Software Review

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The Malaysian English Language Teaching Association
Corresponding Author
Nur Atiqah Lewi atiqah.lewi@fbk.upsi.edu.my
ORCID ID: https://orcid.org/0009-0007-9797-6657

Software Review: Educaplay

Nur Atiqah Lewi
Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, Malaysia

Muhamad Lothfi Zamri
Faculty of Languages and Communication
Universiti Pendidikan Sultan Idris, Malaysia

Name of the tool	Educaplay
Website	https://www.educaplay.com/
Tool type	An online educational platform for creating interactive games and learning activities.
Supported Platforms	Web-based; accessible through desktop computers, laptops, tablets and smartphones.
Pricing Options	Offers four plans: Basic (free), Advanced (€48/year), Academic (€96/year) and Commercial (€480/year), based on the displayed annual promotional prices with a 50% discount.

Introduction

Digital activities offer teachers additional ways to provide language practice, but their educational value depends on more than the presence of points, colour or competition. Digital game-based learning involves learning through game activities, whereas gamification commonly refers to the use of game elements in activities that are not themselves games. Research on digital games in second and foreign language education suggests that design, classroom integration and the learning task all matter (Reinhardt & Bain, 2026). Studies of game-based learning platforms also show that teachers and

students may value the same tool for different reasons (Mihat et al., 2024). These distinctions are important when reviewing a platform for English language teaching (ELT).

Educaplay is a web-based platform that allows teachers to develop, adapt and share interactive activities. Its interface provides access to a collection of games and to the activities that a teacher has created, as illustrated in Figure 1. Among the available formats are Crossword Puzzle, Word Search Puzzle, Matching Pairs, Froggy Jumps, Dictation and Video Quiz. The platform also incorporates Ray, an artificial intelligence (AI) assistant for generating initial versions of activities from topics or source materials (Educaplay, n.d.-b).

This review considers how these features might support vocabulary, grammar, reading and listening in ELT classrooms. It draws on the screenshots provided for the review, Educaplay documentation and published studies. The figures 1-6 illustrate functions and sample tasks.

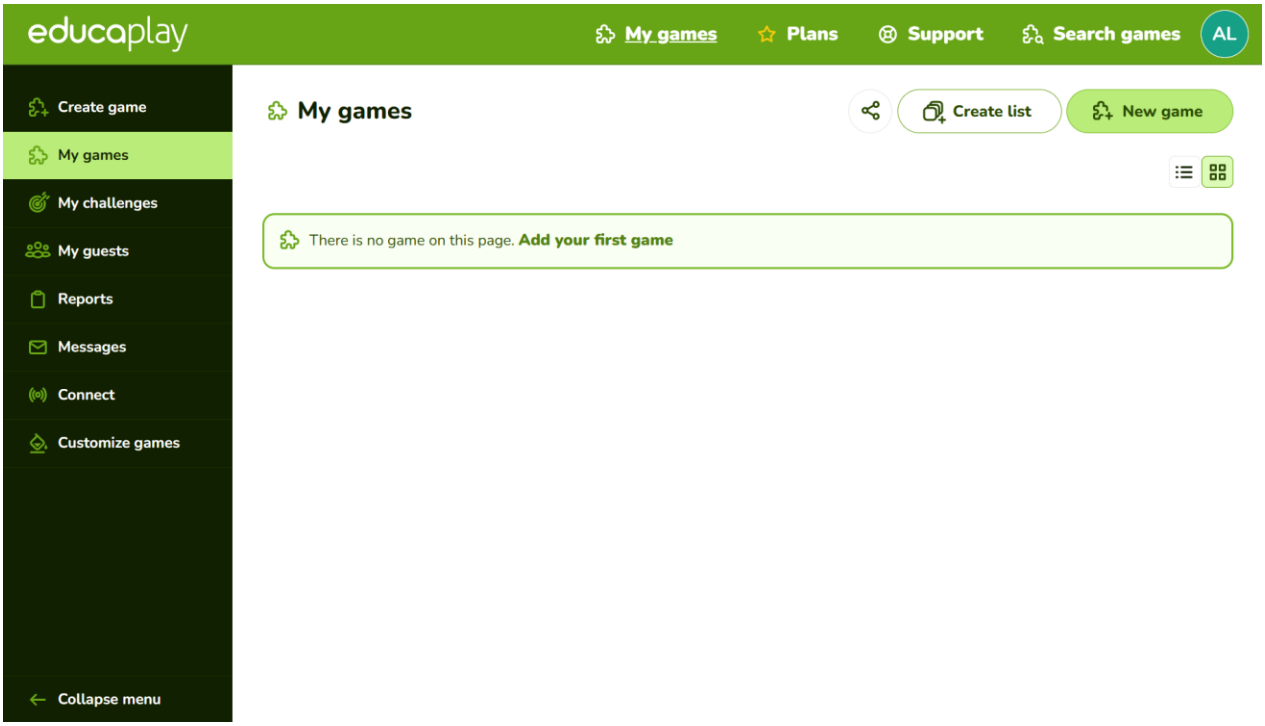

Figure 1: Educaplay main dashboard

Interactive Game Activities

The range of activity formats is one of Educaplay's main strengths. As Figure 2 shows, teachers can select a game type to match a particular classroom purpose. Matching Pairs, for example, could be used to connect a word with its meaning or example sentence, while Word Search Puzzle might provide a brief recognition or revision exercise. These tasks can be useful, but recognising a word in a game is not the same as being able to use it appropriately in speech or writing. Teachers therefore need to decide what learners should be able to do after completing an activity.

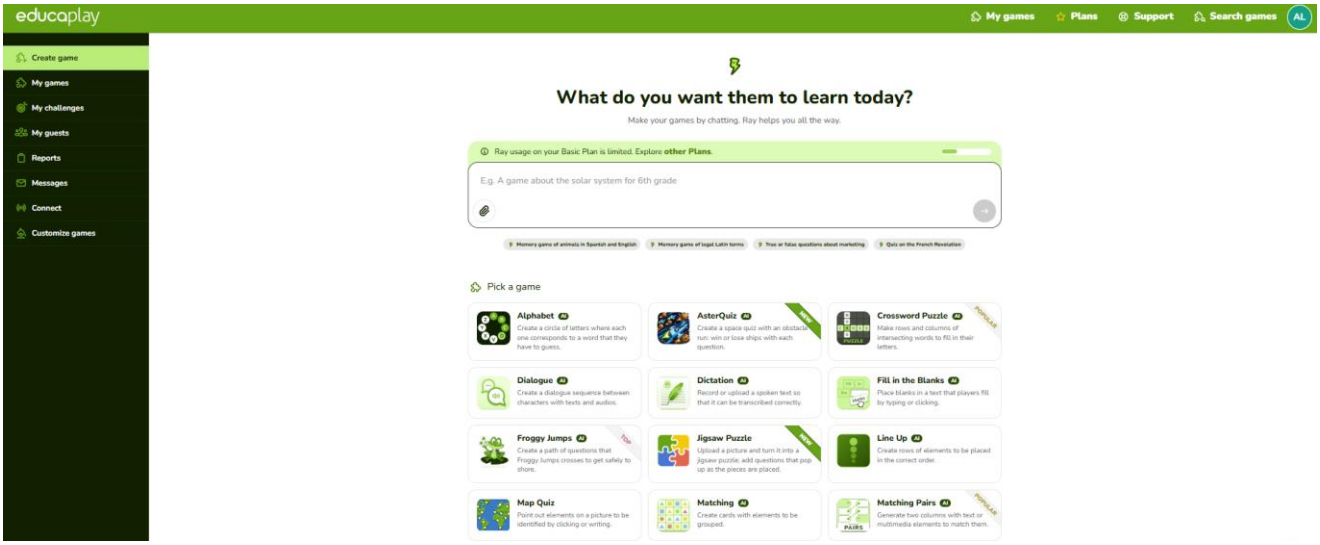

Figure 2: Selection of interactive game activities

Crossword Puzzle can encourage learners to retrieve vocabulary from definitions or contextual clues. Figure 3 shows an active clue, a highlighted answer column and a previously entered response elsewhere in the grid. This format can provide focused retrieval practice, but teachers should check that definitions are clear, answers are unambiguous and the target words are revisited in meaningful contexts. The game itself does not show whether learners can use those words in communication.

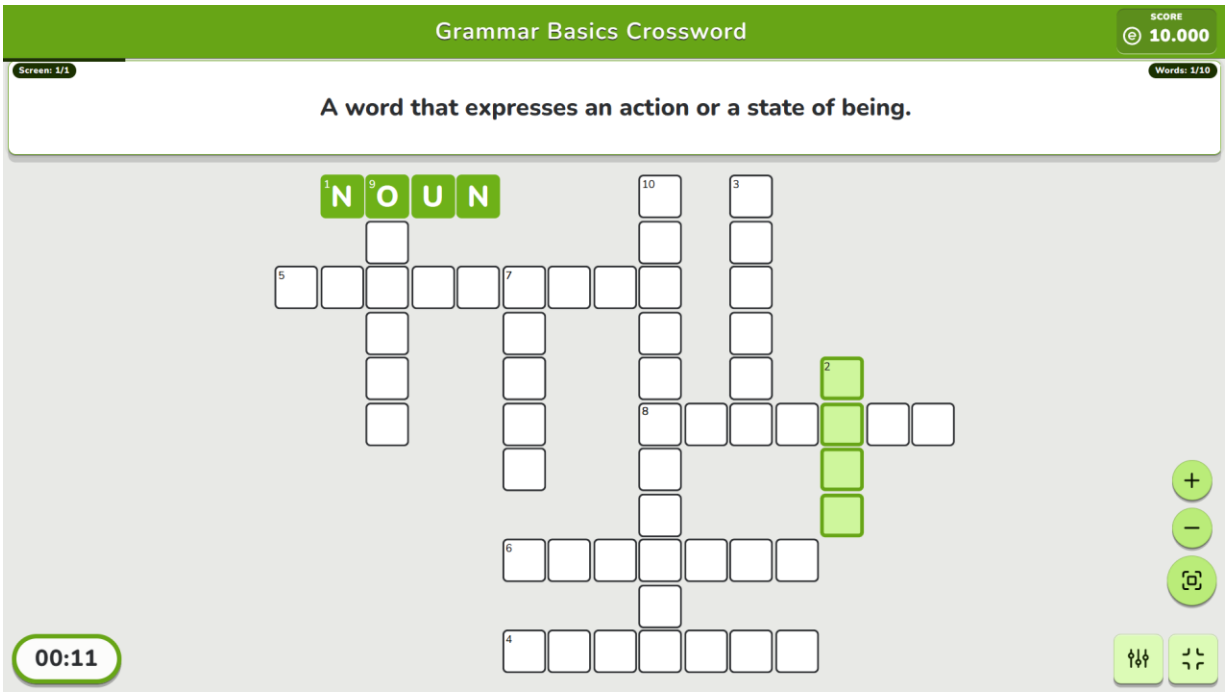

Figure 3: Crossword puzzle activity

Froggy Jumps gives learners a series of multiple-choice questions within a game sequence (Figure 4). It may be appropriate for short grammar checks or vocabulary revision, especially when answers are discussed afterwards. Nevertheless, the illustrated question asks which "sentence" uses "an" correctly, although the response options are noun phrases. A better instruction would ask which "phrase" is correct. Such wording matters in ELT because activities model the grammatical terminology and language patterns that learners are expected to acquire.

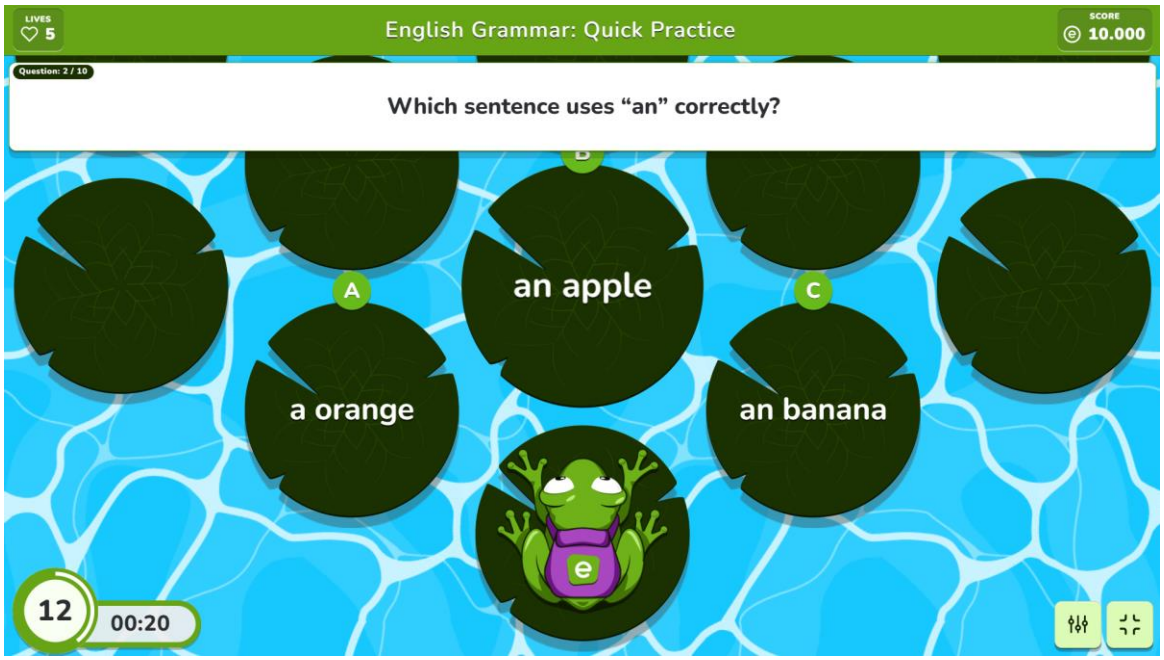

Figure 4: Froggy Jumps quiz activity

Ray can reduce the time needed to produce a first draft of an activity. Figure 5 shows an instruction asking the assistant to create a multiple-choice grammar quiz on the simple present tense for secondary learners. Teachers may then edit the content before publishing it. Educaplay indicates that access to Ray varies by subscription plan (Educaplay, n.d.-a, n.d.-b). The most useful role for AI here is to support material preparation rather than replace professional judgement. Question wording, answer keys, difficulty, cultural appropriateness and alignment with lesson objectives still require checking.

More broadly, the value of digital vocabulary games depends on the type of processing they invite. Zou et al. (2021), in a review of digital game-based vocabulary learning, discuss benefits as well as design considerations. For classroom practice, this suggests a simple principle: a game should be chosen because it offers suitable language practice, not merely because it is enjoyable or easy to set up.

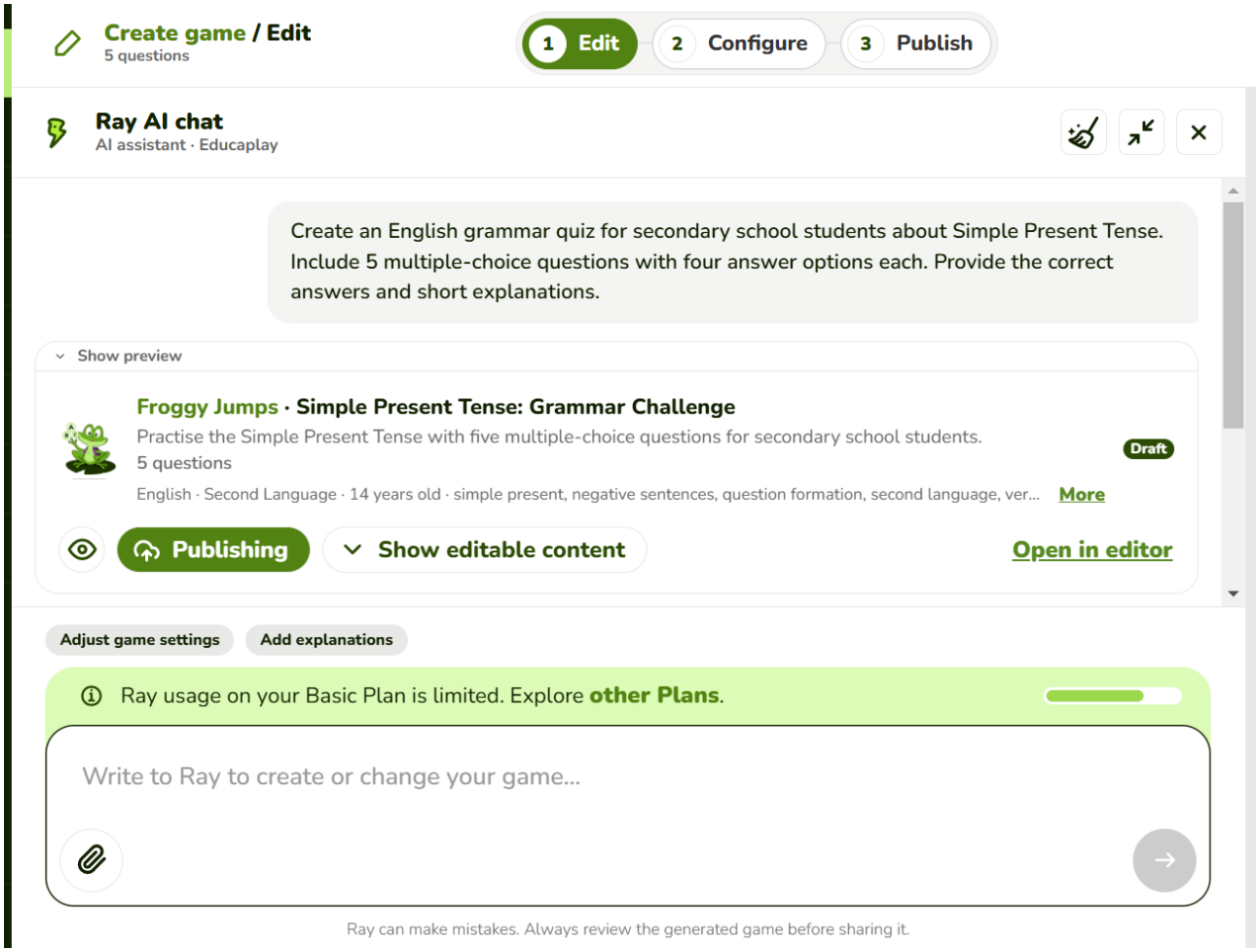

Figure 5: Ray AI assistant for activity creation

Applications in English Language Teaching

Vocabulary learning is perhaps the most immediate application of Educaplay. Teachers could use Matching Pairs and Crossword Puzzle for form–meaning connections, followed by contextualised sentence completion or a short communicative task to check whether words can be used beyond the game. Vargas-Saritama and Espinoza Celi (2024) reported vocabulary improvement in a quasi-experimental study involving 60 Ecuadorian secondary learners. Cuenca and Pila (2025) examined vocabulary activities over eight weeks with experimental and comparison groups, while Rahman and Muallim (2025) reported improved scores after six sessions with 42 learners in a one-group pre-test–post-test study. Together, these studies are encouraging, although their designs and settings differ and do not establish that the platform alone caused the improvements.

For grammar practice, Fill in the Blanks can focus attention on verb forms, agreement and other sentence-level features, while Unscramble Words can require learners to arrange words in an acceptable order. Faira and Hanifa (2026) reported higher post-test scores among 32 Indonesian

seventh-grade students following six sessions with Unscramble Words. Their one-group design, however, provides weaker causal evidence than a controlled comparison. In an ELT lesson, such tasks would be more valuable if learners subsequently explained their choices and produced their own sentences. The wording problem in the sample question shown in Figure 4 is a reminder that accuracy needs to be considered alongside engagement.

Listening and reading require closer attention to the nature of the task. Dictation can support careful listening and spelling, while Video Quiz allows questions to be associated with particular points in audiovisual material. Figure 6 shows a video-based comprehension question. Its learning value would depend on the appropriateness of the video, whether questions assess main ideas or details, and whether learners receive feedback that helps them understand their mistakes. For reading lessons, teachers would need to include genuine text-based activities rather than assume that every on-screen quiz develops reading comprehension.

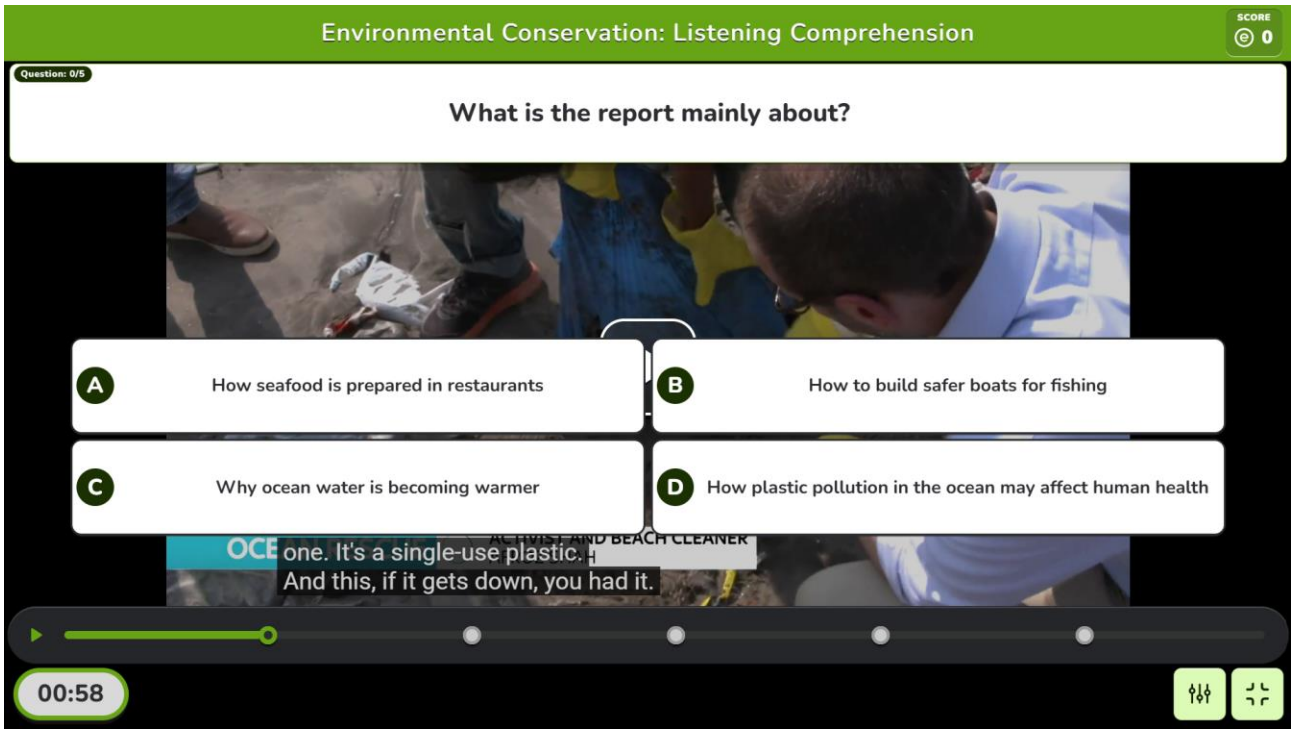

Figure 6: Video Quiz activity with a comprehension question

There is also a difference between a learner finding an activity engaging and demonstrating progress in language proficiency. Syifa' et al. (2026), for instance, found positive student perceptions of Educaplay in lessons on English procedure texts. The evidence came from a questionnaire and primarily concerns learners' views of engagement and usefulness. It should not be interpreted as independent proof of improved comprehension. Speaking, extended writing and interaction still require tasks in which learners communicate, negotiate meaning and receive appropriate feedback.

Classroom Assessment and Sharing Functions

Educaplay offers information about learners' performance in completed activities. As shown in Figure 7, the Reports dashboard displays information such as scores and completion times. Such records may help a teacher identify questions that require follow-up or learners who need additional practice. They are better treated as formative indicators than as direct measures of overall English proficiency. A high game score could reflect familiarity with an item, repeated attempts or speed rather than an ability to use language independently. Reporting history and the visibility of individual answers also differ across subscription plans (Educaplay, n.d.-a).

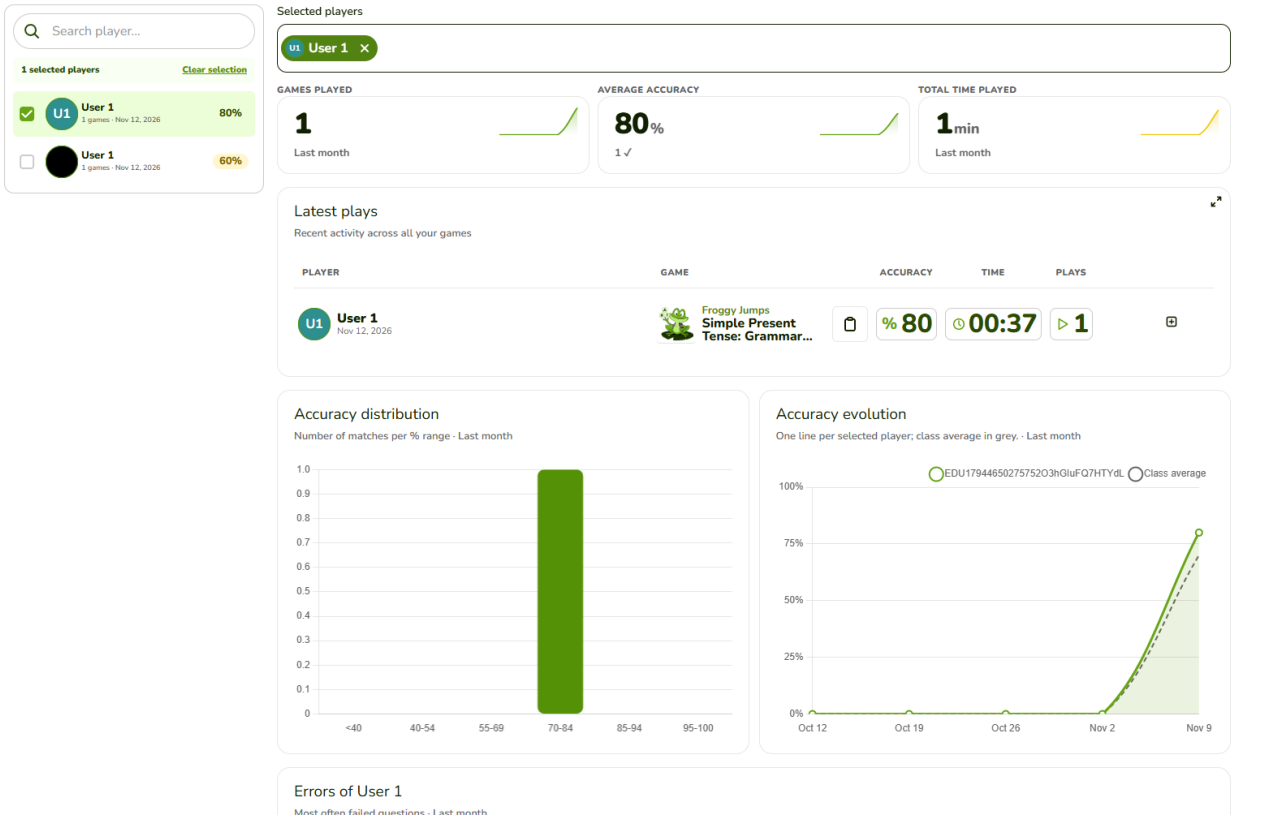

Figure 7: Educaplay Reports dashboard

Activities can be shared through web links, QR codes and embedded content, as illustrated in Figure 8. Educaplay also supports integrations with Google Classroom, Microsoft Teams and learning management systems such as Moodle and Canvas, although some options are limited on lower subscription plans (Educaplay, n.d.-a, n.d.-b). These functions make it easier to distribute practice tasks before or after lessons. However, teachers should check whether learners can access the activities on their devices and should consider how student information and performance records are collected and used.

Evidence from classroom research gives some grounds for optimism about focused assessment tasks. Tama et al. (2026) compared 72 Indonesian eleventh-grade students in experimental and control groups and reported greater vocabulary gains for the Educaplay group. This provides more direct comparative evidence than a perception survey, but it relates to particular vocabulary outcomes in one setting. It does not justify treating game reports as substitutes for writing samples, oral assessment or broader comprehension tasks.

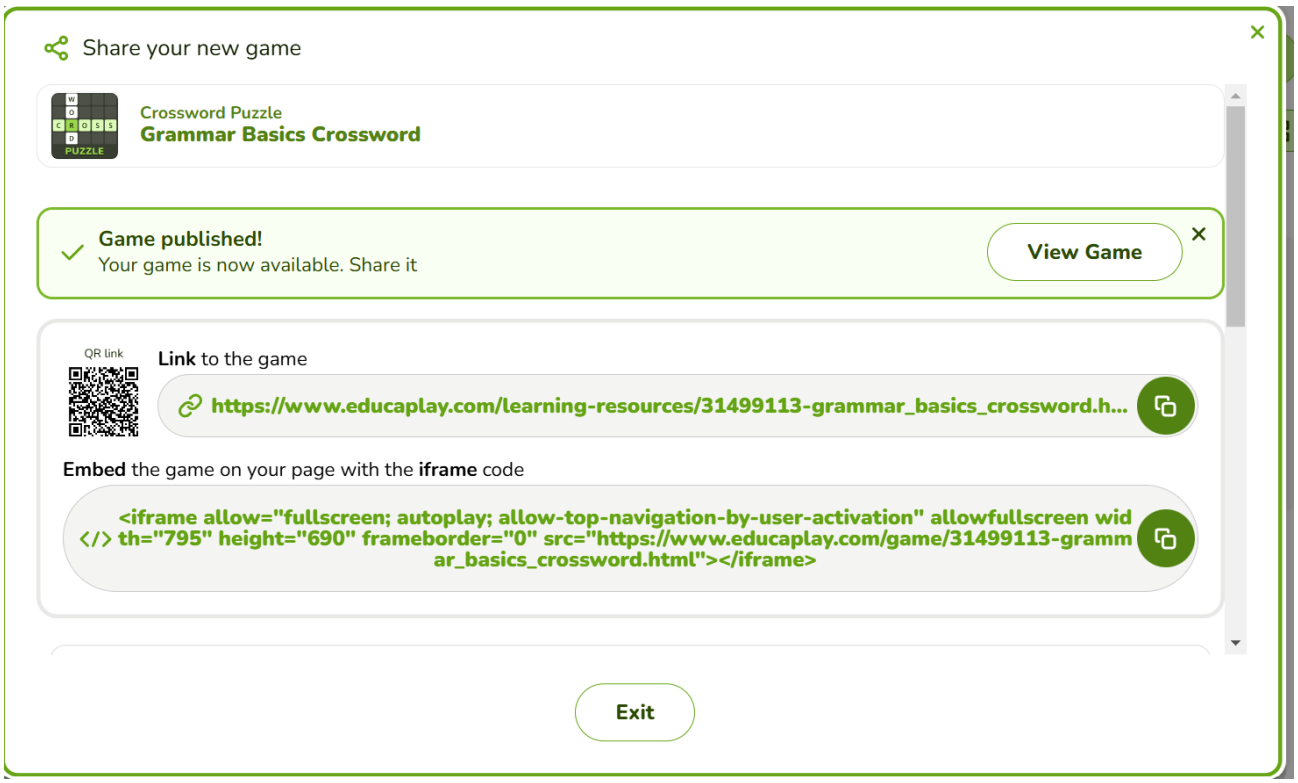

Figure 8: Activity sharing options: link, QR code and embed code

Limitations and Pedagogical Considerations

The first constraint is access. Educaplay offers a free Basic plan, but limits on advertising, integrations, AI use, reporting, downloads and other functions differ by subscription level (Educaplay, n.d.-a). These differences may matter in institutions with restricted budgets. Online activities also require suitable devices and reliable internet access. Printable activities may provide a partial alternative in some plans, but a printed exercise does not reproduce all the feedback or reporting functions of an online game.

A second limitation concerns the quality of learning tasks. Activities can become routine exercises in guessing, matching or recalling isolated forms, particularly when scores or speed take priority over language use. The sample question shown in Figure 4, which describes noun phrases as sentences, illustrates why teachers should examine content closely, regardless of whether it was written manually

or generated with AI. UNESCO (2023) emphasises human oversight and responsible use of generative AI in education; in this setting, that means checking the accuracy, appropriateness and consequences of any AI-assisted activity before learners encounter it.

The research evidence also calls for caution. Ma'arif et al. (2025) investigated 32 fifth-grade learners using a one-group pre-test–post-test design and found no statistically significant difference in vocabulary scores, although the classroom experience was reportedly more interactive. The authors identified limitations such as implementation time and differences between the pre-test and post-test forms. A non-significant result in this study does not prove that Educaplay cannot support vocabulary learning. Rather, it demonstrates that enjoyment, participation and measurable improvement need to be examined separately and that study design affects how confidently findings can be interpreted.

Research Possibilities and Future Evaluation

Educaplay may also serve as one component of classroom-based research. Teachers could use a set of activities to provide repeated vocabulary practice, collect game scores and compare performance on an independently developed vocabulary measure. Studies examining grammar could similarly assess whether accuracy achieved during an Unscramble Words activity transfers to sentence writing or to more spontaneous language production. These designs would help distinguish success in the game from more durable language learning.

For stronger evidence, researchers should report the learners' proficiency levels, activity types, length and frequency of use, comparison conditions and the nature of the outcome measures. Interview data or classroom observation could then help explain why learners benefited, struggled or disengaged. Reports such as those illustrated in Figure 7 can contribute to this picture, but they should not replace independent assessments or ethically collected learner feedback. In Malaysian ELT settings, useful questions include whether such activities support mixed-proficiency classes, encourage independent practice and transfer learning to authentic reading, speaking and writing.

Conclusion

Educaplay provides accessible ways to create and share interactive practice in vocabulary, grammar and comprehension. Its range of formats, AI-assisted activity creation and sharing tools give teachers flexibility, while its reporting functions can support decisions about further practice. The figures in this review demonstrate these practical possibilities, but they also show why careful editing and pedagogical selection are essential. Educaplay is best regarded as a supplement to well-planned ELT instruction rather than as a stand-alone solution. Its value will depend on the language work that learners are asked to do, the quality of the feedback they receive and the opportunities they have to apply learning beyond the screen.

Note

Product features, subscription conditions and prices may change. The information above reflects the Educaplay pages consulted in November 2026.

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