its integration into EFL curricula could contribute significantly to improving students' language skills and addressing current challenges in English language teaching.

RECOMMENDATIONS

Conduct long-term research to evaluate the sustained impact of Educaplay on English language learning by following students over several academic years.

Develop comparative studies between Educaplay and other English teaching platforms or methods, both traditional and digital, to determine their relative effectiveness.

Conduct focused studies at different educational levels (primary, secondary, university) to understand how the effectiveness of Educaplay may vary according to the age and level of the students.

Investigate in depth how Educaplay impacts each of the language skills (reading, writing, speaking, listening) individually.

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