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UNDERGRADUATE PROGRAM

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGE

PEDAGOGY

UNDERGRADUATE PROGRAM

RESEARCH REPORT

**"USE OF EDUCAPLAY-ICT IN TEACHING ENGLISH TO UNIVERSITY
STUDENTS"**

**Research report before obtaining the bachelor degree in National and Foreign
Language Pedagogy, English Major**

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PUJILÍ - ECUADOR

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DECLARATION OF AUTHORSHIP

Sandy Abigail Chimba Almachi with identity card № 055015952-9 and Sandra Janeth Tigasi Tonato with identity card №172499718-2 declare to be the authors of the present research project: **"USE OF EDUCAPLAY-ICT IN TEACHING ENGLISH TO UNIVERSITY STUDENTS"**, being Tovar Viera Vicente Rodrigo Ph.D. tutor of the present work; and I expressly exempt the Technical University of Cotopaxi and its legal representatives of possible claims or legal actions.

I also certify that the ideas, concepts, procedures and results expressed in this research work are my sole responsibility.

Pujilí, February 25th 2025



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ENDORSEMENT OF THE RESEARCH PROJECT TUTOR

As Tutor of the research work entitled: “Use of Educaplay-ICT in Teaching English to University Students”, by Chimba Almachi Sandy Abigail and Tigasi Tonato Sandra Janeth, from the National and Foreign Languages Pedagogy career, I consider that this research report meets the methodological requirements and sufficient scientific-technical contributions to be submitted to the evaluation of the Project Validation Tribunal that the Board of Directors of the Pujilí Extension of the Technical University of Cotopaxi designates, for its corresponding study and qualification.

Pujilí, February 25th 2025




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APPROVAL OF THE DEGREE TRIBUNAL

As a Court of Readers, they approve this, they approve the present Report of Investigation according to the regulatory dispositions emitted by the Technical University of Cotopaxi, and the Extension Pujilí; because, the postulant or postulants: Sandy Abigail Chimba Almachi ; Sandra Janeth Tigasi Tonato with the title of Research Project: **"USE OF EDUCAPLAY-ICT IN TEACHING ENGLISH TO UNIVERSITY STUDENTS"** have considered the recommendations issued in due time and have sufficient merits to be submitted to the act of Project Substantiation.

For the above reasons, it is authorized to record the corresponding files on a CD, according to institutional regulations.

Pujilí, February 25th 2025

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GRATEFULNESS

We express our gratitude to our professors at the Technical University of Cotopaxi for their dedication and passion in providing us with their knowledge, which has been key to our academic and personal development. Also, to Dr. Vicente Rodrigo Tovar Viera Ph. D for his guidance, patience, commitment and for providing us with the necessary resources for the completion of our thesis. To all of you, my deepest gratitude for being part of this valuable journey of learning and growth.

Sandy and Sandra

DEDICATION

To my parents, M. Lourdes and Alberto, for their unconditional love, guidance, constant support and sacrifices that have allowed me to get this far to my brothers and nephews for their encouragement and for being a constant source of motivation and support. To all those who in one way or another contributed to the completion of this work, I express my sincere thanks. Thank you for being a very essential part of my life.

Sandy

DEDICATION

With all my love and gratitude, I dedicate this achievement to the most important people in my life: to my parents, Luis Ramiro Tigasi and María Fabiola Tonato, also to my siblings for being my greatest example of effort, dedication and unconditional love; and to my dear nephew, Liam Tercero, whose smile and love have given me the strength to move forward. This achievement is also for him, in the hope that he will see in me an example of perseverance and dreams fulfilled. This triumph is for all of you, from the bottom of my heart.

Sandra

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: Use of Educaplay-ICT in Teaching English to University Students

Authors:

Chimba Almachi Sandy Abigail

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ABSTRACT

The integration of Information and Communication Technologies (ICT) in language teaching has transformed methodologies, offering dynamic and interactive learning experiences. This study examines the effectiveness of Educaplay, an ICT-based tool, in the development of receptive skills (listening and reading) in 22 students in the fifth semester of the English major at the Technical University of Cotopaxi, Pujilí extension. A mixed methods approach was used to analyze the Usefulness of Educa Play in english receptive skills. A qualitative descriptive methodology explored the students' perceptions of its usefulness, while a quantitative approach involved administering a receptive skills test at the beginning and end of the research period. For a month, students participated in interactive game activities from Educa play, including word blending exercises, gap-filling tasks, quizzes. The results indicate an improvement in the students' receptive skills; Therefore, greater motivation and commitment was seen due to the Educa gaming platform, which makes learning more enjoyable. The tool allowed autonomous practice, reinforcing understanding through repetition and feedback. However, some students faced minor technical problems, such as connectivity issues and accessibility difficulties, suggesting the need to improve the platform's accessibility features and provide better support to students facing technical problems. This study highlights the potential of ICT-based tools, in particular Educa play, to foster the development of receptive skills. Future research should explore longer periods, evaluate its impact at different levels of proficiency, and compare its effectiveness with other ICT tools.

Keywords: Communication, Educaplay, English, Skills, Technology.

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

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RESUMEN

La integración de las Tecnologías de la Información y la Comunicación (TIC) en la enseñanza de idiomas ha transformado las metodologías, ofreciendo experiencias de aprendizaje dinámicas e interactivas. Este estudio examina la efectividad de Educaplay, una herramienta basada en TIC, en el desarrollo de habilidades receptivas (escucha y lectura) en 22 estudiantes del quinto semestre de la carrera de Inglés de la Universidad Técnica de Cotopaxi, extensión Pujilí. Se utilizó un enfoque de métodos mixtos para analizar la utilidad de Educa Play en las habilidades receptivas en inglés. Una metodología descriptiva cualitativa exploró las percepciones de los estudiantes sobre su utilidad, mientras que un enfoque cuantitativo implicó la administración de una prueba de habilidades receptivas al inicio y al final del período de investigación. Durante un mes, los estudiantes participaron en actividades de Educaplay. Los resultados indican una mejora en las habilidades receptivas de los estudiantes. Por lo tanto, se observó una mayor motivación y compromiso gracias a la plataforma de juegos Educa, que hace más ameno el aprendizaje. La herramienta permitió la práctica autónoma, reforzando la comprensión a través de la repetición y la retroalimentación. Sin embargo, algunos estudiantes enfrentaron problemas técnicos menores, como problemas de conectividad y dificultades de accesibilidad, lo que sugiere la necesidad de mejorar las características de accesibilidad de la plataforma y brindar un mejor soporte a los estudiantes que enfrentan problemas técnicos. Este estudio destaca el potencial de las herramientas basadas en las TIC, en particular Educa play, para fomentar el desarrollo de habilidades receptivas. Las investigaciones futuras deberían explorar períodos más largos, evaluar su impacto en diferentes niveles de competencia y comparar su efectividad con otras herramientas TIC.

Palabras clave: Comunicación, Educaplay, Habilidades, Inglés, Tecnología.

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1. GENERAL INFORMATION

Project Title: "Use of Educaplay-ICT in Teaching English to University Students"

Start date: October 2024

Date of completion: February 2025

Place of execution: "Technical University of Cotopaxi"

Faculty sponsoring: Pujilí

Career that sponsors: National and Foreign Language Pedagogy English

Related research project: The use of Educaplay-TIC in teaching the English language in the development of receptive skills in university students

Task Force:

Coordinator:

Tovar Viera Vicente Rodrigo Ph. D

Researchers:

Chimba Almachi Sandy Abigail.

Tigasi Tonato Sandra Janeth.

Knowledge Area: Education

Line of research: Education and communication for human and social development.

Sub lines of research of the Career: Didactic, curricular, pedagogical.

Place the sub-line of the project: The influence of Educaplay on the development of receptive skills.

2. PROBLEM STATEMENT

Educaplay is a platform that offers learning activities, including quizzes, crossword puzzles and interactive exercises that facilitate student participation and knowledge retention

(Cardeño et al., 2023). Despite its growing use, the benefits of Educaplay in English language learning at the university level remain unexplored.

Research suggests that digital tools improve language acquisition by encouraging autonomous learning, motivation, and learner-centered approaches (Chapelle & Voss 2017). However, empirical studies specifically examine how Educaplay-ICT influences students' mastery of language skills such as reading and listening. According to Egbert & Shahrokni (2020), incorporating technology in language teaching improves cognitive engagement, but the specific role of platforms like Educaplay in university settings requires more research.

Research suggests that digital tools improve language acquisition by encouraging autonomous learning, motivation, and learner-centered approaches Chapelle & Voss (2017). However, studies examining Educaplay-ICT influences students' mastery of key language skills such as reading and listening. According to Egbert & Shahrokni (2020), the use of technology in language teaching improves cognitive engagement, but the Educaplay platform in university settings requires more research.

Despite the popularity and adoption of ICT tools in language education, there is limited empirical research on the effectiveness and practical application of platforms such as Educaplay in the specific context of English language learning. Among the main problems of ICT are the lack of adequate technological design and to effectively integrate them into their English language teaching programs.

Another crucial aspect to consider is students' perception and adaptation to Educaplay based learning. While ICT tools provide advantages such as accessibility and flexibility some students may face digital-related challenges, technical difficulties, and pedagogical alignment with course objectives (Attar et al., 2023). Therefore, there is a need to evaluate both the positive aspects and possible limitations of Educaplay in the teaching of English within higher education institutions.

This study focuses on the influence of ICT in teaching English to fifth-level students of the English major at the Technical University of Cotopaxi, Pujilí Extension. It is necessary to understand the scope and effectiveness of using technological tools to develop English language proficiency. The objective of this research is to examine the effectiveness of the Educaplay-ICT tool in the development of receptive skills and students' perception of the use of ICT in the teaching and learning process. The following research questions (RC)

drive the study:

RQ1. Does the use of Educaplay-ICT tool help students in developing their receptive skills?

RQ2. What are the students' perceptions of using the Educaplay-ICT tool in the teaching and learning process?

3. OBJECTIVES

3.1 General Objectives

To examine the benefits of EducaPlay-ICT in the development of receptive skills in students of the fifth semester, class "A" majoring in English.

3.2 Specific Objectives

- To identify the available ICT resources that support the teaching and learning of English as a foreign or second language in students majoring in English.
- To analyze how the use of the Educaplay-ICT tool facilitates the development of receptive skills (listening and reading) in students of the English major.
- To describe are the students' perceptions of using the Educaplay-ICT tool in the teaching and learning process.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED

Specific Objective	Activities	Result of activities	Verification Means
To identify the available ICT resources that support the teaching and learning of English as a foreign or second language in students majoring in English.	<ul style="list-style-type: none">- Literature Review- Research information.- Design the theoretical framework	To obtain relevant information.	Theoretical framework

To analyze how the use of the Educaplay-ICT tool facilitates the development of receptive skills (listening and reading) in students of the English major.	- Apply a Questionnaire	Data collection Informed consent Transcription	Analysis and discussion of the test.
To describe are the students' perceptions of using the Educaplay-ICT tool in the teaching and learning process.	- Analysis of the data obtained from the survey.	Excerpts from the opinions of fifth semester English students.	Analysis and discussion of the survey

Source: Seventh level PINE UTC

5. JUSTIFICATION

In this research, a diagnostic test is performed on a group of university students to measure their level of skills. Subsequently, for a month, the students used interactive activities designed in Educaplay as part of their learning process. At the end of the intervention, a progress test was applied to compare the results and analyze the improvement. In addition, a questionnaire with the Iker scale was used to determine the students' perception of the usefulness and effectiveness of the platform.

This research was carried out to analyze the use of Educaplay in the development of receptive skills (reading and listening) in university English students, with the aim of verifying whether the use of this technological tool improves listening and reading comprehension. Therefore, this study also seeks to know the students' perception of the usefulness, accessibility and effectiveness of Educaplay.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 Background

The analysis of previous studies showed the use of Educaplay to improve reading and listening comprehension skills in university students. The information obtained from research sources concludes that the use of ICT tools, such as Educaplay, is essential in the development of receptive skills in students, since it allows them to improve their competence in listening and reading comprehension. Therefore, by using ICT-based interactive activities, students can interact more effectively with English content, facilitating their language learning.

Zambrano et al. (2025). titled with the research “Improvement of pedagogical practices in educational institutions in the southern area of Manabí” and also contributed as part of the results of the linkage project titled “Directed tasks and Psychopedagogical support to strengthen student learning in the Public Basic Education of Jipijapa Phase II 2024.” This article 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, greater student motivation through gamification, and the possibility of adapting activities to different levels. Practical examples of Educaplay activities to develop various language skills will be presented, as well as strategies to incorporate the platform into lesson planning and evaluation.

In 2025, a study was carried out by Barahona A. where its research objective is to determine the incidence of the use of Educaplay in the development of scientific competencies in natural sciences in basic education students from private educational institutions in the city of Quito, Ecuador. We worked with a non-experimental, descriptive cross-sectional design in 385 students. The results obtained show a very strong positive classification (0.89) and statistically significant ($p = 0.004$) between the use of Educaplay and the development of scientific skills in natural sciences, this confirms that the integration of this technological tool in educational processes has a favorable impact on the strengthening of these skills. Where it concludes that Educaplay has a high potential to be systematically integrated into educational programs, contributing to the development of scientific competencies.

A study conducted by Carolina et al. (2023) deduced that information and communication technologies in the teaching-learning process, especially the use of the Educaplay tool. The objective is to develop skills and abilities in the command of the English language with the application of music as multimedia content implemented in Virtual Learning Environments through a pedagogical

strategy. The methods used in the study of the theoretical referential framework as a guide for the systematization of prior knowledge and basis for the development of the strategy and the survey used in the verification. Where they apply empirical methods such as questionnaires and surveys, which are combined with the use of statistical-mathematical tools such as Group Satisfaction and recommendation indices. SPSS software is used to test the validity of the instrument (Cronbach's Alpha) and reliability (R-squared), as well as the development of statistical tests such as normality test, Pearson correlation and Chi-Square. Satisfactory results were obtained with the use of the tool for the four dimensions studied and excellent values of usability, applicability and recommendation of the strategy by users.

Safiudin & Hayati (2025) this study explored the research the impact of integrating Educaplay, a smart application creator, to improve the understanding of Pancasila ideology among Grade XI students, this research aims to transform traditional learning methods by incorporating game-based learning to foster an engaging and participatory learning environment. The study employs a mixed methods approach, combining qualitative and quantitative data collection techniques, including surveys, interviews and observations of grade XI secondary school students. Data analysis is performed using thematic analysis for qualitative data and statistical analysis for quantitative data. Results indicate significant improvement in students' understanding and retention of Pancasila values, demonstrated through increased participation and enthusiasm. The study concludes that interactive learning platforms such as Educaplay contribute positively to students' educational experiences by making abstract ideological concepts more accessible and attractive.

For this research, several studies carried out by different authors from higher education institutions in various countries, including Ecuador, were reviewed. However, no similar research has been previously carried out at the Technical University of Cotopaxi, which makes this study principal in the application of digital platforms such as Educaplay for the development of receptive skills in English in students of the Pedagogy of National and Foreign Languages career.

7. THEORETICAL FRAMEWORK

7.1 Information and Communications Technologies (ICT)

Information and Communication Technologies (ICT) have transformed education around the world, facilitating access to learning through digital platforms and interactive resources. According to (Ally, 2020) ICTs enable a more flexible and accessible approach for learners, providing them with tools to learn at their own pace and from anywhere. However, challenges related to teacher training in the use of these technologies have also been identified. (Singh, 2021) highlights that, although the use of ICT has grown significantly,

ongoing training of educators is essential to realise its full potential. In addition, research by (Meyers, 2021) has shown that ICT can improve student participation and promote more inclusive education, but also highlights the need to overcome inequalities in access to technology, especially in rural or developing country contexts. In this sense, ICTs are not only educational tools, but also play a key role in democratising access to knowledge, although their impact depends on effective integration and policies that favour equal access.

7.2 English language skills development

English skills development is a holistic process encompassing listening, reading, writing and speaking skills, which are essential to achieve full linguistic competence. According to Nguyen (2021) effective English language learning requires a balanced approach that combines constant exposure to the language with active practice of all four skills. In particular, Suganda et al. (2023) emphasizes the importance of integrating receptive skills (listening and reading) with productive skills (speaking and writing), as these are mutually reinforcing in the language acquisition process. In addition, motivation and the interactive environment play a crucial role in the development of these skills, as they create opportunities for learners to engage in real-life communication situations, both inside and outside the classroom (Hartle et al., 2021). Digital platforms such as EducaPlay and Duolingo, mentioned by González et al. (2021), have proven to be effective in enhancing these skills by providing interactive exercises that encourage continuous practice and allow students to receive immediate feedback. In summary, the development of English skills requires a holistic approach that combines practice, feedback and technological resources to achieve more dynamic and effective learning.

7.3 Educaplay in education.

EducaPlay is a technological tool that has gained significant attention in language education, particularly in improving receptive and productive skills. According to González et al. (2021), EducaPlay offers a variety of interactive activities designed to engage students and promote learning in a dynamic way. It allows teachers to create personalized exercises that help students improve their listening, reading, vocabulary and grammar. Hartle et al. (2021) highlight that the interactive nature of EducaPlay encourages active learning, as students can practice independently and receive immediate feedback to track their progress. Furthermore, Alvarado and Reyes (2020) emphasize that the use of EducaPlay in the classroom increases student motivation and engagement by making the learning process more pleasant and adapted to individual needs. As an educational tool, EducaPlay

exemplifies the growing role of ICT in education, providing a flexible and personalized approach that improves student engagement and facilitates a deeper understanding of language skills.

7.4 Digital platforms

Several technological platforms have gained relevance in the educational field, thanks to their ability to facilitate distance learning and the interactive use of ICT. One of the most prominent is EducaPlay, a platform that allows the creation of interactive activities to improve language skills, especially in language teaching. According to González et al. (2021), EducaPlay has been key in the development of receptive and productive competences in students, through personalized exercises adapted to their needs. In addition, platforms such as Google Classroom, mentioned by Terry et al. (2020), have been consolidated as a virtual classroom management tool, allowing the organization of tasks and interaction between students and teachers in real time. Khan Academy, according to Sari et al. (2021), has been another crucial platform, offering free educational content in various disciplines, facilitating self-directed learning. On the other hand, Edmodo, as noted by Kuo et al. (2021), has been key to the creation of collaborative learning communities, allowing interaction between learners and teachers in a flexible and accessible way. These platforms, along with many others, have proven to be essential for educational adaptation in times of pandemic and continue to play a central role in modern education, standing out for their accessibility, interactivity and learner-centred approach.

7.5 Integration of Digital Tools

The integration of digital tools in the educational process has transformed the way teaching and learning occur. Educaplay, as a platform for creating interactive activities, allows educators to design resources that foster active student participation. According to García et al. (2020), "the use of interactive platforms in the classroom not only enhance motivation but also facilitates personalized learning, allowing each student to progress at their own pace" (p. 45). This is particularly relevant in language teaching, where constant practice and interaction are fundamental for developing linguistic competencies. The interactive activities that can be created in Educaplay, such as memory games, crosswords, and quizzes, provide students with the opportunity to practice vocabulary and grammar in a playful manner. For instance, an instructor can design a quiz based on a text read in class, which not only reinforces the content but also promotes active student engagement. López & Martínez (2019) state that "digital tools allow students to interact with content in a more

meaningful way, resulting in greater retention of information" (p. 78). This interactivity contrasts with traditional teaching methods, which often focus on memorization and repetition, limiting students' ability to apply what they have learned in real-world contexts.

7.6 Educaplay in teaching English

EducaPlay has established itself as a key tool in English language teaching, especially in the context of distance education and interactive learning. According to González et al. (2021), EducaPlay allows teachers to create personalized activities that favour the development of language skills, particularly in listening and reading comprehension, by offering interactive exercises that keep students motivated and engaged. In addition, Romero and Pérez (2021) highlight that this platform favors the acquisition of vocabulary and grammar by integrating educational games that reinforce language skills in a playful and effective way. According to Alvarado and Reyes (2020), the use of platforms such as EducaPlay in the English classroom also contributes to more autonomous learning, where students can practice individually and receive instant feedback, which accelerates their progress. These features make EducaPlay an effective tool for teaching English, promoting learning that is more dynamic, accessible and adapted to the needs of each student.

7.7 Receptive skills

Receptive skills, such as listening and reading, are crucial for language acquisition, as they allow learners to comprehend and interpret information in a new language. Platforms like EducaPlay have proven effective in enhancing these skills, offering interactive exercises tailored to students' needs. According to González et al. (2021), EducaPlay provides personalized activities that engage students while improving their listening and reading abilities through games and exercises. Additionally, Romero and Pérez (2021) highlight that such tools enable learners to practice these skills autonomously, fostering greater retention and comprehension. Alvarado and Reyes (2020) further assert that using platforms like EducaPlay helps students develop a deeper understanding of vocabulary and grammar, while allowing them to reinforce their receptive skills in a fun and dynamic way. These platforms also offer immediate feedback, making it easier for students to monitor their progress and identify areas for improvement. Thus, EducaPlay not only supports the development of receptive skills but also motivates students to engage actively in the learning

process, contributing to more effective language acquisition.

7.8 ICT on Education

Recent studies have increasingly highlighted the impact of Information and Communication Technology (ICT) on education, particularly in enhancing learning experiences and promoting student engagement. For example, Ahmad et al. (2023) explores the concept of Education 5.0, focusing on the integration of advanced technologies like artificial intelligence, blockchain, and virtual reality to personalize learning, improve participation, and broaden access to education. They emphasize the role of these technologies in overcoming traditional barriers to learning while also addressing the ethical challenges posed by their use. Similarly, Badshah et al. (2023) review how the Internet of Things (IoT) can revolutionize education by incorporating smart devices that enhance student engagement and support deeper learning through real-time feedback. Ibrahim and Kenwright (2022) further investigate the role of IoT in higher education, demonstrating its potential to create a more interactive and personalized learning environment. Additionally, Ahmed et al. (2021) examines the readiness of Somali university students to embrace ICT in education, finding that students' acceptance of these technologies is strongly influenced by factors such as perceived usefulness and ease of use. These studies collectively underscore the transformative power of ICT in education, offering new avenues for engagement, access, and personalized learning experiences

7.9 Constructivism

Constructivism as an educational method in the learning process is active and learners generate their own knowledge based on experiences and interactions with their environment (Fosnot, 2020). This method has been widely used by specialists in language teaching, where the integration of students, practice and analysis help to develop language skills (Ahmed et al., 2021). Educaplay, by providing interactive tools, facilitates this process by giving teachers and learners the ability to create content and work together with their peers, which enhances their participation and understanding. While Gómez et al. (2021), mentions that the integration of didactic activities in educational platforms such as Educaplay allows to raise cognitive skills, because students use what they learn to make a critical reflection on their understanding and areas for improvement. This strategy is in line with recent research indicating that students' active participation in their learning process, especially through exploration and practice, results in more effective and lasting learning experiences (Mishra & Koehler, 2022).

7.10 Social Learning Theory

Albert Bandura's Social Learning Theory (1977) emphasizes the importance of observation and imitation in the learning process. In the context of language learning, social interaction is crucial, as students learn not only from their own mistakes but also by observing their peers. Educaplay fosters this interaction by allowing students to collaborate on activities, share their results, and provide feedback to one another. For instance, by participating in team games or collaborative quizzes, students can observe their peers' strategies and learn from them, enriching their own learning process. The immediate feedback provided by Educaplay also contributes to more effective learning, as students can adjust their approach in real-time based on the information they receive from their peers and the platform (Zhang et al., 2021).

7.11. Technological Pedagogical Content Knowledge (TPACK)

The TPACK model, developed by Mishra & Koehler (2006), highlights the intersection of technology, pedagogy, and content knowledge. This framework is essential for understanding how educators can effectively integrate technology into their teaching practices. Educaplay serves as a tool that allows teachers to design lessons that are not only technologically advanced but also aligned with best pedagogical practices. A recent study suggests that integrating TPACK into teacher training improves teaching effectiveness in digital environments (Koehler et al., 2021). By understanding how technology can enhance content teaching, educators can create more meaningful and effective learning experiences. Furthermore, the use of Educaplay enables teachers to tailor their teaching methods to the specific needs of their students, which is fundamental in a university setting where diversity in skills and learning styles is common.

7.12 Gamification in Education

Gamification, which involves incorporating game design elements into educational contexts, has proven to be an effective strategy for increasing student motivation and engagement (Deterding et al., 2020). Educaplay utilizes gamification elements, such as points, badges, and leaderboards, to incentivize active student participation. This approach not only makes learning more engaging but also promotes friendly competition and teamwork. Intrinsic motivation, which refers to the desire to learn for the sake of learning, is enhanced in a gamified environment where students can see their progress and achievements in tangible ways. Additionally, gamification can help students develop a

sense of agency and ownership over their learning, as they are encouraged to set goals and strive to achieve them in a fun and interactive manner. By leveraging gamification, Educaplay creates a dynamic learning environment that fosters both engagement and effective language acquisition.

7.13 Activities in Educaplay

EducaPlay offers a wide range of interactive activities that can significantly enhance receptive skills, such as listening and reading, in language learning. According to González et al. (2021), the platform allows teachers to create personalized listening exercises, such as audio quizzes, where students listen to audio clips and answer related questions, helping them improve their listening comprehension. Romero and Pérez (2021) highlight that EducaPlay also offers reading activities, like matching exercises and crossword puzzles, which help students practice vocabulary and reading comprehension in a fun and engaging way. These activities allow students to develop their ability to understand spoken and written texts while receiving immediate feedback on their performance. Additionally, Alvarado and Reyes (2020) suggest that EducaPlay's variety of exercises can be adapted to different levels of proficiency, providing learners with the opportunity to gradually build their receptive skills through repetitive practice and increasing difficulty. Therefore, EducaPlay provides a comprehensive platform for developing receptive skills by offering interactive, customizable activities that engage students and promote autonomous learning.

7.14 Activities in English language teaching

In recent years, the use of interactive activities in teaching English has proven to be highly effective in engaging students and enhancing language skills. According to González et al. (2021), integrating technology-based activities, such as online quizzes and language games, helps students practice both receptive and productive skills in a dynamic and engaging way. Romero and Pérez (2021) emphasize that activities like role-playing, debates, and problem-solving tasks promote active participation, fostering critical thinking and communication skills. Furthermore, Alvarado and Reyes (2020) highlight the importance of using multimedia resources, such as videos, podcasts, and digital storytelling, to expose students to authentic language use, which aids in improving listening comprehension and vocabulary acquisition. These activities not only motivate students but also support the development of language proficiency by providing real-world contexts for learning. As Bates (2020) argues, combining traditional teaching methods with innovative activities that incorporate

technology helps create a more interactive and personalized learning experience, allowing students to develop a deeper understanding of the English language.

7.15 Teaching English with ICT

Teaching English with Information and Communication Technologies (ICT) has become an essential approach in modern education, offering innovative ways to enhance language learning. According to Ally (2020), the use of ICT in English teaching provides greater access to interactive resources, which help improve both receptive and productive skills. Platforms like EducaPlay and Google Classroom have been shown to foster student engagement and motivation by offering personalized learning experiences (González et al., 2021). Romero and Pérez (2021) emphasize that integrating multimedia tools, such as videos, podcasts, and interactive games, not only enriches students' learning experiences but also facilitates the development of listening, reading, speaking, and writing skills. Furthermore, Bates (2020) argues that ICT tools enable teachers to create more flexible and student-centered learning environments, allowing for real-time feedback and collaborative learning. This integration of technology in English teaching not only improves language skills but also equips students with the digital literacy needed in today's globalized world.

8. METHODOLOGY

8.1 Research Approach

The methodological framework of this study is based on several key educational theories that support the integration of Educaplay, an interactive educational platform, into the teaching of English to university students. This platform offers a variety of interactive tools designed to improve reading and listening comprehension, including crossword puzzles, audio clips, videos, and word searches, among others. Specifically, this study focuses on fifth semester A level students at the Technical University of Cotopaxi, Pujilí extension, using a mixed method approach. Our sample consisted of 22 fifth-semester students of the Pedagogy in National and Foreign Languages program at the Pujilí extension. Of these, 14 (70%) were women and 8 (30%) were men. The average age of the participants was 18 years, with a range of 22 years.

Over the course of a month, each student had access to the Educaplay platform, which allowed them to participate and practice through a variety of interactive games designed to improve their English language skills. This hands-on approach not only facilitated active learning, but also allowed us to effectively monitor student participation and progress. We

were able to track individual access, time spent on each game and completion rates, which provided us with valuable information about their learning patterns and areas that needed improvement.

In this study, quantitative data will be collected through pre- and post-assessments to measure the improvement in students' English proficiency after using the Educaplay app for one month. In addition, qualitative data were collected through a five Likert scale questionnaire to assess students' perceptions of the use of the platform and their learning experience. The survey was evaluated by 3 academic teachers, experts in the English area with more than 20 years teaching this language. At the beginning the instrument received insightful suggestions to improve the categories placed on it. Finally, in the second round of evaluation, the instrument was validated by the 3 experts as a consistent, clear and well-formulated tool to gather information about Educaplay -ICT (see appendix 1.). This instrument in combination with the pre- and post-test allowed for a comprehensive analysis that helped drawing conclusions about the effectiveness of Educaplay in improving students' receptive language skills. By linking and analyzing both types of data, this approach ensures a more holistic view of the research problem, allowing for a more comprehensive exploration of the research problem.

8.2 Research Level

In this project, the descriptive method was used to detail the factors that influence the teaching and learning process. It used a descriptive research procedure because "it is a study of status and is widely used in education, nutrition, epidemiology, and behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description" (Graham & Dutton, 2020, p. 45). In other words, researchers used the descriptive procedure because it is one of the best information gathering methods, thus allowing them to explain how the information is related and describe the problem as it really is. It is also non-experimental research since the variables were not altered or changed during the research process to see possible effects between the two variables.

8.3 Research Context and Participants

The research was carried out on the Pujilí extension, specifically with university students in the fifth semester majoring in English, during the academic period October-March 2025. The study focused on the application of ICTs, particularly with the Educaplay platform, to improve the receptive skills, so called listening and reading. The participants were selected

from the fifth semester, class "A", by taking into account their willingness to participate in the Educaplay application as part of the study. A total of 20 students participated in the study, with a balanced representation of both genders. Students took a pre-test to assess their initial level of English proficiency, followed by a month of using the Educaplay platform for further practice and a post-test to measure any improvement in their language skills. This test was taken directly from the (English Practice Test, 2025) widely used and freely available at online.

8.3. Ethical Considerations

Ethical guidelines were followed throughout the research. Informed consent was obtained from all participants, ensuring that they are aware of the study's purpose and their rights as participants. Therefore, all data was treated with confidentiality and used solely for research purposes. In the current research, fundamental ethical principles, such as informed consent and confidentiality were the basis to follow. To put in another way, informed consent ensured that participants understood the purpose of the study, their rights and potential risks before voluntarily agreeing to participate (Cano et al., 2021). Confidentiality involved protecting the identity and personal data of participants, ensuring their exclusive use for research purposes (García & López, 2022). In sum, it was essential to ensure fairness in the selection of participants and transparency in the communication of results to maintain the ethical integrity of the study (Martínez et al., 2023).

8.4 Data collection process

The data collection process for this research was carried out in three stages. First, a pretest was administered to participants to assess their initial level of English proficiency. This test measured their receptive listening and reading skills, particularly listening and reading comprehension, which are the focus of the study. The pretest served as a database to measure any subsequent improvement.

Participants were then introduced to the Educaplay application; a digital tool designed to improve language learning through interactive activities. Over the course of a month, students used Educaplay regularly and participated in activities focused on improving their receptive English skills. During this period, students practiced listening and reading comprehension exercises adapted to their level of language proficiency, with the aim of improving their comprehension skills.

Finally, after the time spent using the Educaplay platform, a post-test was administered to

evaluate the students' progress in their receptive skills. Pre- and post-test results were compared to determine whether the use of Educaplay had a measurable impact on students' language development. This process allowed for the collection of both quantitative and qualitative data, providing a comprehensive understanding of the effectiveness of the Educaplay platform in improving students' English proficiency.

8.5 Data analysis

The analysis of the results obtained through the diagnostic test that was carried out with the students of the fifth semester of the Technical University of Cotopaxi. This diagnostic test was applied before the implementation of Educaplay to evaluate the level of competencies in the reading and listening skills in English of the participants. The data obtained from the activities created in Educaplay provided a solid basis for measuring student progress. After a month of using the platform, a second test was administered to evaluate progress in these skills. The results indicated favorable progress, obtaining both listening and reading comprehension scores, which suggests that the integration of Educaplay as an educational tool contributed to the development of these competencies in the students. This advance is an indication that the use of digital platforms has a positive advantage in learning English, allowing students to improve their level of competence through interactive activities.

9. ANALYSIS AND DISCUSSION OF THE RESULT

RQ1. Does the use of Educaplay-ICT tool help students in developing their receptive skills?

Table 1

Listening evaluation

LISTENING			
CODE	<i>Diagnostic test</i>	<i>Progress test</i>	<i>Avance</i>
S1	36%	85%	49%
S2	28%	87%	59%
S3	52%	90%	38%
S4	80%	87%	7%
S5	40%	83%	43%
S6	60%	97%	37%
S7	48%	95%	47%
S8	32%	90%	58%
S9	40%	89%	49%

S10	40%	92%	52%
S11	40%	93%	53%
S12	44%	91%	47%
S13	48%	91%	43%
S14	32%	94%	62%
S15	32%	95%	63%
S16	42%	89%	47%
S17	54%	88%	34%
S18	45%	89%	44%
S19	48%	90%	42%
S20	60%	93%	33%
S21	55%	95%	40%
S22	55%	85%	30%

Elaborated by: Chimba S. & Tigasi S.

In this research, an evaluation of reading comprehension was carried out with two evaluative components: the diagnostic test and a progress test, where the table shows that S4 has a percentage of 100%, standing out in both tests, while S8, despite its low initial score (15%), showed a notable improvement in the progress test (89%). The majority of students, such as S2 and S3, also show significant progress, suggesting progress in their reading skills. However, some students, such as S1, S5 and S12, show minimal progress. This variability in performance underlines the importance of ICT-supported approaches to learning and the need for ongoing assessment to identify learners who may need additional English language support. By focusing on the diverse needs of all learners, educators can facilitate the improvement of reading comprehension and ensure that all learners have the opportunity to learn. The results of this study are consistent with research conducted by Martínez Yáñez (2024) who analyzed the influence of technological resources on the development of receptive skills in English language learners at the Catholic Educational Unit 'La Victoria'. The results indicated that the integration of digital tools such as Educaplay and language learning applications and multimedia content significantly improved students' listening and reading comprehension. Although this study focused on a pre-university context, its findings suggest that the implementation of technological resources can be beneficial for the development of receptive skills in students at different educational levels.

Table 2*Reading evaluation*

READING			
CODE	<i>Diagnostic test</i>	<i>Progress test</i>	<i>Avance</i>
S1	85%	88%	3%
S2	28%	89%	61%
S3	28%	91%	63%
S4	100%	100%	100%
S5	85%	90%	5%
S6	57%	89%	32%
S7	57%	88%	31%
S8	15%	89%	74%
S9	85%	88%	3%
S10	57%	87%	30%
S11	57%	87%	30%
S12	71%	81%	10%
S13	57%	87%	30%
S14	32%	82%	50%
S15	71%	81%	10%
S16	67%	87%	10%
S17	56%	86%	30%
S18	45%	85%	40%
S19	55%	85%	30%
S20	55%	88%	33%
S21	58%	88%	30%
S22	34%	89%	55%

Elaborated by: Chimba S. & Tigasi S.

In this research a listening assessment was conducted with two evaluative components which are the diagnostic test and a progress test where the table indicates how the results of the listening tests reveal a remarkable variability in the performance of the students. In

this case S4, despite having a relatively high initial score on the diagnostic test (80%), showed minimal progress on the progress test (87%), indicating that their improvement was limited, with only 7% progress. In contrast, students such as S2 and S14 showed significant gains of 59% and 62%, respectively, suggesting that they have made considerable progress in their listening skills. The majority of students, such as S1, S5 and S9, also showed notable gains, with increases ranging from 43% to 49%.

The purpose of this study is to analyse the benefit of Educaplay on the development of receptive skills, in particular listening comprehension. The results indicate significant variation in student performance, with some students demonstrating substantial progress while others show minimal improvement. This variability suggests that while Educaplay may be beneficial for many students, individual differences and learning strategies influence its effectiveness. In conducting this research, authors such as Khan et al. (2022) argue that the integration of educational technologies can transform teaching, making learning more accessible and effective. Overall, the results suggest that while some students have improved considerably, others require additional attention to maximise their learning potential, and ICT can be a valuable tool in this process. According to León (2021), the use of technological tools and educational applications can be instrumental in improving listening skills, as they allow learners to practice in an interactive environment adapted to their needs.

9.1 Results and discussion of the survey

Table 3 : Content

<i>Question</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neutral</i>		<i>Agree</i>		<i>Strongly Agree</i>		<i>Total</i>	
	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>
1.-The listening activities on Educaplay are engaging and diverse.	1	6.66%	0	0%	4	26.6%	9	60%	1	6.6%	15	100%
2., Educaplay provides listening materials that are appropriate for my language level.	1	6.6%	0	0%	5	33.3%	7	46.6%	2	13.3%	15	100%
3.-The texts and exercises are culturally inclusive and interesting.	1	6.6%	0	0%	4	26.6%	7	46.6%	3	20%	15	100%

Nota: show the results where (S) is students and the sign (%) represents percentages.

Elaborated by: Chimba S. & Tigasi S.

The analysis of the table reveals a generally positive perception of the listening activities on Educaplay among participants, with a notable majority agreeing that the activities are engaging and diverse (60% agree, 6.6% strongly agree). This aligns with findings from recent studies, such as those by Wang et al. (2021), who emphasize the importance of interactive and varied materials in enhancing learner engagement. Regarding the appropriateness of listening materials for language levels, 46.6% of respondents agree, while 33.3% remain neutral, suggesting a need for further alignment of materials with learners' proficiency levels, a concern echoed by Johnson (2020), who highlights the significance of tailored content in language acquisition. Lastly, the cultural inclusivity of texts and exercises received mixed feedback, with only 20% strongly agreeing on their interest and inclusivity, indicating an area for improvement, as noted by Smith (2022), who advocates for culturally relevant pedagogy to foster a more inclusive learning environment. Overall, while the feedback is largely positive, it underscores the necessity

for continuous enhancement of content to meet diverse learner needs effectively.

Table 4: Structure

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	S	%	S	%	S	%	S	%	S	%	S	%
1. The layout of activities on Educaplay is easy to navigate.	1	6.6%	1	6.6%	4	26.6%	9	60%	0	0%	15	100%
2. The instructions for listening tasks are clear and straightforward.	1	6.6%	0		4	26.6%	9	60%	1	6.6%	15	100%
8. The reading tasks are well-structured and logically organized.	1	6.6%	1	6.6%	3	20%	10	66.6%	0	0%	15	100%

Nota: show the results where (S) is students and the sign (%) represents percentages.

Elaborated by: Chimba & Tigasi

The analysis of the table reveals a positive perception of the usability and clarity of the activities on the Educaplay platform, with 60% of participants considering the layout of the activities to be easy to navigate, which is consistent with Alharbi's (2021) assertion on the importance of an intuitive interface to enhance user satisfaction and foster effective learning. In terms of instructions for listening tasks, 60% of respondents also agreed that they are clear and straightforward, which supports the research of Zhang et al. (2020), which highlights that concise instructions are essential for learners to understand expectations and feel confident in performing tasks. Finally, 66.6% of participants felt that reading tasks are well structured and logically organized, which aligns with the work of Hartle et al. (2021), who emphasize that good organization in reading activities facilitates comprehension and the development of critical skills. Taken together, these results suggest that Educaplay has implemented an effective design that supports learning, highlighting the importance of accessibility and clarity in educational platform maximize students' learning potential maximize students' learning potential.

Table 4: Applicability

Question	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	S	%	S	%	S	%	S	%	S	%	S	%
1. The listening activities on Educaplay help me improve my real-world listening skills.	1	6.6%	1	6.6%	5	3.3%	7	46.6%	1	6.6%	15	100%
2. The reading exercises on Educaplay enhance my ability to comprehend written texts in a second language.	1	6.6%	2	13.3%	4	26.6%	7	46.6%	1	6.6%	15	100%
3. The platform integrates reading activities that are engaging and help develop my	1	6.6%	1	6.6%	3	20%	8	53.3%	2	13.3%	15	100%

Nota: show the results where (S) is students and the sign (%) represents percentages.

Elaborated by: Chimba S. & Tigasi S.

The analysis of the table reveals that participants positively perceive the listening and reading activities on the Educaplay platform as effective tools to improve their second language skills. A total of 46.6% of the respondents consider that the listening activities help to improve their skills in real-world situations, which is in line with the research of Wang et al. (2021), which highlights the importance of simulating authentic contexts for the development of listening skills. Furthermore, 46.6% think that reading exercises improve their comprehension skills, supporting Hartle et al.'s (2021) claim about the relevance of regular practice on reading fluency. Furthermore, 53.3% of participants find the reading activities engaging and useful, suggesting that Educaplay's interactive design,

supported by gamification elements, fosters student engagement and motivation, as indicated by Deterding et al. (2020).

Table 5: Effectiveness

<i>Question</i>	<i>Strongly Disagree</i>		<i>Disagree</i>		<i>Neutral</i>		<i>Agree</i>		<i>Strongly Agree</i>		<i>Total</i>	
	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>	<i>S</i>	<i>%</i>
1. Educaplay significantly improves my listening comprehension skills.	1	6.6%	1	6.6%	5	3.3%	8	46.6%	0	0%	15	100%
2. The platform provides effective listening activities to improve comprehension.	1	6.6%	2	13.3%	2	13.3%	9	60%	1	6.6%	15	100%
3. I am satisfied with the effectiveness of Educaplay as a learning tool for enhancing both listening and reading skills.	1	6.6%	1	6.6%	4	26.6%	9	60%	0	0%	15	100%

The analysis of the table indicates a generally positive perception of the effectiveness of Educaplay in enhancing listening comprehension skills among participants. Specifically, 46.6% of respondents agreed that Educaplay significantly improves their listening comprehension skills, aligning with the findings of Ahmad et al. (2023), who emphasize the importance of interactive platforms in developing auditory skills through engaging activities. Furthermore, 60% of participants believe that the platform provides effective listening activities to improve comprehension, which supports the assertion by Badshah et al. (2023) that well-designed digital resources can facilitate deeper learning and enhance student engagement. Additionally, when asked about their satisfaction with Educaplay as a learning tool for both listening and reading skills, 60% expressed agreement, reflecting the views of Ibrahim and Kenwright (2022), who highlight the

effectiveness of integrated digital tools in promoting language acquisition. Overall, these results suggest that Educaplay is perceived as a valuable resource for improving language skills, particularly in listening comprehension, thereby reinforcing its role in modern educational practices.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusion

1. In conclusion, EducaPlay-TIC has proven to be a technological tool to improve receptive skills (listening and reading comprehension) in students in the fifth semester of their English degree. The interactive activities contained in the platform promote commitment, autonomy and understanding through dynamic games. The platform integrates gamification and constructivist principles, encouraging active and didactic participation among students.
2. Concerning the usability of the ICT tools in this study, the analysis of the activities carried out with Educaplay showed that the platform contributed significantly to the development of receptive skills, especially vocabulary retention. It was observed that receptive skills also achieved improvements through practice on the platform, although the results were not substantial. at all. This suggests that, although Educaplay would be favorable for the development of receptive skills, to improve the practice of listening and reading comprehension it could be reinforced with a more significant adaptation of the activities.
3. Finally, it was observed that the majority of students reported a positive perception of Educaplay as a tool for language development. They found the design of the platform to be interactive and easy to use, which helped them to practice their receptive skills. However, a small proportion of students expressed doubts about its effectiveness in improving listening and reading skills, suggesting that further adaptations to the platform may be necessary to address diverse learning styles

and individual needs.

10.2 Recommendations

1. This research recommends the increased use of ICT resources when teaching English, such as the Educaplay platform. These tools not only awaken students' interest in learning but also give them the possibility to study at their own pace. It is essential that teachers are involved in using these resources, ensuring that they improve language skills through various interactive activities.
2. Additionally, to improve the effectiveness of Educaplay-ICT activities in improving students' listening and reading comprehension skills, it is recommended to enhance the exercises by including more advanced, interactive and diverse tasks specifically designed for these skills. Educators should create customized activities that address students' comprehension problems, incorporating authentic exercises, interactive games, and multimedia resources (such as listening and reading comprehension videos) to increase engagement and foster significant improvement.
3. Finally, to effectively monitor the development of learners' receptive skills, incorporate activities in which learners can continually assess their progress. Personalized activities can improve learners' proficiency levels and also place focused exercises on areas that require improvement. In addition, the integration of an adaptive learning system that modifies content according to the performance of each student could greatly improve the overall effectiveness of Educaplay as a teaching resource.

Based on the findings of the study, it is recommended to implement the use of Educaplay in the English teaching process for a longer period, to evaluate its impact more completely on the development of receptive skills. During this time, it is suggested to design a balanced activity plan, with an equitable distribution between listening and reading exercises, ensuring that both skills are worked on comprehensively.

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