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The benefits of implementing the digital tool Educaplay in the learning English as foreign language process for fifth graders at Cabecera de Cañas School located in Tilarán, Guanacaste during the II quarter 2025.

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Licenciatura en la Enseñanza del inglés

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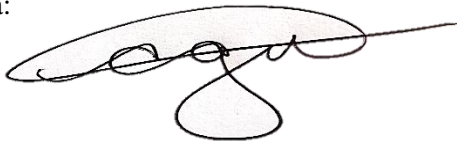
Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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DEDICATORY

For my dad

Marvin Vásquez Paniagua for his unwavering encouragement and for being my rock in all of my self-imposed ambitions. My inspiration to fulfill all of my dreams comes from my father. I am grateful that I have the world's greatest father. This victory is for my father as much as for myself.

To my sisters

Faviola Vásquez Barrios and Grettel Vásquez Barrios for their understanding and support.

To my husband

Fabio Oporta Lanza for his constant encouragement, friendship, and unwavering support. My boyfriend has seen firsthand how challenging and drawn out the process of earning my bachelor's degree in English teaching has been. I am appreciative of your support as I achieved yet another academic success.

I finished my English teaching bachelor's degree today. I am incredibly thankful to God and my entire family for enabling me to keep pursuing my aspirations. My courage, bravery, patience, and drive to never give up have always come from God. Thank you for all of your blessings, God.

ACKNOWLEDGEMENT

To Marvin Vásquez Paniagua, my father, who has always had faith in me.

I appreciate all of your sacrifices for my two sisters and me, as well as your unwavering love. My father has instilled in me the belief that no matter what challenges life presents, we should never give up.

To my sister, Faviola Vásquez Barrios, for her understanding and wise counsel. Thank you for your unconditional support.

To Grettel Vásquez Barrios, my younger sister, who is just starting college. I want to set an example by persevering through everything.

To my lover Fabio Oporta Lanza, who has always been there for me through all of my victories and setbacks, encouraging me, and supporting me. I am grateful for your unwavering affection and for inspiring me to work toward the degree I am finishing now.

To my father, sisters, and boyfriend, thank you for your unconditional support. This triumph is also yours.

ABSTRACT

This study aimed to examine the advantages of the Educaplay digital platform for fifth-grade pupils at Cabecera de Cañas School in terms of their acquisition of English vocabulary. A multi-phase data collection and analysis process was designed to accomplish this. First, a pretest based on terminology previously taught in English lessons was given out using paper and pencil. This tool assessed students' levels of retention and memorization in a conventional manner. Based on these preliminary findings, a second phase was carried out with the same questions but included into Froggy Jump, an interactive game from Educaplay. This allowed for a direct comparison of student performance in a fun technology setting against a traditional evaluation setting. Students participated in sessions that involved digital activities in Educaplay for four weeks in a row. Participation, interest, level of focus, teamwork, and openness to learning were all recorded during each session using observation rubrics, questionnaires, interviews and a Likert scale. Students' motivation and active participation gradually increased, according to the data gathered.

At the conclusion of the intervention, an opinion survey was also given out. According to this survey, most students thought the Educaplay exercises were interesting, enjoyable, and helpful for improving their vocabulary. Additionally, they stated that they would like to keep utilizing the platform for English courses in the future, emphasizing how the methodology made learning more engaging and dynamic. Lastly, a post-test measuring vocabulary acquisition improvement was given, which had the identical material as the pre-test. Significant gains in student performance were demonstrated by the results,

demonstrating how interactive digital tools and entertaining teaching techniques can boost vocabulary retention and foster learning. The use of Educaplay, in summary, not only boosted students' engagement but also improved their academic performance, demonstrating the value of technology as a teaching and learning aid for learning English.

Keywords: Educaplay, Gamification, Task-based Language Teaching (TBLT)

Vocabulary learning.

RESUMEN

El objetivo principal de esta investigación es examinar las ventajas de la plataforma digital Educaplay para las personas estudiantes de quinto año de primaria de la Escuela Cabecera de Cañas en la adquisición de vocabulario en inglés. Para ello, se diseñó un proceso de recopilación y análisis de datos en varias fases. En primer lugar, se realizó una prueba preliminar con papel y lápiz, basada en la terminología enseñada previamente en clases de inglés. Esta herramienta evaluó los niveles de retención y memorización de los alumnos de forma convencional. A partir de estos hallazgos preliminares, se realizó una segunda fase con las mismas preguntas, pero incluidas en “Froggy Jump”, un juego interactivo de Educaplay. Esto permitió comparar directamente el rendimiento de los alumnos en un entorno tecnológico lúdico con un entorno de evaluación tradicional. Los alumnos participaron en sesiones con actividades digitales en Educaplay durante cuatro semanas consecutivas. Se registraron la participación, el interés, el nivel de concentración, el trabajo en equipo y la disposición al aprendizaje durante cada sesión mediante rúbricas de observación, cuestionarios, entrevistas y una escala Likert. La motivación y la participación activa de los alumnos aumentaron gradualmente, según los datos recopilados. Al finalizar la intervención, también se realizó una encuesta de opinión. Según esta encuesta, la mayoría de los alumnos consideraron los ejercicios de Educaplay interesantes, y útiles para mejorar su vocabulario. Además, manifestaron su deseo de seguir utilizando la plataforma para las clases de inglés en el futuro, destacando cómo la metodología hizo que el aprendizaje fuera más atractivo y dinámico. Finalmente, se realizó una prueba posterior para medir la mejora en la adquisición de vocabulario, con el mismo material que la prueba previa. Los resultados demostraron mejoras significativas en el rendimiento de los

estudiantes, demostrando cómo las herramientas digitales interactivas y las técnicas de enseñanza entretenidas pueden impulsar la retención de vocabulario y fomentar el aprendizaje. En resumen, el uso de Educaplay no solo impulsó la participación de los estudiantes, sino que también mejoró su rendimiento académico, demostrando el valor de la tecnología como herramienta de enseñanza y aprendizaje para el aprendizaje de idioma inglés.

Palabras clave: Educaplay, Gamificación, Enseñanza de Idiomas Basada en Tareas (TBLT), Aprendizaje de vocabulario.

Chapter I

Research Problem

1.1. INTRODUCTION

The growing use of applications to learn a second language is a different way to motivate learners, for this reason, this project outstands the relevance of the connection that using varieties of digital tools have, and how this fact becomes a great strategy according to the effectiveness of its use. Using Educaplay as a technique to improve learning and memory of English vocabulary.

The purpose of this study is to determine how the use Educaplay Platform contributes to the process of teaching English as a foreign language, and this research will describe if the use technology tools is effective for reviewing studied vocabulary in the teaching-learning process of English as a foreign language at Cabecera de Cañas School. Teaching English as a foreign language, classroom strategies using activities with Educaplay Platform, are studied through a mixed approach and the instruments used were observations and questionnaires. To ensure that pupils recall and apply words successfully, vocabulary development requires a great deal of memorization and repetition. Because it requires constant memory and repetition, acquiring English vocabulary is sometimes seen as tiresome (Waluyo and Bucol, 2022). Nation (1990) highlights that in order to ensure successful vocabulary acquisition in a second language, learners must be exposed to new vocabulary often, usually five to sixteen times. Because interactive platforms like Educaplay provide a gamified method that involves learners more actively and favors better vocabulary acquisition, it is imperative to use them to optimize this learning process.

Furthermore, it analyzes the improvement in the English proficiency of fifth-grade students at the Cabecera de Cañas School after using the Educaplay digital tool during the second quarter of 2025. Additionally, it seeks to determine which of Educaplay's most alluring aspects enhance the educational experiences of fifth-grade children studying

English as a second language. Lastly, it seeks to ascertain the general level of motivation and satisfaction among fifth-grade students and their teachers regarding the usage of Educaplay in English comprehension over the designated time frame.

The study aims to explore why students should review the vocabulary using digital resources as Educaplay. Additionally, it may provide new ideas for implementing in the English language teaching process, specifically for promoting vocabulary learning in institutions that share the same features of school described in this study. Acquiring knowledge of vocabulary is essential for learning English. Teachers could assess students' language skills by looking at their vocabulary. Likewise, teachers who do not share a similar background may obtain applicable ideas to be adapted to their context. The achievements of the study may provide innovative and practical findings that benefit English teachers and educators of other subjects by strengthening their knowledge of online digital resources to be applied in the teaching and learning process.

When it comes to using Educaplay to teach vocabulary, it gives teachers a lot of leeway in creating pedagogically sound exercises that accommodate various learning goals and styles. For instance, teachers might use quizzes to gauge students' knowledge, give prompt feedback, and encourage a deeper vocabulary understanding. The use of game-like activities, such as riddles and crossword puzzles, helps high school students learn vocabulary more efficiently. These exercises support both continuous and final assessments, enabling teachers to monitor student growth, modify their methods, and gather information on students' achievements and advancement.

The study will focus on the use of the Educaplay platform to vocabulary retention and review lesson content. Vocabulary is the basic element of language that ties them all together. Students must have a strong vocabulary in order to learn all of those skills. The

ability to learn enough words is essential to learning English. According to Rahmadhani (2015), pupils who have a strong command of language will find it simpler to communicate their opinions both in writing and verbally and to comprehend those of others. Teachers should set clear goals for their pupils' vocabulary development while taking the situation's ramifications into account. This is especially important in the early stages of vocabulary growth, when a student's capacity to use and understand language is significantly impacted by a larger vocabulary. The learning methodologies and the amount of time available for vocabulary acquisition both inside and outside of the classroom must inform the objectives.

Moreover, the study will also explore the benefits and challenges of implementing Educaplay in the classroom. This will provide valuable insight into the benefits and obstacles of using technology in low-resource educational settings. The research will examine how teachers use platforms like Educaplay for interactive learning.

MEP (2016b) stated that after eleven or twelve years of instruction, English language learners in elementary and high schools are not achieving the desired levels of proficiency. Therefore, there are some strategies to work on in order to continue progressing in the English abilities. According to a report by EF Education First (2021), Costa Rica is considered a nation with a moderate level of English.

New teaching strategies that enable interactive student instruction and are tailored to the particular requirements of each setting are needed in the contemporary educational situation. Through instructional methodologies facilitated by the Educaplay web platform, they reinforce curriculum knowledge and encourage active involvement, motivation, and engagement. This analysis looks at the current training deficits for the core topic and the technical modules of the computer science specialization. The online platform, which enables instructors to construct a variety of gamified interactive activities, including word

searches, crossword puzzles, interactive maps, and more, was utilized for this.

Because of its high level of involvement and adaptability, Educaplay has becoming more and more popular among educators. According to teachers, this program has many applications, such as motivational games, reinforcement exercises, assessment tools, and a selection of user-made games (Paez et al., 2021). Researchers and educators are therefore interested in examining the usability and effectiveness of Educaplay as a result of its use in teaching and learning. One study, for example, indicated that Educaplay was a viable and effective way to enhance reading comprehension of short English texts (Manchola, 2021). According to Quadro-Flores and Ramos (2022), the Educaplay platform's features make it an effective instrument for teaching and improving multidisciplinary content that is both vertically and horizontally linked with the curriculum.

This research aims to determine the benefits of implementing the Educaplay digital tool in the learning process to enhance the learning and retention of English vocabulary among fifth-grade students at Cabecera de Cañas school located in Tilarán, Guanacaste, during II quarter of 2025.

1.1.1. Background of the Problem

Teaching is a process that requires active interaction, and teachers must implement different resources to cover the areas that need attention. One of these areas is the study of vocabulary and students who review the vocabulary studied in the classroom using digital resources as games may have higher possibilities to learn vocabulary smoothly. Nowadays, the use of online resources has increased, and educative applications create a dynamic and captivating learning environment that uses context-based activities, repetition, and instant feedback to promote vocabulary acquisition. For example, during

the 2020 year, MEP implemented some online resources to enhance the English curriculum of preschool, first and second cycle students. These resources are ABC Mouse, Cyberlab, and Pearson (Estado de la Educación, 2021). The implementation of gamified learning experiences or other similar ways to use the information and communication technologies (ICT) in the education field can contribute to the learning process. Gamification increases motivation by lowering the cognitive burden associated with conventional memorizing techniques and making the learning process more pleasurable.

Despite the positives aspects mentioned when using Educaplay in the classroom, it is necessary to point out that some other things are required such as: computers, tablets, smartphones, internet connection and of course the necessary knowledge to guide the process. The reality is that many students do not have the possibility of reviewing vocabulary using digital resources. for instance, during the COVID-19 Pandemic in Costa Rica, reports informed of 51% of the students with poor digital competence, affected remote zones because of the implementation of digital tools to continue with distance learning. (Estado de la Educación, 2021). In addition, official data of Ministry of Public Education of Costa Rica explained that “from the 1,135,522 students defined as “active”, 63% reported having problems accessing the required electronic devices, materials and/or the internet connection required for effectively participating in the *Aprendo en Casa...*” (UNICEF, 2020, p.1). Those examples illustrate the reality of some students related to accessing digital resources to review vocabulary.

Therefore, some students might not always interact with digital tools for vocabulary review, even though they have the potential to be beneficial. To have

effective use pupils need access to the required technology, such as computers, tablets, or a reliable internet connection. If people believe that these tools are optional rather than necessary for learning, others might not be inspired to use them outside of the classroom. Furthermore, students may lack the benefits of using digital resources if they are not incorporated and even though digital technologies can improve vocabulary learning, their efficacy requires accessibility, motivation, and appropriate instruction.

The study aims to explore why students should review the vocabulary using digital resources. Additionally, it may provide new ideas for implementing in the English language teaching process, specifically for promoting vocabulary learning in institutions that share the same features of school described in this study. Likewise, teachers who do not share a similar background may obtain applicable ideas to be adapted to their context. The achievements of the study may provide innovative and practical findings that benefit English teachers and educators of other subjects by strengthening their knowledge of online digital resources to be applied in the teaching and learning process.

1.1.2 National Antecedents

It should be noted the influence that gamification has on motivation and academic performance integration and communication technology (ICT), on behavior and responsibility, on cooperative work and creativity. In Costa Rica, Prieto, Gómez, y Said (2022), developed a mixed studied titled “Gamification, motivation and performance in education: A systematic review” whose main data collection technique was the content analysis of each of the randomly selected archives, this technique took into consideration the standards established by the AERA (2006). The general objective was to know the influence that the different gamification processes had on the performance and motivation

of the study population. 92% of the articles, which aimed to investigate the relationship between gamification and motivation, fostered both intrinsic motivations, in the absence of other reinforcements, and extrinsic motivation when performance is reinforced externally through different achievement reinforcement systems. However, the study does not present a deep description related to the types of games used in the different archives which allows the space to present some proposals in regard to educational games, as well as introduce characteristics that can be considered as ideal or not by teachers.

Similarly, in the same country, Peraza (2024) wrote qualitative research in education titled “The use of Gamification as a Learning Technique to Improve the Oral Skills of Fourth Graders at San Antonio School during the Second Quarter of 2024” which analyze the effectiveness of gamification as a learning technique to improve the speaking skills of fourth graders. She implemented games that were played against other individuals or computers, with outcomes readily quantifiable. It examined the levels of student engagement and motivation experienced during gamified learning sessions, and there was a positive impact on student comprehension, reinforcing learning, and informing instructional strategies. Also, the researcher used Quizzes which is a similar tool to the proposed for this research, which allows educators to employ a diverse range of mechanics such as: question formats, including multiple choice, true/false, short answer, and others, catering to the diverse learning styles and preferences of students. But it is not noted that students had access to the platform at home or if they had to do some kind of homework using the games of the platforms which provides the space to this research to focus on this aspect of, allowing students to access the games not only at the school, but also at home.

1.1.3 International Antecedents

The Interests for using gaming in the educational field is not only a national concern. In Ecuador, Jácome (2021), developed an investigation titled “Game-Based Learning in the Speaking Skill” that aimed to analyze how Game-based learning influences in the speaking skill. The writer claimed that students started to increase their vocabulary knowledge in a conversation to avoid the repetition of some words continuously. Thus, those factors foster interactive and spontaneous communication. Also, the researcher advised that learning could use several types of games such as board, guessing, digital, roleplay, language, and physical and whose usage can be emphasized in the learning process. It can be applied during class time in order to reinforce previous knowledge and get the new one. However, in the recommendation section the researcher mentioned to be careful in the application of the games for evaluating accuracy and range of vocabulary which provides the space for this research to be precise with the objective and amount of vocabulary for this research.

Similarly, in Hamadan, Iran, Salimei and Zangeneh (2022), wrote an quasi-experimental research titled “The Effect of Gamification on Vocabulary Learning (Learning English as a Second Language) Among the Fifth-Grade Elementary School Students” which focused on the use of technologies such as computers or smartphones that have increased in the last years and how it can be integrated to study English in listening, speaking, writing, and comprehension skills, and they considered that the use of this type of learning can be motivated and stimulate comprehension skills in more specific aspects like vocabulary acquisition which they classify as a tedious, dull, and uninteresting task that language learners must endure on a regular basis. The participants were chosen from the schools whose students had access to a laptop, tablet, smartphone, or personal computer to

run the gamification. The final result concluded that gamification improved English vocabulary learning as a second language, however, there is not an explain how they related the vocabulary content with the studies program of the country and how it was adapted for each different levels of students which allow this research to be developed on this topic.

1.1.4 Justification

The educational system of Costa Rica includes English language teaching as part of the curriculum, and the Public Ministry of Education (MEP,2016a) considers that speaking English fluently is part of the skills that a 21st-century student must develop. The educational system expects pupils to obtain a level of English proficiency of A2 when completing primary education, and B1 or B2 when completing secondary education. For example, Fonseca and Arias (2022) described those students are required to obtain a certain English level to do different tasks such as travel, expand their knowledge about general culture, migration, communication, and improve their life with future job opportunities provided by the language.

The study of a second language demands the development of other skills such as interaction, knowing about the target language's culture, communication competency, and digital learning. The last skill mentioned has gained more attention than ever. For example, Soboleva, Suvorova, Bocharov et al. (2022) indicated that as a result of the distance interaction during COVID-19 Pandemic the importance of digital resources increased. As a result, the opportunity for practicing the different skills was abruptly affected and for the case of the speaking skills, some alternative solutions emerged. For instance, in 2022, Soboleva, et al. suggested m-learning technologies and mobile applications to develop communicative-activities approach in the teaching and learning process. Speaking English demands vocabulary, grammar, pronunciation, fluency, and comprehension that can be

integrated un educational platforms or applications. MEP expectations are that pupils perform accurately "... personal exchanges, dialogues, roleplays, information-gap activities, and problem-solving activities, interviews, guessing games, show and tell, short descriptions, debates, oral presentations, and speeches" (MEP, 2016a, p.12).

Despite the clear perceptions of the educational system of Costa Rica, it stated that "learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction" (MEP, 2016b, p.12). This information increases interest in looking for strategies or tools to contribute to reaching the educational system's expectations or at least provide practical ideas. Therefore, there are some strategies to work on in order to continue progressing in the English abilities. According to a report by EF Education First (2021), Costa Rica is considered a nation with a moderate level of English. The study included one hundred countries and Costa Rica ranked 40th with a score of 55.21. This position of Costa Rica demonstrates the previous work done in the English teaching field. However, developing the ability to speak and write in a second language requires training with approaches and methods according to the student's level and interests. Also, it may involve current digital tools that offer varieties in the teaching field.

In addition, in Costa Rica, the interest and effort in including some types of technology began in the nineteen-eighties with the program of Foundation Omar Dengo, providing equipment to the schools and training the teachers and students on technology processes (Estado de la Educación, 2021). This organization launched a program not only aimed at providing technological equipment to schools but also training both teachers and students in digital knowledge and technology-related processes. This initiative helped different institutions to emerge first in the educational technology in the country and

modernize teaching and learning methods. Likewise, Law No. 6227 promotes in Costa Rica the development of technology and informatics and must encourage access to information and communication technologies (ICT) for the entire population. As it is part of society that is not static because it is changing progressively, this law has been updated several times to adapt to changes in technology and society (La Gaceta, 2022).

The integration of digital tools as educational games helps students to learn the necessary skills to integrate in a digital society. Also, learning while having fun. In accordance, the purpose of this research is to determine whether gamification is a useful teaching strategy for improving fifth-grade students' studied vocabulary. It aims to determine how gamified learning affects motivation and language development. The population selected is afraid or not interests at all to speak or use English word at class, which is the target language. Therefore, this study aims to analyze how well gamification could work as a teaching method, with an emphasis on improving fifth-grade students' oral communication abilities by learning and practicing vocabulary at Cabeceras de Cañas during the II quarter 2025. Furthermore, the project intends to generate results between education and technology in greater detail, examining the ways in which gamified components can enhance students' target language.

Furthermore, gamified learning environments have different researchers' evidence demonstrating how to stimulate students to improve in the learning process by increasing students' motivation. It is not only intrinsic motivation but also extrinsic and promotes a more exciting approach to language learning. When teachers catch students' attention, it contributes to smoothly getting more active participation in the lessons. Digital educational platforms such Educaplay may offer the expected learning environment by increasing student engagement and participation. Some background studies were analyzed beforehand

to avoid gaps by integrating games including aspects like adaptability, interactivity, and alignment with the learning objectives of MEP English program studies. Also, guide students before using the educational platform and provide guidelines for the parents on how they can support their children in using the platform effectively at home. Moreover, it is necessary to include attractive and motivated mechanics in the games.

The implementation of digital resources or other similar ways to use the ICT in the education field has contributed to the learning process. Costa Rica has to keep developing, especially by incorporating educational tools and digital resources. English is becoming an essential skill in international communication. Consequently, it is essential to use digital resources that help to improve language learning and communication. Research on using Educaplay Platform as a method for developing personalized digital learning materials is an example proposal of integrating digital games into the classes. Despite the fact that there are already compilations on the use of online resources, including online chat, video conferencing, and other digital platforms there is a need for more research into it. The more evidence and information to integrate educational applications to structure the lesson plan with digital games, the more possible abilities to create advantages in EFL (English as a Foreign Language) schools.

As a result, this study aims to create new perspectives and creative methods for improving English language instructions, especially when it comes to oral contact that demand the use of vocabulary and other skills. Taking advantage of the classroom is crucial in developing effective communication abilities because allow the interactive teaching methods. Numerous exercises are available on the Educaplay platform to help users improve their vocabulary, grammar, listening, reading, and writing skills. By designing activities that are personalized to each student's unique requirements and skill level,

teachers may assist identify areas that require work.

The classroom provides an ideal setting for fostering vocabulary through correct sentences while using pedagogical tools and promoting student engagement. Moreover, the study can be used as a useful guide for teachers wishing to put into practice efficient teaching methods that encourage pupils to communicate. Furthermore, educators from various educational fields could discover useful ideas that they can modify for their own classrooms, promoting a more adaptable and inclusive method of teaching English. It can also provide a better comprehension of the ways in which digital tools might be used to enhance student interaction, cooperation, motivation, and engagement. Incorporating virtual communication tools, interactive activities, and online platforms could enhance the educational process and make it more applicable and efficient for students in classrooms of the twenty-first century. With Educaplay, educators may produce customized content. Activities can be created by teachers to fit the interests and skill levels of their pupils. Addressing each student's or the class's unique demands becomes simpler as a result.

The purpose of this study is to determine how the use Educaplay Platform contributes to the process of teaching English as a foreign language, and this research will describe if the use gamification is effective for reviewing studied vocabulary in the teaching-learning process of English as a foreign language at Cabecera de Cañas School.

1.2. PROBLEM FORMULATION

1.2.1 Research Question

What is the impact of implementing Educaplay on improving students' vocabulary acquisition, reading comprehension, and enhance student motivation for fifth graders at Cabecera de Cañas School located in Tilarán, Guanacaste during the II quarter 2025?

1.2.2 Hypothesis

After implementing the Educaplay platform in classrooms, fifth-grade students at the school will be able to expand their vocabulary, improve their reading skills, and increase their motivation and vocabulary retention to learn English during the II quarter of 2025.

1.3. OBJECTIVES

1.3.1. General Objective

- a) To determine the benefits of implementing the digital tool Educaplay in the learning English as foreign language process for fifth graders at Cabeceras de Cañas School located in Tilarán, Guanacaste during the II quarter 2025.**

1.3.2. Specific Objectives

- a) To analyze the improvement in English language proficiency among fifth graders at Cabecera de Cañas School after using the digital tool Educaplay during the II quarter of 2025.
- b) To implement games designed with Educaplay Platform to review studied vocabulary in fifth-grade group at Cabeceras de Cañas Elementary School.
- c) To systematize the experience of applied games in Educaplay Platform for the review of studied vocabulary in the target population.
- d) To identify the most engaging features of Educaplay that contribute to enhanced learning experiences for fifth graders learning English as a foreign language.
- e) To determine the overall satisfaction and motivation of fifth graders and their teachers with the use of Educaplay in the English learning process during the specified period.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scopes

This research focuses on the effectiveness of implementing Educaplay as a pedagogical tool to expand vocabulary, improve reading skills and increase motivation in students at Cabeceras de Cañas school to learn English during the second quarter of 2025. In other words, this study aims to obtain results that help to thoroughly understand the teaching and learning process through task-based language teaching, combined with Educaplay. The presentation of the final results can contribute to offering a creative and different alternative for teachers to use in the teaching and learning process of their students, learning English vocabulary, reading skills, and increasing motivation in students at Cabeceras de Cañas School to learn English during II quarter of 2025.

The study examines the benefits of implementing Educaplay in English classes for students at Cabeceras de Cañas School to learn English during II quarter of 2025. The sample population is approximately 18 fifth-grade students, representing the entire population of this grade. The small class size allows for comprehensive data collection, ensuring that all students can participate in quizzes, achievement tests, and interactive activities without logistical difficulties.

In order to gather data and address the research topic, this part describes the construction and the content of the instruments. When using a qualitative research approach, the researcher has the opportunity to examine a problem through the use of different techniques to collect data. The instruments that used this research study are questionnaires and observation. The data collection took the form of questionnaires that were applied at the beginning of the study to obtain information about students' needs about the use of online platform. Observation was applied as daily completion when using

the Educaplay platform to review the study vocabulary. During this time, the researcher studied the influence of using online game for reviewing the study vocabulary, therefore, they are the main source of information. On the other hand, instruments for the participants are in Spanish to avoid misunderstanding and wrong information. The instruments will be described in more detail.

A student questionnaire will be administered to collect quantitative data about their experiences using Educaplay; the questionnaire will include both closed and open-ended questions, allowing students to express their opinions on the effectiveness of Educaplay platform for learning vocabulary and practicing English and this instrument will help measure engagement, enjoyment, and perceived learning outcomes, additionally, a performance test will be designed to assess the students' vocabulary acquisition before and after the implementation of digital activities, providing measurable evidence of learning improvements.

The research will also use classroom observations to document students' behavior and engagement during Educaplay-based activities. These observations will follow a structured format, recording participation levels, interaction patterns, and responses to digital activities. Combined, these instruments ensure a holistic view of the impact of Educaplay tool on learning outcome.

1.4.2. Limitations

While this study seeks to provide teachers and students with valuable information about the potential benefits of implementing Educaplay in an EFL classroom, it is essential to recognize some of the limitations presented.

- The ability to create games is one of the limitations of the Educaplay app for

educators. Teachers must wait every hour to create a new activity because free access only allows one game to be made per hour.

- This study is conducted in a rural primary school with a small number of participants, and they have limited expertise in using technology. If this study is carried out on a large number of students with extended experience using technology, the results might differ on some points.

Chapter II

Theoretical Framework

2.1 HISTORICAL CONTEXT

Escuela Cabecera de Cañas is a public primary school located in Tilarán, Guanacaste, within Circuito 05, La Altura, with the budget code 2615, situated near Monteverde, a rural area known for its natural beauty and agricultural activities, the school serves approximately 132 students from low-income families, these families face significant economic challenges, relying on cattle farming, coffee harvesting, or employment in Monteverde's hotels, limited access to technological resources at home makes the school's digital tools, such as screens and internet connectivity, vital for providing students with interactive learning experiences.

The surrounding community primarily depends on agricultural and tourism activities, reflecting the region's rural nature, economic hardship limits family's ability to provide technological devices for their children, resulting in minimal exposure to digital tools outside of school, this makes students interactions with technology during class highly valuable, as it becomes their primary opportunity to develop digital literacy and engage with educational technology.

Escuela Cabecera de Cañas is home to students from diverse backgrounds, including immigrant families who face additional socio-economic obstacles, despite their hardships, these students exhibit strong enthusiasm for learning, especially when lessons incorporate digital tools, activities using platforms like Educaplay increases their engagement and foster an enjoyable learning environment, making digital integration essential for maintaining students' interest and motivation.

The school 's technological resources, such as digital screens and internet access,

enable teachers to design interactive and dynamic lessons, these tools support modern teaching strategies, transforming traditional classroom methods into engaging digital experiences, platforms like Educaplay facilitate the creation of educational games like quizzes, crosswords, word searches and more, enhancing knowledge retention while making learning enjoyable. Students may be encouraged to practice more regularly and remain involved by this interactive element. Besides, because they may study at their own pace with Educaplay, students can more easily revisit material they may find challenging and skip over material they are already familiar with. A more customized approach is made possible, and pupils feel more in charge of their education as a result.

Since most students do not have technology at home, their exposure to digital activities at school becomes crucial for developing essential digital competencies, their eagerness to participate in technology-based tasks highlights the importance of integrating ICT tools into daily learning activities, these tools not only support academic progress but also prepare students with digital skills that are increasingly valuable for their future education and careers.

Despite the technological resources available, challenges persist, because of teachers must adapt their methodologies to effectively incorporate ICT tools like Educaplay while ensuring that digital activities align with curricular goals, additionally, identifying which platforms and activities yield the greatest impact on students learning, particularly vocabulary development, is essential for maximizing educational outcomes; teachers play an important role in creating and delivering digital content that is both engaging and educational.

This study aims to examine the advantages of using the Educaplay digital tool in the II quarter of 2025 to help fifth-grade students at Cabecera de Cañas School in Tilarán,

Guanacaste, learn English as a foreign language (IEL). The study will focus on the use of the Educaplay platform to reinforce vocabulary and review lesson content, evaluating its impact on academic performance and student engagement.

The study will also explore the benefits and challenges of implementing Educaplay in the classroom. This will provide valuable insight into the benefits and obstacles of using technology in low-resource educational settings. The research will examine how teachers use platforms like Educaplay for interactive learning.

Moreover, the research will assess students' responses to digital learning activities, and it will evaluate their participation, engagement, and progress in vocabulary acquisition through Educaplay, supplying information on the effects of technology-based learning on academic performance in a rural environment.

The study will also take into account how technology helps students. With the help of the platform's extensive task selection, students can practice a variety of language skills, including vocabulary, grammar, listening, reading, and writing. With Educaplay, students may learn at their own pace, which makes it easier for them to review content they already know and revise more challenging material. This provides pupils with a sense of control over their education and personalizes learning.

Finally, this research highlights the transformative potential of ICT tools in rural education, and it seeks to demonstrate how platforms like Educaplay can create more engaging and effective learning experiences for students, particularly those who have limited access to technology at home. Some of the advantages and difficulties of using Educaplay in the classroom are highlighted in the study. The growing use of applications to learn a second language is a different way to motivate learners, for this reason, this project outstands the relevance of the connection that using varieties of digital tools have, and how

this fact becomes a great strategy according to the effectiveness of its use.

2.2. CONCEPTUAL FRAMEWORK.

This section of the research presents information and documents connected with the research topic. It contains information that exists concerning the object of study. Mills and Gay (2019) assert that the review of documents can consist of articles, abstracts, reviews, books, dissertations, government publications, and other research reports connected with the study to set a coherent structure and to know more about research strategies and data collection approaches. This paper offers a review of the importance of implementing digital resources. The influence of educational apps in the English teaching and learning process has been increasing and this paper focuses on one specific app. It introduces Educaplay Platform, which is the app selected to use digital resources for this research. While online learning offers students greater flexibility and control over their education, traditional teaching methods let teachers choose how to present material to their pupils. These days, teachers must include technology into their online lessons, which has a significant impact on the theoretical techniques used for the methodical instruction of vocabulary (Gortaire, Sandoval, Romero & Mora, 2022). If schools have the possibility to use TICs, it is essential to maximize educational process.

The increasing use of digital technology in the educational field such as the internet, and digital devices is undeniable. Muñoz (2016) states that teachers that implement digital tools and technological gadgets can demonstrate the potential of their usage. Despite the relevance of technology for language learning only 71% of the teachers in Costa Rica reported the use of computers during the last 5 years. Likewise, the percentage of trained

teachers to develop lessons through information and computer technology (ICT) was between 23% to 27%. On the other hand, between 41% and 46% of teachers were located with low proficiency in digital skills (Estado de la Educación, 2021).

Due to the importance that technology has in daily life; the Ministry of Education of Costa Rica launched the “national mobile technology program for education in Costa Rican classrooms”. This program is called “Tecno@prender” and comprises not only the delivery of technological tools such as tablets, projectors, interactive whiteboards, hearing aids, printers, and laptops but also teacher training to achieve quality education through digital coexistence, critical thinking, and divergence (Staff, 2020).

The application implemented to be developed the online digital resources integrated in the lesson planning is Educaplay.

2.2.1. Educaplay

Educaplay (sf) describes it as a platform for developing multimedia educational activities that produces results that are both professional and captivating. Its goal is to unite users who are passionate about teaching and learning while having a good time. Teaching professionals have a number of options to set up their own online learning environment on the platform, allowing them to elevate their lessons.

When it comes to using Educaplay to teach vocabulary, it gives teachers a lot of leeway in creating pedagogically sound exercises that accommodate various learning goals and styles. For instance, teachers might use quizzes to gauge students' knowledge, give prompt feedback, and encourage a deeper vocabulary understanding. The use of game-like activities, such as riddles and crossword puzzles, helps high school students learn vocabulary more efficiently.

2.2.1.1. How does it work?

Educaplay is a web platform that allows teachers to create different types of multimedia educational activities using different scenarios or activities such as crossword puzzles, word searches, riddles, dictations, and more. Using the words of (Torre) Educaplay.

2.2.1.2. Benefits include:

- An entertaining and user-friendly exercise; The ability to add images and audio files (for toddlers who cannot read and others with disabilities).
- Only the Flash plugin needs to be installed, no other software.
- The content is accessible in English, French, and Spanish.

2.2.1.3 Disadvantages:

- The dictation activity requires a microphone and speakers.
- Since it's a standard program, any small keyboard errors will deduct points from the final score.
- Once the resource is downloaded, it can no longer be modified.
- Some activities have limited use.

2.2.1.4 With this app, what kind of content can I create?

According to the requirements of the teaching-learning process, this program enables you to develop many interactive activities with an educational focus, including: (Correa, n.d.)

- Riddles
- Fill in the blanks.
- Crossword puzzle.
- Dialogue.

- Dictation.
- Sort letters.
- Sort words.
- Sort letters.
- Test.
- Maps.
- Word Search.
- Video Quiz.

The use of game-like activities, such as riddles and crossword puzzles, helps high school students learn vocabulary more efficiently. These exercises support both continuous and final assessments, enabling teachers to monitor student growth, modify their methods, and gather information on students' achievements and advancement. Additionally, Educaplay's resources effectively serve as pre-class homework, freeing up class time for more engaging discussions and activities.

Among the tools that may be used with Educaplay are interactive tests that offer instant feedback, which is advantageous for both teachers and students as it allows for quick evaluation of student understanding and allows for rapid modifications to the curriculum. According to the needs of the teacher, matching exercises aid in understanding the relationship between words in various contexts or determining the definition of terms, while crossword puzzles can be used to reinforce a term's definition or notion. Similar to word search exercises, which help students become more conscious of spelling, moving beyond riddles are exercises that foster critical thinking and problem-solving abilities by encouraging students to communicate their thoughts.

According to Educaplay (2024), interactive presentations and video quizzes that incorporate interactive questions into video content transform traditional teaching into dynamic, interactive experiences that make learning more memorable and promote retention and lifelong learning. Last but not least, cooperative exercises improve communication and teamwork abilities, and self-paced learning alternatives accommodate personal preferences and encourage independent study habits.

2.2.2. Gamification

Concept: According to Christopoulos and Mystakidis (2023) the incorporation of game design features, mechanisms, and concepts into non-gaming contexts is known as "gamification" or "gameful design." It is frequently enabled through digital platforms with the goals of resolving issues, boosting participation, and inspiring people toward their objectives. By encouraging a playful and collaborative experience, the method improves users' perceptions of their own independence, skill, and relatedness.

Gamification is a flexible technique that enhances user experience and adds value in a variety of contexts, with origins in industries including education, business, marketing, and services. Gamification's pervasive influence in many fields has changed conventional engagement strategies, most notably in education.

2.2.3 Vocabulary learning

First, it is relevant to clarify that "vocabulary that has been considered as the head of language is not always considered as valued when English is taught in school or other formal class" (Susanto, 2017, p.182). Thus, vocabulary is a key piece when teaching English as a foreign language (EFL) and is a critical part of the process not only in the high school, but also in the primary school. In accordance, the big question is how the teachers

could teach effective vocabulary because they would encounter issues during the teaching and learning process. They may struggle with how to instruct pupils in order to produce effective results. Teachers should be concerned about teaching vocabulary effectively, and they should equip themselves with a variety of modern teaching methods. This demand is being comprehended by students and attracts their attention. Some possible actions are implementing innovative and attractive resources to achieve the goal of language instruction; they must also provide effective methods and pertinent digital materials. Some techniques of teaching vocabulary mentioned by Susanto (2017) that he categorized as suggested by certain specialists are the following:

- ✓ Teaching vocabulary using objects: by taking advantage of the close relationship between memory and visual representation, this technique improves language retention. Both sights and objects are useful cues for word recall.
- ✓ Teaching vocabulary through drilling, spelling, and active engagement: it helps students with learning word structure and pronunciation. Drilling should be natural and clear for learning to be effective.
- ✓ Teaching vocabulary using enumeration and contrast: to make a word's meaning clearer, especially when it is hard to convey physically, numeration entails identifying related elements. It is hard to convey physically, numeration entails identifying related elements. On the other hand, contrast gives words meaning by contrasting them with their opposites, such "good" and "bad." Some terms, meanwhile, lack clear counterparts. For example, "white" and "red" have an intermediate hue called "pink," which complicates contrast. Furthermore, showing differences is what the word "contrast" itself means, as in "before" and "after" comparisons.

- ✓ Teaching vocabulary through guessing from context: four essential elements are needed for successful guessing: the reader, the text, new words, and contextual cues. The student may find it difficult to deduce meanings if any of these components are absent. Additionally, by boosting students' confidence, this method encourages them to take chances and figure out word meanings on their own.

2.2.4 Task-based Language Teaching (TBLT)

A task-based approach to language learning is the TBLT technique. According to UNIR, the foundation of the TBLT methodology is asking students to perform a number of tasks in the language they are learning in order to improve their ability to communicate in that second language. In order to accomplish a goal, these actions use the target language as a communication tool. To put it another way, the teacher will present scenarios where the student must use the language, they wish to learn to communicate oneself in order to accomplish a goal. (21 de Agosto del 2020)

2.2.4.1 Benefits of the TBLT Approach

Experts point to the following benefits of using the TBLT technique in foreign language instruction:

- Enhanced student participation, engagement, and behavior all of which are critical for maintaining students' enthusiasm for the material and fostering learning progress (UNIR, 2020).
- Students gain a practical comprehension of a language by learning how to use it in authentic contexts. It makes it possible to quickly analyze, pinpoint, and reinforce the needs of every learner (UNIR, 2020).
- It gives kids the language they are learning as a tool to help them navigate the

actual world. This method differs from the conventional one in that it views language acquisition as a particular goal (UNIR, 2020).

2.2.4.2 Teacher's Role and Student's Role

The teacher acts as a facilitator of learning rather than a traditional instructor. Also, is the person responsible for designing and implementing tasks that provide learners with opportunities to use the target language. For instance, the teacher starts preparing the games align with the intended objectives. Before the development of the game, the teacher should provide learners with the necessary background information, activate their prior knowledge, and set the task goals and objectives. In the playing time of the games, the teacher should encourage learners to work collaboratively, monitor their progress, and check their progress on their performance. Lastly, the teacher should help learners reflect on their experience, assess their performance, and recognize areas for improvement. On the other hand, learners should engage in the process of personal growth, be involved in game activities that have subject contents, and take part in the responsibility for their own learning by asking for clarification if doubts are presented (Nisbeth, 2024). When students become aware of their role in the learning process, they can reduce anxiety of not knowing what is coming next.

Among the central theories examined are gamification, the relation with the teaching and learning process, theories of speaking a second language, possible negative influences. The platform Educaplay and its varieties of mechanism that. These theories offer a foundational understanding of guiding students to review studied vocabulary by playing on Educaplay platform.

This information demonstrates their relevance to the study's core inquiry. This study has explored key theoretical frameworks that underpin the research to highlight their

significance in shaping the study's objectives and methodology. The goals of the study are supported by this theoretical framework, which provides precise standards for assessment and interpretation. It also fits properly with the selected technique, guaranteeing that data gathering and analysis continue to adhere to accepted academic standards. Finally, by offering a thorough perspective through which to examine Educaplay, this framework improves the study's rigor. The research adds to the body of knowledge while providing clear perspectives by firmly establishing the study in known theories.

2.5 THE RELATIONSHIP BETWEEN VOCABULARY AND ENGLISH COMPETENCY

In addition to acquiring the four primary abilities of hearing, reading, and writing, learning a language also entails understanding other areas including vocabulary, grammar structures, and pronunciation (Santi et al., 2021; Thompson & von Gillern, 2020). Having a large vocabulary makes it easier to communicate ideas, feelings, and thoughts effectively, as Karagöz et al. (2014) note. According to Nation (as stated in Bergström, 2024), a student needs an average of 8,000 words to understand the English language, which supports the importance of vocabulary. However, the same author also notes that learning vocabulary requires understanding the context of these terms. However, expanding one's vocabulary requires time and work (Bergström, 2024).

Regarding education, this element is important for sustaining effective classroom interactions and communication while encouraging student engagement with various learning activities (Wei, 2021). To determine the relationship between vocabulary and the primary skills, certain authors have carried out a number of investigations. Asrida et al. and Manihuruk (2020) revealed that vocabulary knowledge is essential for improving reading and listening comprehension. It also results from having productive skills. EFL students

must develop vocabulary competency in order to use a wide range of idioms, synonyms, antonyms, and collocations in writing (Khalavi & Zeraatpishe, 2023). A large vocabulary is essential for starting discussions and engaging with people, according to the findings of Rahayu et al. (2020).

2.2.6 Communicative competence.

A collection of abilities and information that language speakers possess is known as communicative competence. It makes communication possible, and context determines the meaning of our speech. The social and cognitive components that provide meaning to live events are necessary for this. Numerous academics have examined this idea, its connections, and determinants. One of the most influential contributors to the idea was Dell Hymes (1971, p. 1), who described it as "the most general term for a person's communicative ability, a capacity that encompasses both knowledge of the language and the ability to use it."

Action is a fresh source of wants, motivations, and experiences, and social experience, needs, and motivations mediate the development of such competence (p. 1). According to Girón and Vallejo (1992, p. 1), for example, "Communicative competence encompasses the skills and knowledge that an individual must possess in order to use the linguistic and translinguistic systems available to them to communicate as a member of a given sociocultural community" (p. 1).

2.2.6 Reading comprehension.

Pérez, V. (cited by Pérez L. 2019) states that:

Since reading is utilized in academic activities across all subject areas, he views it as a sophisticated and crucial cognitive function in the classroom. In order to read

thoroughly, he also suggests that the reader needs to be aware of the culture and the outside world in addition to the language. This is crucial for good reading comprehension in human communication, because physical, sensory, and intellectual variables all play a role. (p. 41)

Because it is not just a question of giving the student a tool but also having a clear goal based on meaningful learning, it is crucial to connect the use of technology to improve reading comprehension because it can be a bridge to creating recreational spaces, environments that generate autonomous but responsibly guided knowledge, and motivation in students.

González, L. (2019) asserts that when ICT is incorporated into the teaching-learning process, teachers need to become proficient in and appreciate not just a new tool or system of knowledge representation, but also a new learning culture (P. 21).

2.2.7 Challenge-based learning (CBL)

Challenge-Based Learning began as an Apple idea. In order to inspire kids to work passionately, acquire information, and attempt to solve real-world issues like sustainability, global warming, conflict, and others, this organization brought together 29 teachers who were to collaborate with a team of experts.

The findings of this study clearly had a big influence on how teachers and students thought. Apple announced these findings, indicating a trend in the relevance of educational innovations and experiential learning. Garza (2016) cites Akella (2010) as saying that "this is conceived as a holistic, integrative approach to learning that combines experience, cognition, and behavior" (p. 6). As a result, ABR uses its practitioners' skills and aspirations to help them achieve a practical objective while also providing context for their

academic learning as they apply it and learn new things.

Since challenge-based learning was developed by Apple and required the use of ICTs in addition to being introduced to a worldwide consensus, technology is an essential component of the approach. After that, students were to put the suggested fixes into practice and adapt them to their local, home, or school environment. Working with students to apply subject standards and content, then relating it to current events and converting it into the experience of addressing a problem that is pertinent to the students is one of the responsibilities of instructors (Johnson & Adams, 2011).

2.2.7 Educational Apps in the English Teaching and Learning Process

The increasing use of digital technology in the educational field such as the internet and digital devices is undeniable. Muñoz (2016) states that teachers that implement digital tools and technological gadgets can demonstrate the potential of their usage. Despite the relevance of technology for language learning only 71% of the teachers in Costa Rica reported the use of computers during the last 5 years. Likewise, the percentage of trained teachers to develop lessons through information and computer technology (ICT) was between 23% to 27%. On the other hand, between 41% and 46% of teachers were located with low proficiency in digital skills (Estado de la Educación, 2021). Due to the importance that technology has in daily life; the Ministry of Education of Costa Rica launched the “national mobile technology program for education in Costa Rican classrooms”. This program is called “Tecno@prender” and comprises not only the delivery of technological tools such as tablets, projectors, interactive whiteboards, hearing aids, printers, and laptops but also teacher training to achieve quality education through digital coexistence, critical thinking, and divergence (Staff, 2020). For that reason, the application implemented to be developed the online digital resources integrated in the lesson planning is Educaplay.

CHAPTER III
METHODOLOGICAL FRAMEWORK

3.1 TYPE OF INVESTIGATION

3.1.1 Purpose (applied)

This study aims to ascertain the advantages of using the Educaplay digital tool in the second quarter of 2025 to help fifth-grade students at the Cabeceras de Cañas Educational Institution in Tilarán, Guanacaste, learn English as a foreign language (IEL). By using instructional methodologies on the Educaplay platform, where a variety of activities will be conducted, this tool will enhance vocabulary acquisition and growth, boost student motivation, and improve reading comprehension.

3.1.2 Temporal Dimension (Transversal)

This study uses a cross-sectional design since it gathers information from the same subjects across a predetermined time frame, in this case the second quarter of 2025.

In order to establish this research as a descriptive design, it is necessary to describe how pupils from a rural primary school examine study content using digital tools. Barrantes (2002) states that qualitative research can be categorized as descriptive to demonstrate how the phenomena is examined at a particular point in time. It encompasses several investigations, including diagnostic, correlational, and case studies, among others, with the primary goal of being described. Qualitative data is prioritized above quantitative data, despite the mixed approach. Following the collection and analysis of the data, the results will be combined for interpretation and justification. This approach will produce more dependable outcomes that are balanced in their description and systematization.

3.1.3 Framework (Micro)

Due to its exclusive emphasis on a particular population, this research study uses a micro framework. Eighteen fifth-grade kids from Cabeceras de Cañas School are the target participants, enabling a thorough examination of their performance and experiences learning English with Educaplay. The study will offer comprehensive insight into how Educaplay expands vocabulary, improves reading skills, increases motivation and vocabulary retention for second language learning by utilizing a micro framework. Additionally, it will enable the researcher to implement the most effective instructional strategies to enhance vocabulary acquisition and retention in the intended audience.

3.1.4 Nature (Mixed)

In order to obtain a more thorough and profound understanding of the effectiveness of body motions, the chosen method is mixed research, which combines both quantitative and qualitative designs into a single study and strengthens their synergy (Mills & Gay, 2019). Consequently, this study uses a combination of quantitative and qualitative methods and approaches to comprehend a research problem. When both are combined, deeper discoveries are made that advance the inquiry.

3.1.5 Character (Descriptive)

The necessity to describe how students from a rural primary school review study content through digital resources presents an adequate scenery to develop this research as a descriptive design. According to Barrantes (2002), qualitative research can be classified as descriptive to evidence of how the phenomenon is studied at a specific time, and it includes different studies such as correlational, diagnostics, cases studies, and others, with the main objective of being described. Even though it is a mixed approach, qualitative data is more

emphasized than quantitative data. The data will be collected and analyzed to get the results, and after that, the results will be merged for interpretation and explanation. By using this method, the results will be described and systematized in a balanced way, and they will be more reliable.

Because it seeks to ascertain how using the Educaplay tool affects enhance vocabulary acquisition and growth, boost student motivation, and improve reading comprehension, the research has a descriptive focus. This was accomplished through the use of an action research design.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1. Subject

The researcher describes the population being studied in this portion of the report. This component of a study can be divided into two categories: the universe and the sample. The universe includes all students enrolled in section 5-1 at Cabeceras de Cañas School. Ariñez (2018) defines the sample as "...the total number of individuals with whom the practical research was conducted" (p. 37). For this study, the sample is composed of 18 fifth-year students. These students are immediately impacted by the research and are the ones who engage with Educaplay as a teaching tool. By choosing a sample, the researcher hopes to preserve a small number of people for study while obtaining important data and a thorough examination of the community.

3.2.2. Sources

3.2.2.1 First-hand sources

Table 1 Academic Sources: Authors, Institutions, and Publication Years

Author(s)	University or Organization	Country	Year
Fonseca, K. A. B., & Arias, R. S.	Universidad de Costa Rica	Costa Rica	2022
Garza, E.	Instituto Tecnológico y de Estudios Superiores de Monterrey	México	2016
Johnson, L., & Adams, S.	The New Media Consortium	United States	2011
La Gaceta	La Gaceta Newspaper	Costa Rica	2022
Ministerio de Educación Pública	Ministerio de Educación Pública	Costa Rica	2016
Unicef	UNICEF	Costa Rica	2020

3.2.2.2 Secondhand sources

Table 2

Additional Academic and Institutional Sources

Author(s)	University or Organization	Country	Year
Ariñez	Universidad Hispanoamericana	Costa Rica	2018
Bergström, D.	The Language Learning Journal	United States	2024
Estado de la Educación	Estado Nación	Costa Rica	2021
Jácome, C.	Universidad Técnica de Ambato	<i>Not specified</i>	2021
Matarrita, M. F.	UIA.AC.CR	Costa Rica	2024
Páez-Quinde, C., Infante-Paredes, R., Chimbo-Cáceres, M., & Barragán-Mejía, E	Revista Cátedra	<i>Not specified</i>	2022

Author(s)	University or Organization	Country	Year
Prieto, J., Gómez, J., & Said, E.	Educare Electronic Journal	<i>Not specified</i>	2022
Rahmadhani, A. P.	TELL-US Journal	United States	2015
Soboleva, E. V., Suvorova, T. N., Bocharov, M. I., & Bocharova	European Journal of Contemporary Education	<i>Not specified</i>	2022
Salimei, A., & Zangeneh, H.	Directory of Open Access Journals	<i>Not specified</i>	2022
Waluyo, B., & Bucol, J. L.	<i>Not specified</i>	<i>Not specified</i>	2021
Wei, L.	Theory and Practice in Language Studies	<i>Not specified</i>	2021
Showkat, N., & Parveen, H.	<i>Not specified</i>	<i>Not specified</i>	2017

3.3 SAMPLING AND TYPE

3.3.1 Population

The study examines the benefits of implementing Educaplay in English classes for students at Cabeceras de Cañas School to learn English during II quarter of 2025. The sample population is approximately 18 fifth-grade students, representing the entire population of this grade. The small class size allows for comprehensive data collection,

ensuring that all students can participate in quizzes, achievement tests, and interactive activities without logistical difficulties.

3.3.2 Probabilistic

In this part, the researcher gives a summary of the sample strategy used. Every sample has an identical chance of being chosen in probability sampling, claim Showkat and Parveen (2017). Every component of the population has a known, non-zero chance of being selected in a probability sample. We can assess the probability that our sample fairly represents the population using this sampling technique. (p.2)

The study's sample consists of eighteen fifth-grade pupils from Cabeceras de Cañas School. The purpose of this sample was to describe how pupils in a rural elementary school use digital resources like Educaplay to study their course material.

Additionally, the researcher can visit or get in touch with the 18 students as needed because they have five lessons a week, which fits with her schedule.

Lastly, a focused sample enables the researcher to gather important information about the study population and thoroughly examine it to ascertain the efficacy of the employed technology.

Students in various grade levels at Cabeceras de Cañas School may benefit from this study in reaching their learning goals. There are two types of samples: probability samples and nonprobability samples.

According to Hernández (2018), "In probability samples, all population members have the same probability of being selected" (p. 176). The selection of participants in non-probability sampling is independent of probability. Based on representativeness, practicality, and relevance, the researcher chose just the fifth grade from Cabeceras de

Cañas School to include in the population members of this study.

3.4. TECHNIQUES AND INSTRUMENTS

In order to gather data and address the research topic, this part describes the construction and the content of the instruments. When using a qualitative research approach, the researcher has the opportunity to examine a problem through the use of different techniques to collect data. The instruments that used this research study are questionnaires and observation. The data collection took the form of questionnaires that were applied at the beginning of the study to obtain information about students' needs about the use of online platform. Observation was applied as daily completion when using Educaplay platform to review the study vocabulary. During this time, the researcher studied the influence of using online game for reviewing the study vocabulary, therefore, they are the main source of information. On the other hand, instruments for the participants are in Spanish to avoid misunderstanding and wrong information. The instruments will be described in more detail.

- **Questionnaires:** This instrument of data collection is a qualitative instrument that was designed for applying to the students. The application took place after the initial class instrument. Mills and Gay (2019) stated that “a questionnaire is a written collection of self-report questions to be answered by a selected group of participants” (p.556). This instrument enclosed five closed-ended questions. The questionnaire included questions about the learner's experience using digital resources and their experience for reviewing vocabulary. The purpose of this instrument is collecting more information about student's perception of using

Educaplay to study in the target language and obtain valuable information to activities using the application Educaplay to be applied as indicated in objective number two of this study, which is analyze the information to create a personalized guideline according to the needs identified in the questionnaire. This instrument, a questionnaire, was applied in the classroom context in a printed format and to ensure that participants understood the instructions and the purpose of the questionnaire, the researcher explained and provided guidance before distributing the questionnaire.

- **Observation:** this data collection instrument is specifically designed to collect information when students use Educaplay platform. It involves participant class observation, as explained by Mills and Gay (2019), who noted the challenges nonparticipant observers face in gathering reliable information on participants' opinions, attitudes, and emotional states. Teachers can use observations to enrich their planning of learning experiences, to inform families, and to identify potential developmental delays. For this study, is it used to collect information when students use Educaplay for generating data for the final systematize evaluation. The parts selected for the observation are initial information (anecdotal register, observer, date, grade level, school), evaluation and aspects: development of the session (focus on tasks during session, time management, observed errors in the course proposal). Student Performance (observed weaknesses and frequent errors made by students, main strengths in attitude and perceived motivation, main strengths in participation, observed weaknesses in attitude). Educaplay Platform performance (Strengths or weaknesses in the implementation, relevant incidents to report). Notes (used to add extra information that is relevant to the investigator).

3.4.1 Operationalization of Variables

The operationalization of variables is described in depth in this section, which also shows how the researcher applies pertinent instruments to the study population and conducts a methodical analysis of the research variables. In light of the study challenge, this procedure is essential for validating the variables. The general goal, specific goals that correspond with each variable, conceptual definitions that explain each variable, instrumental definitions that describe the instruments used to gather data, and operational definitions that explain the validity of the instruments are all included in this part.

General Objective: To determine the benefits of implementing the digital tool Educaplay in the learning English as foreign language process for fifth graders at Cabeceras de Cañas School located in Tilarán, Guanacaste during the II quarter 2025.

VARIABLES CHART

Specific Objective	Variable	Conceptual Definition	Instrumental Definition	Operational Definition
To analyze the improvement in English language proficiency among fifth graders at Cabecera de Cañas School after using the digital tool	Level of English language competency	It refers to the pupils' comprehension and application of English at a level appropriate for	Instruments: A pre-test (Teacher Evaluation Chart for Pretest, annex #1) and Annex #3 Observation.	Test results are compared before and after utilizing Educaplay in order to identify any performance

<p>Educaplay during the II quarter of 2025.</p>		<p>their grade in the areas of reading, vocabulary, and grammar.</p>		<p>gains. The variable is valid if 70% of students can achieve the objectives of the instrument.</p>
<p>To implement games designed with Educaplay Platform to review studied vocabulary in fifth-grade group at Cabeceras de Cañas Elementary School.</p>	<p>Using Educaplay to implement vocabulary review games</p>	<p>Refers to the method used to assist students practice and reinforce language that has been taught in English lessons through interactive games made on the Educaplay platform.</p>	<p>Annex #3 Observation: aims to examine the classroom environment, behavior of students, and use of interactive tools like Educaplay.</p>	<p>The quantity and kind of Educaplay vocabulary games used within the time frame, show an improvement on how frequently they are used in class, and how involved the students are in these activities. The variable is valid if 70% of students can achieve the</p>

				objectives of the instrument.
To systematize the experience of applied games in Educaplay Platform for the review of studied vocabulary in the target population.	Systematization of the Educaplay gaming experience	Relates to the methodical gathering, arrangement, and analysis of the teaching-learning process using vocabulary games implemented by Educaplay, which are based on actual classroom experiences.	Collected through student feedback questionnaires, field notes, teacher journals, and classroom observations that record the steps, difficulties, and results of implementing Educaplay games. Questionnaire for Students (Annex #2).	An explanation and analysis of the games' implementation, student interactions, what went well, what went wrong, and the process's overall lessons learned through a detailed observation. The variable is valid if 70% of students can achieve the objectives of the instrument.
To identify the most engaging features of Educaplay that	Features of Educaplay that are	These are certain features or	Measured by asking students about their	Responses from students

<p>contribute to enhanced learning experiences for fifth graders learning English as a foreign language.</p>	<p>engaging.</p>	<p>resources found in the Educaplay platform (such as word searches, matching games, interactive games, quizzes, feedback, and visual content) that draw students in and encourage them to engage in educational activities.</p>	<p>preferences and experiences with different Educaplay elements using a standardized Likert-questionnaire</p> <p>Annex #4 Likert-scale</p>	<p>describing the Educaplay features (such as word searches, audio workouts, fill-in-the-blanks, and matching games) that they found most entertaining and beneficial for learning English, show more than 70% of improvement. The variable is valid if 70% of students can achieve the objectives of the instrument.</p>
<p>To determine the overall satisfaction and motivation of</p>	<p>Satisfaction and motivation with the</p>	<p>Referring to how both students and</p>	<p>Instrument:</p> <p>Annex #5. Likert-type</p>	<p>The extent to which educators</p>

<p>fifth graders and their teachers with the use of Educaplay in the English learning process during the specified period.</p>	<p>use of Educaplay app.</p>	<p>teachers feel about the fun, value, and willingness to participate in learning activities through Educaplay.</p>	<p>questionnaire. Annex #6. Teacher Evaluation Chart for Pro-test</p>	<p>and learners' express satisfaction, want to continue using Educaplay, and the advantages they believe it offers for learning English, show more than 70% of improvement</p>
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Source: Developed by Jennifer Vásquez Barrios. (2025).

CHAPTER IV
RESULTS AND ANALYSIS OF DATA

4.1 DIAGNOSTIC OF THE CURRENT SITUATION

The researcher describes the methods used to collect relevant data about the study and its participants in this chapter. These resources are intended to support the comprehensive interpretation of the gathered data, including analysis and justification in order to reveal significant discoveries. This chapter also aims to clarify and analyze the different ways that students perceive and respond to the subject matter. By doing so, it provides a comprehensive viewpoint on the students' experiences, enabling more grounded conclusions and recommendations on the research topic.

4.1.1. Development of Fifth-Year Students in English Classes

Fifth-year students are described as lively and restless during English sessions, which can make it difficult for them to pay attention for extended periods of time in traditional classroom settings. On the other hand, I've noticed that they're quite interested in technology and dynamic activities, particularly those that involve interactive games like Educaplay.

Their learning process has improved as a result of using these resources. In the suggested activities, students participate more enthusiastically, focus for longer periods of time, and demonstrate a willingness to cooperate and engage in healthy competition. Through play and purposeful repetition, these techniques have helped them increase their vocabulary, strengthen their grasp of the language, and reinforce fundamental grammatical structures.

Additionally, this approach has supported the growth of social skills like cooperation, respect for sharing, and the reaffirmation of self-worth through tangible accomplishments throughout the exercises. Overall, they have shown growth in the classroom, both academically and personally.

Students in the fifth-grade exhibit traits like enthusiasm, curiosity, and a never-ending need to move and engage with others. These characteristics show themselves in the English classroom as restlessness, trouble focusing for extended periods of time, and a need for a variety of teaching methods. Nonetheless, it was shown that this group reacts favorably to humorous and dynamic approaches, particularly those that make use of instructional technology.

Educaplay, a platform that enables the development of educational games including word searches, crossword puzzles, and multiple-choice games, has proven to be one of the most useful resources. These games are now essential instruments for drawing in and holding the interest of students. In addition to being fun, these exercises help students retain key language skills like listening comprehension, basic grammatical structures, thematic vocabulary, and frequently used idioms.

Additionally, the gamified method has promoted cross-cutting abilities including problem-solving, fast decision-making, and teamwork. Active engagement has significantly increased, especially among pupils who previously showed signs of apathy or fear while speaking the language. Additionally, the interactive exercises have provided a secure environment for mistakes, allowing students to learn without worrying about making mistakes.

A more positive classroom atmosphere has been seen on an emotional and social level: students are more driven and considerate of the game's rules and their peers' turns. Additionally, as many of the activities incorporate instructions, replies, and content in the target language, promoting natural immersion, the use of English in authentic circumstances is promoted.

In summary, the group's use of technology like Educaplay has allowed them to

make notable strides in their social, intellectual, and attitude development. The English classroom has changed into a place for engaging, relevant, and inspiring learning thanks to these resources and student-centered teaching methods.

4.1.2 Materials and Resources

The educational institution where the current study will be conducted has the technological infrastructure necessary to develop digital activities. Among the resources available are projector screens and stable internet access, which enables the addition of interactive tools that enhance the teaching-learning process. These circumstances encourage the use of innovative teaching strategies, such as the Educaplay platform, which provides dynamic and interactive activities that gauge students' motivation and interest. In this way, the educational setting offers a suitable setting for using technology as pedagogical support, facilitating both the interaction with the content and the development of digital skills in the student; in other words, the school's optimal technology infrastructure, which includes internet connectivity and screens, makes it easier to include digital resources like Educaplay into the teaching-learning process.

4.2 DATA ANALYSIS METHODS

The data analysis method will be systematized, which is the process of arranging and evaluating data in a logical and cohesive way. It is a technique for making a subject or body of information easier to understand. Systematization makes it possible to organize data so that it may be effectively modified and examined. It also makes it easier to spot trends and patterns. The process of arranging and evaluating material logically and systematically is known as systematization. It may be used in any aspect of life. Data

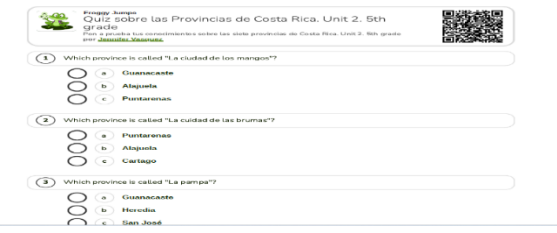
gathering, data analysis, and action plan creation are the three general phases of systematization. As a result, systematization enables researchers to complete their analysis more effectively and efficiently. By establishing a system, information can more properly determine which present in order a completed overview of the process and its results.

4.3 PRODUCT DEVELOPMENT

The researcher developed digital resources in the application Educaplay. All the options that this app offers can be reviewed above in the description section of the app. However, this study used three mechanics of Educaplay, and they took the role of gaming to review the vocabulary studied with fifth graders. The unit 2 “What’s Going on in Town?” and the Unit 3 “Using Electronic Devices” were used during all the implementation process, which is the content of study at the implementation time. As it is a review, students first receive the lesson, and then the games are introduced as a complement to the classes.

The three mechanics selected were: Memory match and froggy jump of Educaplay Platform. The games were applied and distributed during four weeks of lessons planning. As it is set by MEP, each week has five English lessons of 40 minutes each per week. The grouping technique was used during the application stage because it helps to elicit participation. The aspects such as grammar, sentences frames, functions, psycho-social and psycho-cultural are in accordance with the MEP syllabus. More details about the implementation of the final product of digital resources through the app and can be accessed and consulted in the annexes section, following the links.

Table 1. Product Description

Project:		Full name:			Jennifer Vásquez Barrios.
Date:		Group: Fourth Grade			
Name of the Activity	Activity description	Scope of the Work	Duration	Budget	Materials
Memory Card Game.	After completing the planning for unit 2, week 1. Game one is played to review the vocabulary studied.	<p>Review Vocabulary studied using Educaplay Platform</p> <ul style="list-style-type: none"> • Bumper car • Cattle show • Horse show • Bullfight • Ferry wheel • Merry go around • Play soccer • Swimming • Go fishing <p>https://es.educaplay.com/recursos-educativos/23696683-5th_grade_unit_2_memory_match.html</p>	10 minutes in class. Personalized time at home.	Since I am the teacher in charge of the group, the materials are mainly given by the institution.	<ul style="list-style-type: none"> - Planning on unit 2, week 1. - Computers or smartphones. - Smart TV - Electricity - Observation instrument - Wifi connection
Froggy Jump	After completing the planning for unit 2, week 2 (Costa Rica's seven province) Game two is played to review the vocabulary studied.	<p>Review Vocabulary and important information about Costa Rica's seven province using Educaplay Platform.</p> <p>Quiz on the Provinces of Costa Rica. Unit 2. 5th Grade</p> <p>https://es.educaplay.com/recursos-educativos/23701832-quiz_sobre_las_provincias_de_costa_rica.html</p> 	20 minutes in class. Personalized time at home.		<ul style="list-style-type: none"> - Planning on unit 2, week 2. - Computers or smartphones. - Projector-Smart TV - Electricity - Observation instrument - Wifi connection

Game number tree: Froggy jump	After completing the planning for unit 2, week 3. Game three is played to review the vocabulary studied.	Review Vocabulary studied using Educaplay Platform Activities about our national symbols. https://es.educaplay.com/recursos-educativos/23703021-simbolos_nacionales_de_costa_rica.html	20 minutes in class. Personalized time at home.	<ul style="list-style-type: none"> - Planning on unit 2, week 4. - Computers or smartphones. - Smart TV - Electricity - Observation instrument - Wifi connection
Game number four. Memory card game.	After completing the planning for unit 3, week 41 Game four is played to review the vocabulary studied.	Review Vocabulary studied using Educaplay Platform Headphone, Mouse, Alexa, Play station, Smartwatch, Laptop, Digital Camera, Speaker, and so on. https://es.educaplay.com/recursos-educativos/23736310-electromatch_memory_card_game.html	10 minutes in class. Personalized time at home.	<ul style="list-style-type: none"> - Planning on unit 3, week 1. - Computers or smartphones. - Smart TV - Electricity - Observation instrument - Wifi connection

Source: Developed by Susana Maria Chaverri Hernández (2025).

4.3 ANALYSIS OF THE PRETEST

The pretest (See Annex 1) evaluates knowledge about seven provinces of Costa Rica of the students at Cabecera de Cañas School. Teacher uses a PPT presentation to introduce some traditions people have in the different provinces of Costa Rica such as Patron Saint Day, Community Fairs, Civic Parties, and Holidays. The pretest ensures that progress can be accurately monitored and analyzed, contributing to the overall validity and effectiveness of the research.

The fifth-grade class at Cabecera de Cañas School took a pre-test prior to the activities being implemented utilizing the Educaplay platform.

The purpose of this single-choice test was to gauge the students' foundational understanding of Costa Rica's seven provinces. There are ten questions on the test. The pre-test was finished by the students on June 9, 2025.

The first part of the assessment focused on the students' ability to recognize specific information of Costa Rica's province, which is crucial for making. The results are categorized based on recognition rates as follows:

Questions	Achieved	Not Achieved	No answered
1. Which province is called "La ciudad de los mangos"?	39%	61%	0%.
2. Which province is called "La ciudad de las brumas"?	78%	22%	0%
3. Which province is called "La pampa"?	50%	50%	0%
4. A typical food in Heredia is	11%	89%	0%
5. Which province is located the Arenal Volcano?	44%	56%	0%
6. What is the most important celebration in Alajuela?	50%	50%	0%
7. What is the most important celebration in Heredia?	67%	33%	0%
8. Which province is called the caribbean province?	78%	22%	0%

9. Which province is called La perla del pacifico?	62%	38%	0%
10. What is the capital of Costa Rica?	78%	22%	0%

Source: Researcher's own design.

Analysis of the results.

The findings show disparities in understanding among the several subjects discussed:

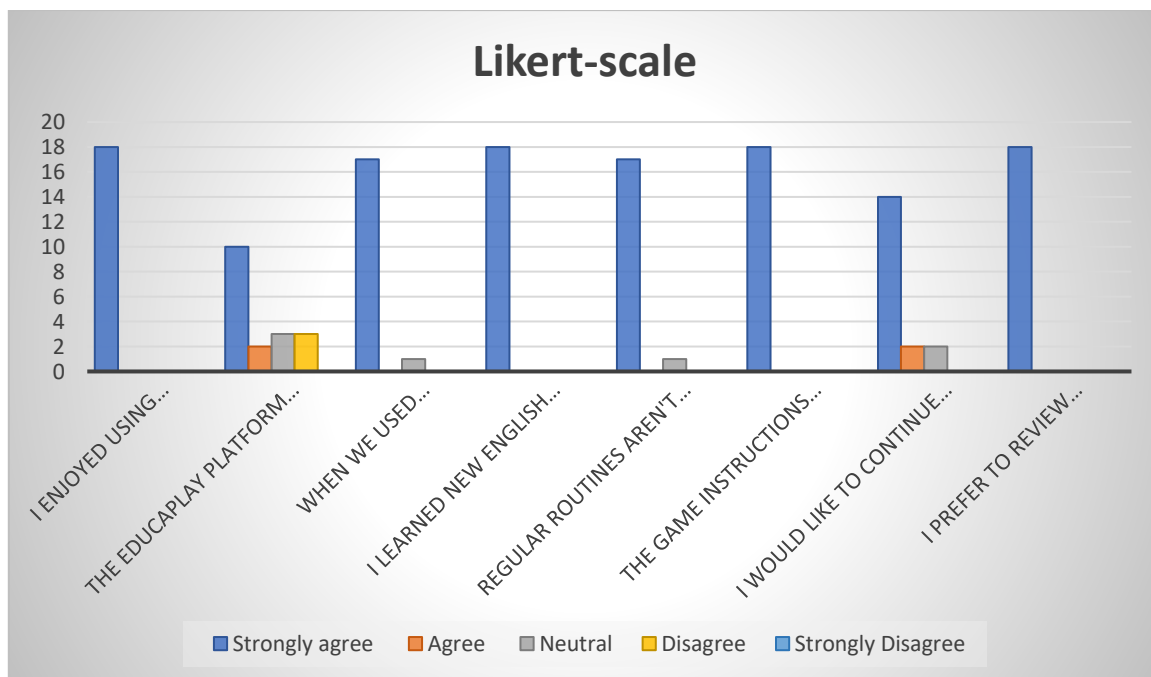
- Questions 2, 8, and 10 (78%), which dealt with the capital and regional nicknames, had the largest number of right answers, suggesting a solid understanding of general concepts.
- On the other hand, question 4, which asked about Heredia's cuisine, had the lowest number of right answers (11%), indicating that certain cultural elements have to be reinforced.
- The fact that no question went unanswered showed how willing and involved the kids were.

The Educaplay platform will be used to support upcoming events aimed at improving cultural and geographic knowledge of Costa Rica's provinces. The following will be sought through interactive tools such games, memory games, froggy jumps, video quizzes, and digital questionnaires:

- ❖ Encourage pupils' auditory and visual memory.
- ❖ Encourage learning in a way that is enjoyable, significant, and inspiring.}
- ❖ Encourage involvement by providing easily available digital resources.

- ❖ Incorporate dynamic and contextualized reinforcement of the material covered in class.
- ❖ Using this tool will provide more individualized and interesting instruction that is catered to each student's learning preferences and speed.
- To monitor the group's progress, a post-test is recommended.

4.4 ANALYSIS OF THE LIKERT-SCALE



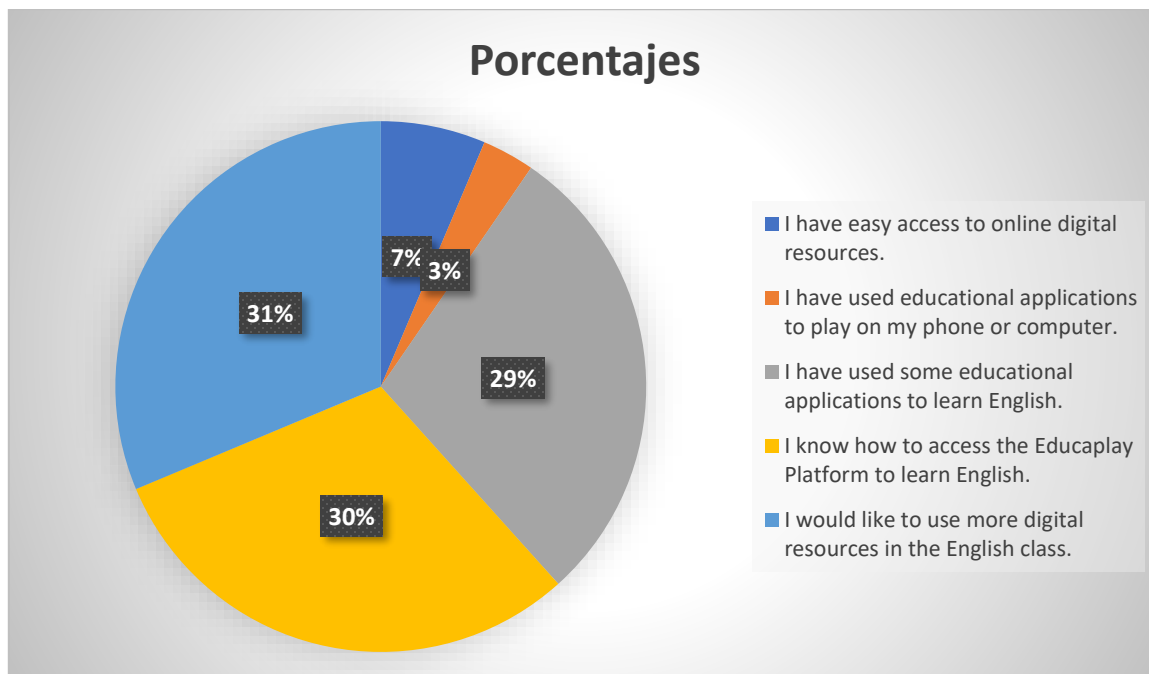
Analysis of the results

The majority of kids showed enthusiasm for utilizing Educaplay. High motivation, a solid comprehension of the tasks, and a propensity for participatory learning are all evident in the results.

The following graph shows the percentage of students who agreed or strongly

agreed with each statement from the questionnaire:

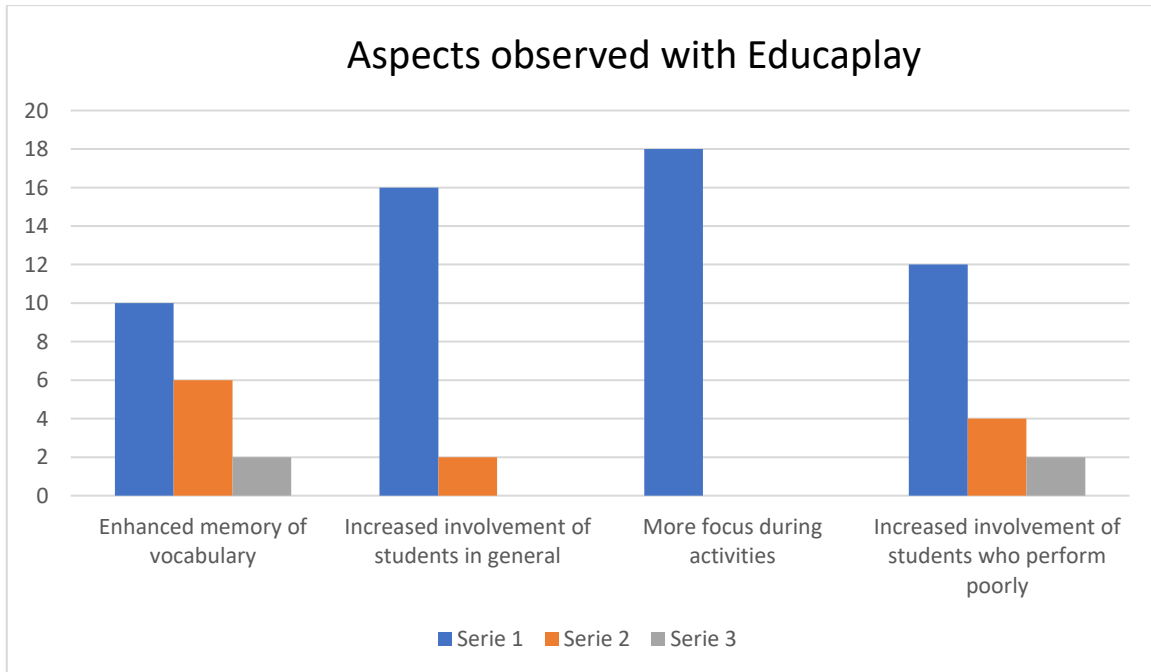
4.5 QUESTIONNAIRE FOR STUDENTS



Analysis of the results

Due to limited access to technological resources at home, digital tools like screens and internet connectivity are essential for giving children engaging educational experiences in the classroom. Economic hardship limits families' ability to provide technological devices for their children, resulting in minimal exposure to digital tools outside of school. This makes students' interactions with technology during class extremely valuable, as it becomes their primary opportunity to develop digital literacy and engage with educational technology. The surrounding community is primarily dependent on agricultural and tourism activities, reflecting the rural nature of the region.

4.6 OBSERVATION



Features noticed when Educaplay was implemented:

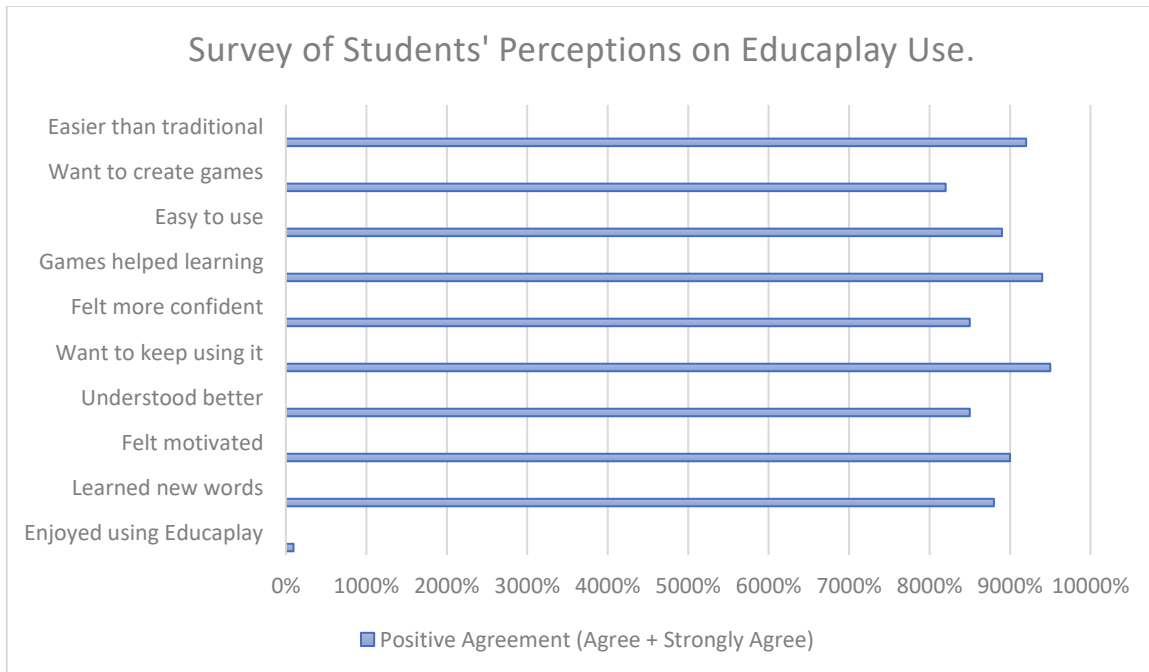
- When revisiting vocabulary with Educaplay, students will show increased interest and engagement.
- Students that perform poorly will be more involved.
- The results of the written vocabulary exam showed progress over the previous quarter.
- Particularly when compared to traditional techniques, students were more eager to revisit material, indicating increased engagement and participation in class.
- Low-performing students were more likely to participate because of the playful approach, which encouraged inclusion and active engagement from those who are

often more inactive in class.

- Students utilized Educaplay to reduce fragmented attention time and stay focused for longer.
- Increased recall of vocabulary: Words learned through games were easier for students to remember, even days following practice.
- Peer cooperation has increased: In order to promote teamwork, several games were played in small groups or couples.
- Less anxiety when taking tests: By presenting language in a game-like manner, exam or revision anxiety was decreased.
- Students said that Educaplay was not only useful but also interesting for learning in general, and they wanted to use it in other topics.
- Self-reliance in using the tool: A number of pupils showed initiative by using Educaplay to practice from home.

4.7 LIKERT-TYPE QUESTIONNAIRE

The following favorable results were noted based on the examination of the Likert-type survey given to fifth-grade pupils:



- a) 95% of students said the activities were enjoyable and educational.
- b) Over 90% of respondents said they were motivated and eager to keep using the platform.
- c) 88–95% of students said that their participation in class and language memory had improved.
- d) For children who performed worse, the tool promoted engagement, digital fluency, and independent learning.

The large number of affirmative answers encourages Educaplay to be used as a gamified learning tool going forward, particularly for vocabulary reinforcement and improving student participation in English lessons.

1.8 ANALYSIS OF THE POST-TEST

Compared to the results of the initial pre-test, fifth-grade pupils at Cabeceras de Cañas School showed notable improvement in their recognition and comprehension of Costa Rica's seven provinces when the post-test was given to them.

Students were inspired, their level of active engagement rose, and the learning process was made enjoyable and significant through the use of interactive activities created on the Educaplay platform.

Students' knowledge of Costa Rica's seven provinces was evaluated using this evaluation method. Ten closed-ended questions were asked. Future instructional strategies, including the use of technology platforms like Educaplay, will be informed by the findings.

Questions	Achieved	Not Achieved	No answered
1. The most important celebration is "La anexión del partido de Nicoya"	100%	0%	0%.
2. Some traditional dishes are arracache picadillo, olla de carne, lomo relleno and coffee?	89%	11%	0%
3. What is the most popular food in Guanacaste?	100%	0%	0%
4. What is the most popular food in Limón?	89%	11%	0%
5. What is the most popular food in Cartago?	68%	32%	0%
6. What is the most important celebration in Puntarenas?	67%	33%	0%
7. What is the most popular food in Puntarenas?			0%

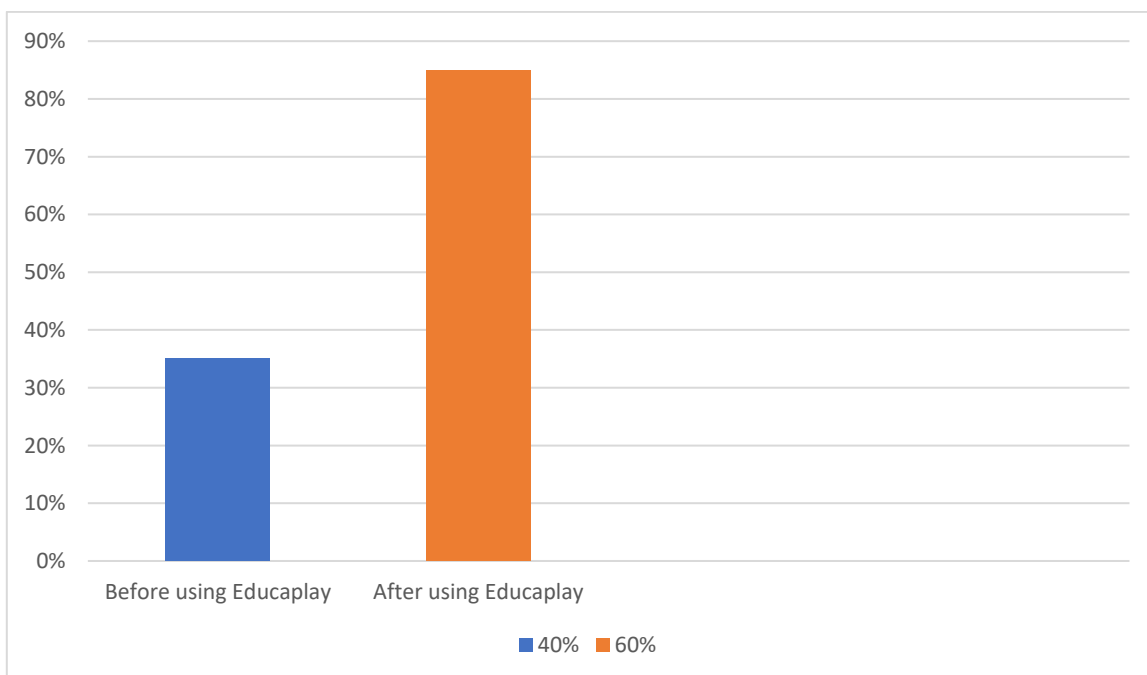
	89%	11%	
8. What is the most popular food in San José?	89%	11%	0%
9. What is the most popular food in Alajuela?	89%	11%	0%
10. What is the main celebration in Cartago?	78%	22%	0%

Source: Researcher's own design.

Analysis of the results.

- The majority of the questions had a high success rate, particularly questions 1 and 3, for which all students provided accurate answers, indicating a solid grasp of Guanacaste can cuisine and the celebration of the Nicoya District's annexation.
- With multiple questions surpassing 80% completion and two even reaching 100%, performance was noticeably better in the second test.
- The group showed interest and commitment by participating fully in both assessments.
- In the second evaluation, a greater comprehension of significant holidays and customary foods was noted.
- Overall, the findings demonstrate a high degree of cultural and culinary expertise; yet several areas are noted as needing improvement. It is advised that this content be further strengthened by utilizing cutting-edge technology tools that encourage contextualized and active learning.

4.9. COMPARISON OF PRE-TEST AND PRO-TEST RESULTS WITH EDUCAPLAY



Comparison Chart (Pre-test and Post-test) Before and After Using Educaplay.

Aspect	Before Using Educaplay	After Using Educaplay
Participation of students	Restricted, particularly for pupils who do poorly	High general involvement, increased inclusivity, and enthusiasm
Inspiration	Depending on the resource utilized, low to moderate	High motivation as a result of the games'

		interactive features
Retention of vocabulary	Frequent forgetfulness and partial memorization.	Improved recall through entertaining engagement and repetition
Interaction between peers.	Few, primarily solitary activities.	Peer support and cooperative play in group games
Results on written assessments.	Low average scores on all vocabulary tests.	Assessment outcomes have improved noticeably.
Paying attention in class.	Short attention spans and frequent distractions.	Enhanced concentration and prolonged focus when engaging in activities.
Use of digital tools	Rare or unstructured use of technology	Guided and productive use of digital resources
Perceived ability to succeed	Some pupils didn't believe in their own skills.	After finishing assignments satisfactorily, students felt more

		capable.
Acquiring self-reliance	Complete reliance on instructor direction.	Some students willingly used the platform at home.
Perception of English	Low or neutral interest	Enhanced enthusiasm and readiness to acquire the language

Source: Researcher's own design.

Weaknesses and Potential Strengths

- Questions about local cuisine, particularly in Heredia, received low ratings on the initial assessment.
- Even while the second assessment performed better, several areas still need improvement, including the celebrations in Puntarenas and Cartago (68% and 67% achievement, respectively).
- The initial assessment's content was more diverse, covering topics like geography, food, and the capital, which might have affected how the results were distributed.
- The second assessment's results show a notable improvement in cultural and gastronomic expertise. This implies that pupils' learning has improved, perhaps as a result of more effective teaching strategies or contextualized practices. Nonetheless, it is advised to keep using digital reinforcement techniques, with a particular emphasis on areas that receive less attention or cultural exposure in the classroom.

CHAPTER V
CONCLUSIONS AND
RECOMMENDATIONS

5.1 CONCLUSIONS

This chapter summarizes the main conclusions of the study, which were derived from the particular goals outlined in Chapter I as well as the data analysis and interpretation done in Chapter IV. When assessing the advantages of using the Educaplay digital tool to help primary school pupils learn English as a foreign language, these findings provide important information. Additionally, the researcher offers suggestions for more study in this area.

Following the implementation of the Educaplay platform as a teaching tool to review English vocabulary with fifth-grade students at the Cabecera de Cañas School, it was determined that the use of interactive digital resources has a positive impact on the language teaching-learning process, particularly in relation to active student participation, motivation, vocabulary retention and review, and improved English proficiency.

The first specific objective sought analyze the improvement in English language proficiency among fifth graders at Cabecera de Cañas School after using the digital tool Educaplay during the II quarter of 2025. According to the pretest results, fifth-grade pupils' vocabulary retention has to be significantly improved. Additionally, it was clear that a large number of students struggled to remember previously learned concepts, particularly when it comes to language used in communicative or real-world contexts. When revising vocabulary using conventional techniques (such printed lists or repetitious exercises), low motivation was also noted. This can have a detrimental effect on performance and attitude toward learning English.

To find any performance improvements, test results are compared before and after using Educaplay. If at least 70% of the responses are accurate, the variable is deemed valid,

demonstrating a good degree of student comprehension and the usefulness of the digital tool.

Additionally, a high reliance on short-term memorization rather than meaningful internalization of learning was demonstrated by the many mistakes made in writing and comprehending keywords. This demonstrated the pressing need to use more entertaining, visual, and active teaching methods that support learning over the long term.

Students' academic performance significantly improved after utilizing Educaplay as a digital tool in the classroom, according to the findings of the pretest and posttest. Increases in vocabulary retention and comprehension of fundamental English language structures were specifically noted. According to the comparison study, a significant portion of pupils met or above the 70% mark for accurate responses, confirming the usefulness of the tool that was used.

- a) To implement games designed with Educaplay Platform to review studied vocabulary in fifth-grade group at Cabeceras de Cañas Elementary School.
- b) To systematize the experience of applied games in Educaplay Platform for the review of studied vocabulary in the target population.
- c) To identify the most engaging features of Educaplay that contribute to enhanced learning experiences for fifth graders learning English as a foreign language.
- d) To determine the overall satisfaction and motivation of fifth graders and their teachers with the use of Educaplay in the English learning process during the specified period.

The main findings of the research are:

- The rise in scores between the pre-test and post-test (from an average of 58% to 85%) indicates a significant improvement in academic performance in English vocabulary.

- Greater drive and enthusiasm for studying, particularly among pupils who previously performed poorly or exhibited a lethargic demeanor.
- Greater liberty and involvement, as a number of students used the platform from home without any formal commitment.
- Development of digital abilities via the simple, supervised use of an educational technology tool.

This study backs strategies like educational gamification and constructivism, in which students actively create their own knowledge through engaging, dynamic, and interactive exercises. Additionally, it supports active learning and autonomous learning theories by giving students instant feedback so they can practice, assess, and improve their performance. The results show that the use of interactive digital tools like Educaplay can activate basic cognitive processes in second language acquisition, which is consistent with active and meaningful learning approaches from a theoretical standpoint. According to the study's methodology, integrating educational technologies enhances the learning environment and promotes student engagement, particularly when paired with instructional design that is goal-oriented.

Study Limitations:

- Sample size: The results' ability to be applied to other school groups is limited by the tiny sample size, which consists of only 18 pupils from a single fifth-grade group.
- Time of implementation: Only one academic term was spent using the platform, which restricts the assessment of long-term impacts.
- Technical circumstances: Some students had trouble connecting or obtaining

gadgets, which might have reduced how often they used them outside of class.

Ideas for Upcoming Studies:

- To get more representative and comparable statistics, enlarge the sample to include more groups and grade levels.
- Examine how Educaplay is used throughout the course of a school year to gauge its long-term effects.
- Incorporate the opinions of parents, particularly with relation to domestic support.
- Examine Educaplay against other comparable online resources to see which performs better in a given situation.

5.2 RECOMMENDATIONS

Based on the previously analyzed data, the researcher will offer suggestions to teachers, students, and educational institutions about the use of technological tools like Educaplay in English language acquisition. These recommendations aim to rectify the noted shortcomings and direct research in pertinent fields.

The second quarter of 2025 will see Colegio Cabecera de Cañas students using the Educaplay digital tool to enhance their vocabulary and review what they have learned in class. This is based on the integration of the Educaplay digital tool into the English as a foreign language learning process. The following suggestions are made:

For students:

- Using brief weekly games on the platform, reinforce consistent practice of language acquired in class.

- Analyze their own performance and development on the platform to promote introspection and self-evaluation.
- As part of class projects or assignments, let students create their own games by involving them in the content creation process.
- Encourage participation in internal digital review contests to generate curiosity about play-based learning.
- When they willingly raise their score, encourage them to play the games again.
- To improve visual memory, play games that combine words and pictures.
- Provide games with varying degrees of complexity according to the skill level of each student.
- Give students who aren't performing up to par more time for review.

For teacher:

- Create Educaplay activities that are appropriate for the skill levels of your students, particularly those who struggle academically or have special needs.
- Track each student's progress using the platform's reports to give them tailored feedback.
- To increase Educaplay's efficacy, combine it with other active approaches (gamification, group projects, learning stations).
- Use Educaplay as a measurement resource in addition to a recreational tool when including it into diagnostic and formative evaluations.
- As an enjoyable tool to reinforce independence and refresh terminology, encourage kids to use the platform at home.

According to the study's theoretical ramifications, digital resources such as Educaplay

can successfully support conventional language teaching methods by providing an enjoyable and inspiring setting that encourages student independence. It is emphasized in the sphere of education that instructors must be trained in the strategic use of digital platforms to optimize their pedagogical impact and that they must be logically included into the curriculum.

For Cabecera de Cañas School:

- Teach educators how to use digital platforms like Educaplay for teaching, with an emphasis on formative evaluation and activity design.
- Under the heading of 21st-century competences and educational innovation, incorporate the usage of digital tools into the school improvement plan.
- Set up specific time in the calendar for technology integration meetings so that interactive content reinforcement is possible.
- To enable all children to participate, make sure that classrooms have dependable technology and an internet connection.

To get more representative results, it is advised that the sample be expanded to include people from a wider range of sociocultural backgrounds and educational levels in future research. It would also be beneficial to investigate how Educaplay affects other linguistic abilities, such written and spoken production, and to carry out long-term studies to track skill growth. Analysis of how instructors and students view the platform's utilization as a component of the learning process is another possibility.

CHAPTER VI
PROPOSAL

6.1. NAME OF THE PROPOSAL

The title of the current proposal is Educaplay as digital resource in the learning English as foreign language. This project addresses the investigation of “The benefits of implementing the digital tool Educaplay in the learning English as foreign language process for fifth graders at Cabecera de Cañas School located in Tilarán, Guanacaste during the II quarter 2025”.

6.2. DESCRIPTION

The fifth-graders of Cabecera de Cañas School in Tilarán, Guanacaste, are the target audience for this mini-project.

Through the use of instructional techniques on the Educaplay platform, this proposal highlights activities and strategies targeted at enhancing reading comprehension, increasing student motivation, and improving vocabulary acquisition and development. The activities and instructional approaches in this proposal are designed to improve reading comprehension, encourage student motivation, and reinforce the growth and acquisition of English vocabulary. In order to accomplish this, we use teaching strategies backed by the cutting-edge Educaplay digital platform, which combines meaningful and playful learning.

The duration of the project is six weeks. To gauge their understanding of the language used in class, students will complete a pre-test during the first week. In the upcoming weeks, interactive exercises will be conducted using Educaplay to review vocabulary and strengthen their understanding. A post-test will be administered at the end of the project to assess the program's development. A fifth-grade class participated in this initiative.

6.3. PLACE TO BE DEVELOPED

In the educational environment of the Cabecera de Cañas School in Tilarán, Guanacaste,

Costa Rica, this proposal will be put into practice. Despite being tailored for fifth-grade pupils, the ideas can be successfully applied in any type of school, public or private.

6.4. ORGANIZATION

As a staff member of the Cabecera de Cañas school, the researcher has the necessary permits from the institution to carry out this investigation.

6.5. INVOLVED POPULATION

The project's target population consists of 18 fifth-grade kids, who are representative of the entire grade.

This initiative will take place during the second quarter of 2025, and the teachers and students in this group willingly agree to participate. This project will use an innovative technology tool called Educaplay to help students review vocabulary that was presented in class as well as other topics including grammar, listening comprehension, reading, and writing.

6.6. GENERAL AND SPECIFIC OBJECTIVES

6.6.1. Proposal General Objective

- a) To determine the benefits of implementing the digital tool Educaplay in the learning English as foreign language process for fifth graders at Cabeceras de Cañas School located in Tilarán, Guanacaste during the II quarter 2025.

6.6.2 Proposal Specific Objectives

- a) To analyze the improvement in English language proficiency among fifth graders at Cabecera de Cañas School after using the digital tool Educaplay during the II quarter of 2025.
- b) To implement games designed with Educaplay Platform to review studied vocabulary in fifth-grade group at Cabeceras de Cañas Elementary School.

- c) To systematize the experience of applied games in Educaplay Platform for the review of studied vocabulary in the target population.
- d) To identify the most engaging features of Educaplay that contribute to enhanced learning experiences for fifth graders learning English as a foreign language.
- e) To determine the overall satisfaction and motivation of fifth graders and their teachers with the use of Educaplay in the English learning process during the specified period.

6.7. CHRONOGRAM OF ACTIVITIES

The schedule of activities for the fifth-grade group using the various Educaplay games during five weeks is shown in the following table.

Table 1

Chronogram of Activities

Week	Activity	Description	Instrument
1	Initial group observation. Pre-test application. Introduction to digital applications.	Students' current vocabulary level is determined by a diagnostic evaluation. Students will be pre-tested and observed in class during this session. They will gain knowledge about the value of digital resources for learning a second language.	<ul style="list-style-type: none"> • Pretest (multiple choice). • Questionnaire for Students

2	Game 1: Memory Card Game.	<p>Interactive game to review unit 2, week 2 (The seven provinces of Costa Rica) The first game is played to review the vocabulary worked with images.</p> <p>Matching words and pictures in the vocabulary of:</p> <ul style="list-style-type: none"> • Bumper car • Cattle show • Horse show • Bullfight • Ferry wheel • Merry go around • Play soccer • Swimming • Go fishing <p>https://es.educaplay.com/recursos-educativos/23696683-5th_grade_unit_2_memory_match.html</p>	<ul style="list-style-type: none"> • Observation.
3	Game 2: Froggy jump	<p>Review Vocabulary and important information about Costa Rica's seven province using Educaplay Platform.</p> <p>Quiz on the Provinces of Costa Rica. Unit 2. 5th Grade</p> <p>https://es.educaplay.com/recursos-educativos/23701832-quiz_sobre_las_provincias_de_costa_rica.html</p>	<ul style="list-style-type: none"> • Observation.
4	Game 3: Froggy jump	<p>Review Vocabulary studied using Educaplay Platform</p> <p>Interactive quiz on Educaplay (national symbols)</p>	<ul style="list-style-type: none"> • Likert-scale

		Multiple-choice game to review content on Costa Rican national symbols. https://es.educaplay.com/recursos-educativos/23703021-simbolos_nacionales_de_costa_rica.html	
5	Game 1: Memory Card Game.	Review Vocabulary studied using Educaplay Platform Headphone, Mouse, Alexa, Play station, Smartwatch, Laptop, Digital Camera, Speaker, and so on. https://es.educaplay.com/recursos-educativos/23736310-electromatch_memory_card_game.html	<ul style="list-style-type: none"> • Likert-scale. • Observation
6	Application for Posttest Perception survey of Educaplay	Final assessment that compares results using a format akin to the pretest. Views of students regarding the use of the platform	<ul style="list-style-type: none"> • Posttest (multiple choice) • Likert-type questionnaire

6.8. NECESSARY BUDGET FOR ITS IMPLEMENTATION

Since the primary elements of this project are accessible in the free edition, neither a budget nor financial resources are needed. Participation, adherence to the prior project standards, and computer and internet connection are the primary prerequisites. Additionally, the goal of this experiment is to ascertain how beneficial Educaplay is for learning and acquiring classroom vocabulary.

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ANNEXES

Annex #1. Teacher Evaluation Chart for Pretest

Teacher Evaluation Chart for Pretest			
Questions	Not Achieved	Achieved	No answer
Which province is called "La ciudad de los mangos"?			
Which province is called "La ciudad de las brumas"?			
Which province is called "La pampa"?			
A typical food in Heredia is			
Which province is located the Arenal Volcano?			
What is the most important celebration in Alajuela?			
What is the most important celebration in Heredia?			
Which province is called the caribbean province?			
Which province is called La perla del pacifico?			
What is the capital of Costa Rica?			

Source: Researcher's own design



Froggy Jumps

Quiz sobre las Provincias de Costa Rica. Unit 2. 5th grade

Pon a prueba tus conocimientos sobre las siete provincias de Costa Rica. Unit 2. 5th grade por [Jennifer Vasquez](#)



1 Which province is called "La ciudad de los mangos"?

- a Guanacaste
- b Alajuela
- c Puntarenas

2 Which province is called "La ciudad de las brumas"?

- a Puntarenas
- b Alajuela
- c Cartago

3 Which province is called "La pampa"?

- a Guanacaste
- b Heredia
- c San José

4 A typical food in Heredia is

- a Asado
- b Rosquilla
- c Lomo relleno

5



Which province is located the Arenal Volcano?

- a Heredia
- b Cartago
- c Alajuela

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6 What is the most important celebration in Alajuela?

- a The virgin of angels day
- b Juan Santamaría Day
- c Barva festival

7 What is the most important celebration in Heredia?

- a The carnival
- b Virgin of the sea fiesta
- c Barba Festival

8 Which province is called the caribbean province?

- a Heredia
- b Guanacaste
- c Limón

9 Which province is called La perla del pacifico?

- a Puntarenas
- b Alajuela
- c San José

10 What is the capital of Costa Rica?

- a Cartago
- b San José
- c Heredia

Annex 2 Questionnaire for Students.

Observer: _____

Date: _____

Grade: _____

School: _____

Instructions:

Instructions: Listen to the researcher read each question related to your experience using online digital resources such as educational applications. Then mark with an X the box that contains the answer “Yes, Mostly, Not Quite, or No”. If you have any doubts during this activity, please raise your hand and consult the researcher.

All the information collected is for developing this project, which only has pedagogical purposes.

Questions				
Student's experience using gamification to study in the target language	Yes	Mostly	Not quite	No
1. I have easy access to online digital resources.				
2. I have used educational applications to play on my phone or computer.				
3. I have used some educational applications to learn English.				
4. I know how to access the Educaplay Platform to learn English.				
5. I would like to use more digital resources in the English class.				

Source: Researcher's own design

Annex #3 Observation

This instrument was used by the researcher during the application of each digital game.

Purpose: To collect relevant information of the results obtained during the use of educational games through Educaplay Platform.

Observation	
Observer:	Date:
Grade:	School:
Activity: Implementing Games Designed with Educaplay Platform to Review Studied Vocabulary	
Development of the Session	
Focus on tasks during session	
Time management	
Observed errors in the course proposal	
Student Performance	
Main strengths in attitude and perceived motivation	
Main strengths in participation	
Observed weaknesses and frequent errors made by students	
Observed weaknesses in attitude	
Students join the platform successfully.	

Students actively participate during classroom activities	
Educaplay Platform Performance	
Strengths or weaknesses in the implementation	
relevant incidents to report	
Notes:	

Source: Researcher's own design

Annex #4 Likert-scale

Likert-scale					
School: Cabecera de Cañas.			Grade: 5° grade.		
Opinion on the use of Educaplay in English classes					
Student's name: _____					
Date: _____					
<p>INSTRUCTIONS: Listen to the researcher read each question related to the experience that you had using online digital resources such as educational applications. Then mark with an X the box that contains the answer Yes or no. If you have any doubts during this activity, please raise your hand and consult the researcher.</p> <p><u>Please honestly answer the following questions about your experience using the Educaplay tool. There are no right or wrong answers.</u></p>					
	Achievement levels				
Indicators	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoyed using Educaplay to learn English.					
The Educaplay platform was easy to use.					
When we used Educaplay, I felt more motivated to participate in class.					
I learned new English vocabulary thanks to Educaplay.					
Regular routines aren't as fun for me as Educaplay games.					
The game instructions were clear and easy to follow.					
I would like to continue using Educaplay in other classes.					
I prefer to review vocabulary with Educaplay rather than with a worksheet.					
What do you like most about using Educaplay?					
What would you improve about this tool?					

Which type of Educaplay game was your favorite?

Source: Researcher's own design

Annex #5. Likert-type questionnaire.

Survey of Students' Perceptions on Educaplay Use.

Likert questionnaire.					
School: Cabecera de Cañas.		Grade: 5° grade.			
Opinion on the use of Educaplay in English classes.					
<p>Student's name: _____</p> <p>Date: _____</p> <p>Goal: To find out what students think about learning English vocabulary through the Educaplay platform.</p> <p>Instructions: For each sentence, mark with a ✓ the response that most accurately expresses your viewpoint.</p> <p><u>Please honestly answer the following questions about your experience using the Educaplay tool. There are no right or wrong answers.</u></p>					
	Achievement levels				
Indicators	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. I had fun reviewing English vocabulary with Educaplay.					
2. While playing on Educaplay, I picked up new vocabulary.					
3. Using Educaplay increased my motivation to engage.					
4. The games on Educaplay helped me better understand terminology.					
5. I would like to keep using Educaplay in					

other classes.					
6. When I used Educaplay instead of other exercises, I felt more secure.					
7. The games were fun and helped me learn.					
8. I could use Educaplay easily.					
9. I would like to create my own games on Educaplay.					
10. Learning with games is easier than with traditional exercises.					

Source: Researcher's own design.

Annex #6 Teacher Evaluation Chart for Pro-test.

Teacher Evaluation Chart for Pro-test			
Questions	Not Achieved	Achieved	No answer
The most important celebration is "La anexión del partido de Nicoya"			
Some traditional dishes are arracache picadillo, olla de carne, lomo relleno and coffee?			
What is the most popular food in Guanacaste?			
What is the most popular food in Limón?			
What is the most popular food in Cartago?			
What is the most important celebration in Puntarenas?			
What is the most popular food in Puntarenas?			
What is the most popular food in San José?			
What is the most popular food in Alajuela?			
What is the main celebration in Cartago?			

11 The most important celebration is "La anexión del partido de Nicoya"

- a San José
- b Cartago
- c Guanacaste

12 Some traditional dishes are arracache picadillo, olla de carne, lomo relleno and coffee?

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- a Heredia
- b Cartago
- c Alajuela

13 What is the most popular food in Guanacaste?

- a Olla de carne
- b Rosquillas and Tanelas
- c Rice and beans

14 What is the most popular food in Limón?

- a Vigorón
- b Ceviche
- c Rice and beans

15 What is the most popular food in Cartago?

- a Ceviche
- b Casado
- c Potato's picadillo

16 What is the most important celebration in Puntarenas?

- a Virgin of the sea fiesta
- b Calypso
- c Patron Saint Bartholomew

17 What is the most popular food in Puntarenas?

- a Arroz con leche
- b Rice and beans
- c Ceviche and Churchill

18 What is the most popular food in San José?

- a Casado

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- b Picadillo

19 What is the most popular food in Alajuela?

- a Picadillo de papa
- b Buñuelos
- c Arracache

20 What is the main celebration in Cartago?

- a Virgin of the Angels Day
- b Annexion Day
- c Juan Santamaría Day