



Educaplay for High School Students in Improving Writing Skills: A Teacher's Perspective

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Abstracts. The incorporation of digital tools in language learning has transformed the teaching of conventional writing into a more interactive and exciting alternative. This research examines how teachers evaluate and interact with Educaplay when teaching writing to senior high school students. A qualitative case study method was employed, involving three English teachers from two high schools in North Sumatra who had used Educaplay consistently for at least one semester. Data were collected through questionnaires, semi-structured interviews, and classroom observations, then analyzed thematically. The results revealed that teachers perceived Educaplay as useful in increasing student engagement, motivation, and development of writing structures. Its interactive elements such as gamification and real-time feedback enabled students to be more active contributors, improving their ability to organize ideas, structure paragraphs, and apply grammar rules. Challenges included limited access to technology, time-consuming material preparation, and the need to integrate Educaplay with traditional teaching. To address these, teachers combined direct instruction with Educaplay and peer collaboration. Thus, Educaplay plays a critical role in supporting writing instruction but is most effective in blended learning environments. Further research is recommended to explore its long-term impact on students' writing development in various settings.

Keywords: Digital learning, Educaplay, Gamification, Teacher perception, Writing

1. INTRODUCTION

In modern days life by humans has accelerated being disrupted by technology [1] [2]. It has revolutionized the very way humans live their normal human lives in this modern epoch [3] [4]. Continuous progress in technological advancement is accelerating at an unimaginable pace bringing state-of-the-art innovations that are transforming our world. New technological advances each year offer solutions to the many problems in human life. Apart from the change in the equipment we use and gadgets we possess, these technological advancements change the mindset and lifestyle of modern society [5] [6]. The dependence of human beings on technology has grown greatly to satisfy a variety of needs starting from the most basic ones to leisure. Technology advancement has also created opportunities and possibilities that were never thought of. Considering the speed of technological progress we can say with certainty that human life will still face significant changes in the future.

Technology has changed the way teaching and learning were previously carried out in education [7]-[8]. Globally education institutions have been using digital tools and platforms to improve the learning experience for the teachers and students [9] [10]. Technology integration in education has made learning dynamic, involving, and inclusive of students from all walks of life. There is now a wide range of digital platforms and applications that offer innovative methods for teachers to distribute their curriculum and understand student progress far more effectively [12]-[14]. Using different online platforms students can easily access educational resources, attend virtual classes, and communicate with their mates. Incorporating multimedia elements including; movies, interactive games, and virtual simulations has made challenging topics understandable and appealing. Aside from this, Artificial Intelligence and machine learning are being employed to personalize the learning environment to the demands and rate of learning of learners. Learning management systems have also made administrative work comfortable thus teachers can have more time for teaching and talking to students [14]. [15], [16]. Access to online courses and distance learning programs that are available have made studying for those who lack access to traditional classrooms flexible and easier to access. As technological innovations

continue, the future of education holds more inventive approaches to achieving better teaching and learning processes [17]-[19].

Apart from that, English language teaching is also covered. Technology can support learners to learn better [20] [21]. Educational technology provides a variety of innovative tools and platforms where students learn English in an interesting and accessible way. Contemporary apps and online environments have transformed the learning by students as well as the practice of English at school [22]. Now students can practice their English using such interactive exercises where immediate feedback is given on students' performance. The absorption of technology in the English classroom has endeavored to make the creation of dynamic learning materials easier for teachers to come up with such materials that address different learning styles and abilities [23]. The use of digital assessment tools enables teachers to gauge what the students are progressing in and where additional support would be necessary. Moreover, technology enables the students to study their English independently and at their own pace developing their assurance to speak the language. The utilization of educational platforms also makes learning English more fun, which makes students more active participants in their learning path. Language learning software can become individualized for each student and present personal exercises for strengthening language skills. Now thanks to these technological tools, teaching and learning English is more effective and student-centered than ever.

In the ever-evolving digital era, secondary school students' writing skills are still a big challenge in language learning. According to Orouzi & Mehdizadeh (2021) in the journal *Assessing Writing*, writing is a complex process that requires coordination between mechanical aspects (spelling and grammar), critical thinking, and the ability to convey ideas coherently [24]. Their meta-analysis of writing instruction research found that students often struggle with organizing ideas, maintaining coherence, and applying proper grammar rules. Based on classroom observations, many students have difficulties in expressing their ideas in writing, especially in terms of content development, proper grammar usage, and logical organization of writing. The Cognitive Process Theory of Writing emphasizes that writing involves a complex problem-solving process including planning, translating ideas into writing, and reviewing [25]. Conventional learning methods applied so far tend to be monotonous and less interesting for students to develop their writing skills. This problem was highlighted in Richards & Renandya's study which found that traditional writing instruction often fails to engage students due to its teacher-centered approach and limited interactive elements [26]. On the other hand, the current generation of students are digital natives who are very familiar with technology, so a more interactive and digital-based learning approach is urgently needed. Recent studies show that digital-native students respond better to learning environments that are interactive and supported by technology. For instance, Fadhli and friends discovered that game-based learning positively impacted children's digital literacy with the view of facilitating the understanding of multimedia information and critical thinking and problem-solving skills development [27]. Educaplay as an interactive learning platform provides a number of features that could increase students' writing skills. Educaplay as an interactive learning platform provides several features that could increase students' writing skills with a progressive activity that implies active participation of students. Moreover, it was identified by Zheng and friends that an interactive online platform had a significant impact on students' motivation and performance in writing (compared to the traditional approaches) [28].

The use of educational technology in the classroom is important in the teachers' perspectives. When teachers take digital tools seriously and perceive them as one of the goals, they are more likely to use them in a meaningful way. What Prestridge has observed is the fact that teachers' pedagogical beliefs guide the usage, and reasons for the use of technology, and Tondeur et al have also emphasized the role confidence and training play in technology adoption success [29]. Howard, Taşdere, et al and Sellami et al found that limitations in the support and training available continue to impact how teachers view and utilize technology. These results only affirm the necessity of addressing teachers' points of view to create conditions for the successful introduction and application of such tools as Educaplay under well-considered policies and professional development [30].

To respond to the challenges in students' writing abilities an integrated solution combining digital technology and innovation in pedagogy is offered. First, using a technology-infused writing program can change the standard writing instruction. When interactive elements, like real-time feedback mechanisms, writing collaborations and prodded writing activities are included in the writing process; students can be more active and willing to write. Instead, these platforms should provide the mechanism for scaffolding the writing process by providing structured templates, grammar tools, and visual organizers to guide students' step-by-step development of content and development of organizational skills. Furthermore, the use of a blended learning model in which digital platforms and focused teacher

interventions are consigned can offer more individualized support. The teachers can use data analysis from these platforms to determine individual student weaknesses and invent customized writing interventions. Professional development programs should also be used to train educators on how to incorporate technology into their writing instructions in order to prepare them to guide students on the use of digital gadgets to enhance their skills. It is possible to create a curriculum focusing on the writing process during which students always draft, reflect, revise their papers, and provide constructive feedback. It can positively improve students' performing skills quite dramatically. By establishing a dynamic, technology-based learning environment ready to tackle cognitive, motivational, and skill challenges, schools can transform the teaching of writing to digital native students.

One of these technologies is Educaplay. This platform was established in 2010 and has an assortment of activities that students can participate in to practice writing instruction [31]. Teachers can generate pre-made exercises of their choice like the ones of fill-in-the-blank company, interactive quizzes, and matching games to reinforce grammar, vocabulary, and sentence structure. The real-time feedback feature enables the students to correct themselves at the point of mistakes thus enhancing self-directed learning. Moreover, Educaplay provides collaborative tools that stimulate peer communication and participation in writing work. Using gamification elements, the platform makes the writing process not only more exciting and captivating but also inspiring for the students. Through comprehensive analytics, teachers can monitor student progress to make customized interventions dependent on learners' needs. Because Educaplay can be used across multiple devices, students can practice writing any time and in any place. The convenient interface guarantees that educators and students find it easy to use the platform. With the inclusion of Educaplay into the writing curriculum, schools can teach writing to students in an engaging mode with structured lessons.

Prior research has investigated technology use in language learning, and technology-related digital games such as Educaplay. The integration of Educaplay, as a digital resource, to improve reading skills, focusing on the role of ICT in student training and evaluation was investigated in a study by Ojeda, and Enciso [32]. Nevertheless, the present study paid more attention to reading comprehension instead of writing skills. In turn, VargasSaritama and Espinoza Celi examined the effect of Educaplay on secondary school EFL students' vocabulary learning in Ecuador. Their results demonstrated that the use of Educaplay was effective in increasing learning of vocabulary and motivation, this study, however, did not address its direct effect on writing proficiency [31]. In addition, a study by Rachmawati and Liza was conducted on Educaplay in Arabic language learning concerning the improvement of the students, speaking and writing skills in the Arabic language [33]. Despite the success of Educaplay related to the enhancement of engagement and comprehension, the study focused on Arabic writing as opposed to English writing. However, this study was carried out in another learning environment, leaving room for investigating whether its findings are appropriate for secondary school learners of English. It is for this reason that the current study will fill this void as it will evaluate the use of Educaplay in enhancing the writing skills of secondary students. The study also seeks to find its effectiveness as a tool in English language learning in Indonesia, concerning concept formation, writing organization, and grammar competence.

Although numerous research works documented the use of Educaplay in reading comprehension, and vocabulary learning, little work was done with a view of developing writing skills using this platform. Besides, the studies on gamification in language learning are still ruled by quantitative methods; no study has explored in detail how teachers understand and use this technology in writing instruction. Hence, this study presents new insights into the topic by studying teachers' perspectives on using Educaplay to enhance the writing skills of middle school scholars via a qualitative research method. Apart from testing its effectiveness, this research also points out the difficulties teachers have when integrating gamification into writing instruction.

This study is relevant in that it examines how teachers view Educaplay's use in writing lessons and their experience with its use in the classroom. With the rapid developments in digital learning instruments, learning teacher's talents can give relevant insights into the benefits and the drawbacks of using the Educaplay tool for learning. This research also looks at the challenges of teachers, such as issues of accessibility, preparation time, and blending of digital and traditional teaching methods. Through the recognition of these challenges, this study is going to make recommendations of how writing teaching through Educaplay can be effective. Its results can be useful in enhancing technology use in language learning to make sure that digital technologies help, not harm the teaching and learning. To achieve this goal, this research will answer the following questions:

1. What are teachers' perceptions and experiences in using Educaplay in writing instruction to improve high school students' writing skills?

2. What challenges do teachers face in using Educaplay to teach writing?

Use of Technology in Writing Instructions

According to Vygotsky's, constructivism theory learning is a socially mediated process that happens through interaction with tools, peers, and more knowledgeable others. This perspective looks at how technology is a mediating agent enabling knowledge construction in writing instruction [34]. For instance, internet-based platforms and writing software offer interactive space to share ideas and get feedback from other students thus, bringing variety to their learning [35]. Through technology integration, teachers will be able to individualize the learning experience in a way that meets the needs of individual students so all students are actively engaged. Moreover, the application of such tools as word processing/collaborative platforms enables students to revise their writing repeatedly thus reflecting constructivist principles of learning via active involvement. Such environments also promote collaboration where the students learn not only from the teacher but also from each other [36]. In the long run, constructivist theory allows for employing technology that develops learning environments in which students construct their understanding of writing skills interactively and iteratively [28].

Gamification Platform for Language Learning

According to Deci and Ryan, Self-Determination Theory (SDT) explains gamification features inspire students because of their satisfaction with physiological drives for Autonomy, Competence, and Relatedness [37]. Autonomy is promoted through customizable activities, where learners can take their paces. Meanwhile, competence is enhanced by instant feedback on performance as scores or badges. The relatedness is achieved through collaborative and competitive aspects, for example, using the leaderboards, and multiplayer games which support interaction between students. These gamification elements make learning dynamic and therefore increase students' accountability to invest efforts in activities like writing. Apart from that, SDT claims that intrinsically motivated students are more likely to persist in their activity, resulting in better learning outcomes. The structure of the Educaplay design follows these principles creating a motivating and enjoyable space for language learning. Furthermore, Hamari and friends point out how playing games reinforces the long-term retention of material because it builds positive associations with learning tasks [38]. Educaplay applies these findings using interactive, game-based activities designed according to various learning goals, such as vocabulary gains and writing capabilities. Though many studies are found concerning vocabulary learning, research like the one conducted by Alizadeh indicates the potential of gamification platforms to fulfill high-order skills such as writing. However, one should note, that gamification should be introduced reasonably: to balance fun and pedagogical goals [39]. For instance, an excessive emphasis on competition may discourage some students, in particular, those, who have difficulties completing certain tasks.

Writing Skills and Factors that Affect Them

Cognitive Process Theory of Writing, developed by Flower and Hayes, offers a general idea about writing as a recursive and goal-directed function. According to the theory, the writing process involves varied cognitive operations, including planning, translation, and review [40]. This view emphasizes the complexity of writing and justifies such types of instruction and feedback toward students' cognitive growth. Furthermore, this theory also admits external influence, i.e. motivation and learning environment, as influential factors in student writing ability. Essentially, writing involves more than a command of language; it also involves critical thinking and problem-solving.

The writing ability is addressed by different issues including individual cognitive abilities, teaching techniques, and socio-cultural environment. Scholars find that successful pedagogies, including process-oriented teaching, can make a dramatic difference in the results of students' writing. For instance, using structured guidance to students at the brainstorming, drafting, and revising stages will help the students develop a better understanding of the writing process. Additionally, constructive feedback will help students improve their skills and gain confidence in writing skills. Feedback concentrating on strengths and gaps creates an iterative and progressing process of writing for learners.

Writing skills are also influenced by motivation. Intrinsic motivation (based on personal interest or satisfaction) leads to more sustained writing efforts that are more engaged than extrinsic motivation (where writing is motivated by external rewards) [37]. The motivation can be enhanced by a teacher-created learning environment where students' voices and choices are respected. For instance, letting students pick their writing subjects or including collaborative exercises will make the process more

exciting and relevant. Further on, technology usage such as gamification platforms such as Educaplay has been proven to enhance student motivation, turning writing activities into interesting and enjoyable ones.

Finally, there are sociocultural ones, including peer influence and the availability of resources, that determine the writing development among students. Writing activities, in which students exchange ideas and express their opinions to each other, promote a sense of community, and allow students to learn from different views [34]. The availability of good learning materials, for instance, model texts and writing guides, supplements the writing skills development. Taking these factors holistically ensures that the students are armed with the tools to become successful writers [36].

2. METHODS

Research Design

This qualitative study used case study methodology to explore how teachers viewed the use of Educaplay to enhance secondary-level students' writing skills in Indonesia. The case study method was adopted because researchers could study how subjective interpretations and experiences of teachers regarding gamification in the English classroom were taken further [41]. A case study is a suitable approach to studying a particular case, that is, the application of Educaplay in writing learning, which presupposes direct contact between teachers and students, and diverse issues in its use [41]. The case studies have specific importance for the exploration of the complex factors that affect the efficiency of gamification, including student motivation and classroom dynamics, which cannot be quantitatively measured anyway.

Participants

The English teachers for this study were three English teachers from three high schools in North Sumatra Province who had taught writing using Educaplay for at least one semester. Before the selection of the participants, a pre-questionnaire was sent to find out teachers who regularly used Educaplay in the teaching of writing at least for one semester. From the pre-questionnaire results, three teachers who met the criteria were chosen. A purposive sampling method was adopted, in which, by meeting certain criteria, participants were selected to provide deep information about the objectives of the research [42]. Such a strategy has enabled the researcher to obtain richer data through teachers who have experience with Educaplay, which may lead to insights into the benefits and drawbacks of the technology. Each of the participants participating in the selection process gave formal consent to become correspondents in this study. Each participant was assured about the reason and process of the study and he/she was provided the opportunity to accept or refuse participation without coercion. Participants' identities were masked in the research report and all the information collected was stored confidentially according to the state of the law and the research ethics [43].

Data Collection Technique

The primary tools of this research were questionnaires, semi-structured interviews, and observation sheets. The questionnaire was employed to obtain teachers' perception of Educaplay implementation in the writing lessons regarding ease of usage, improvement in organization of writing, student motivation, correctness of grammar, and difficulties encountered in teaching. The questionnaire employed a 5-point Likert scale and the teachers completed a 19-item Likert scale questionnaire which was emailed and retrieved. The questionnaire in this research was developed and tested in a previous study by Smith and colleagues, which explored instructional games use in secondary English classrooms. Semi-structured interviews then took place to explore the experiences and views of teachers further as regards the benefits of Educaplay, involvement of students in writing activities as well as challenges encountered. All interviews were audio-taped with permission of the interviewees and transcribed in verbatim form for analysis. Teacher-student interactions, students' engagement, as well as their responses to the instructed gamified learning exercises, were provided through classroom observation sheets. A structured observation method was employed, involving the use of predetermined checklists to conduct a systematic observation of the student's engagement, participation, and writing progress in the lesson. This contributed to consistency in data gathering; and minute analyses on how Educaplay had shaped students into writing activities. The results from the three above instruments were integrated into data triangulation (triangulation of data) to enhance the validity and reliability of findings [44].

Data Analysis Technique

Data analysis was realized by the thematic method used to identify the themes that arose from the data gathered. The process of thematic analysis included several stages from interview transcription to data coding to data clustering according to themes like gamification efficacy, student motivation, as well as Educaplay limitations [45]. The questionnaires were analyzed thematically and patterns through the responses were identified and grouped under relevant themes. Such an approach contributes significantly to the research process as researchers can understand the data at a deeper level because they notice recurring ideas that are relevant to the research issue. Similarly, classroom observation data were analyzed using thematic analysis with a focus on patterns of student engagement, interaction, and writing performance as they used Educaplay. Observations were coded according to pre-determined categories (i.e.; level of participation, collaboration, and responsiveness to the gamified learning activities). This made sure the observation findings supported the findings from the interviews and questionnaires therefore giving a better picture of the impact of Educaplay. At the same time, data interpretation was applied as another analysis of the qualitative findings concerning teachers' responses to the interviews. This process has an emphasis on finding specific patterns in teachers' responses and valuable information from their viewpoints. Through analysis of qualitative findings, researchers will understand the underlying opinions and experiences of the participants [41].

3. FINDINGS

This section presents findings from data collected through questionnaires and interviews with three English teachers regarding their perceptions of Educaplay as a tool to improve students' writing skills. The data were analyzed using thematic analysis for the questionnaire responses and data interpretation for the interview transcripts. The findings two main themes based on the research questions: teachers' perceptions of are organized into *Educaplay* as a learning tool and its impact on students' writing development.

Table 1. Questionnaire Data

NO	QUESTION	SD	D	N	A	SA
1.	Educaplay is easy to use and integrate into writing lessons.	0%	0%	0%	0%	100%
2.	I feel confident using Educaplay to teach writing.	0%	0%	0%	33,3%	66,7%
3.	Educaplay features are relevant to writing lessons.	0%	0%	0%	100%	0%
4.	Educaplay helps me present writing materials in a more engaging way.	0%	0%	0%	33,3%	66,7%
5.	Using Educaplay increases student participation in writing lessons.	0%	0%	0%	0%	100%
6.	My students find it easier to structure their writing after using Educaplay.	0%	0%	0%	66,7%	33,3%
7.	My students are better at structuring their writing (e.g., introductions, body paragraphs, conclusions) after using Educaplay.	0%	0%	0%	100%	0%
8.	My students' grammar and writing mechanics have improved with Educaplay.	0%	0%	0%	100%	0%
9.	Educaplay helps students develop more creative writing ideas.	0%	0%	0%	100%	0%
10.	My students are more motivated to write after using Educaplay.	0%	0%	0%	33,3%	66,7%
11.	I see an improvement in my students' overall writing quality after using Educaplay.	0%	0%	0%	33,3%	66,7%
12.	The features available in Educaplay are relevant and useful for teaching writing.	0%	0%	0%	100%	0%
13.	I find Educaplay easy to use and navigate.	0%	0%	0%	66,7%	33,3%
14.	The technical support and resources available for Educaplay are adequate.	0%	0%	100%	0%	0%

15.	The time students spend using Educaplay is worth the benefits for their writing skills.	0%	0%	0%	66,7%	33,3%
16.	I experience technical difficulties when using Educaplay for writing lessons.	0%	0%	33,3%	33,3%	33,3%
17.	Preparing materials in Educaplay takes more time compared to traditional methods.	0%	0%	100%	0%	0%
18.	Some Educaplay features are not flexible enough to meet students' needs.	0%	0%	33,3%	66,7%	0%
19.	Some students face accessibility issues with Educaplay (e.g., lack of devices).	0%	0%	0%	100%	0%

SD= Strongly Disagree; D= Disagree; N= Neutral; A= Agree; SA= Strongly Agree

Based on the questionnaire results, most teachers have a positive perception of using Educaplay to teach writing in high school. All respondents agreed that the platform helped increase student engagement, made it easier for them to organize paragraphs, and provided a more interactive and fun learning experience. The teachers also noticed an increase in students' motivation to write after using Educaplay. Students became more active in class and more confident in expressing their ideas in writing. In addition, the gamification feature and instant feedback were seen as key factors in making the writing process more effective. Although teachers generally had a positive outlook, some challenges were identified. Key issues included limited access to technology for some students, the time-consuming process of preparing teaching materials, and the need to combine Educaplay with other teaching methods to maximize its effectiveness. This suggests that while Educaplay offers significant benefits, it should be used in conjunction with traditional teaching approaches to achieve the best learning outcomes.

Teachers' Perceptions and Experiences in Using Educaplay to Improve Students' Writing Skills

Enhanced Interactivity in Writing Instruction

Interactivity is an important aspect of modern education, especially in subjects like writing that require consistent practice. The questionnaire results show that 100% of teachers agree that Educaplay makes writing lessons more interactive and engaging for students.

Teacher A stated :

"Before using Educaplay, students were often disinterested and found writing a boring task. However, with the interactive games and structured activities, they became more engaged and enjoyed the learning process."

Teacher B explains :

"The students are happy because they feel like they are playing a game while learning. They no longer feel intimidated by the writing task."

Teacher C shared :

"I noticed that students who are usually hesitant to write became more engaged when using Educaplay. They participate more actively in class discussions and group activities."

While doing the classroom observations, the students demonstrated a higher rate of participation when they used Educaplay. They were observed actively interacting with their colleagues over word choice, sentence structure, and grammar, with a greater sense of excitement to write up exercises. Later, those students who at first demonstrated reluctance to write became more confident and involved in writing activities. This boosts the idea that there is higher learning motivation that comes from the aspect of gamification as it gives an animating learning environment. Educaplay's structured exercises prevented students from focusing away from the writing task without overwhelming them. Furthermore, peer discussions in collaborative activities on this platform enhance their cognition about writing concepts. From the above opinions, one can say that Educaplay very much enhances student engagement by making writing activities more interactive and enjoyable. Reports by teachers and classroom observation indicate that if students perceive writing as a gamelike activity, they are likely to engage actively. This confirms the effectiveness of gamified learning in education, as more complex tasks become available while being motivating.

Intrinsic Motivation in Writing Learning

Educaplay addresses this issue by incorporating elements that encourage intrinsic motivation, such as immediate feedback, interactive challenges, and goal setting. When students see their progress reflected through real-time assessments and achievements, they are more likely to stay engaged and strive to improve their writing skills.

Teacher A stated :

"I have noticed that students who used to dislike writing are now becoming more interested. They really enjoy using Educaplay and feel more confident to share their ideas."

Teacher B mentioned :

"I have seen a change in the way students view writing. Instead of considering it a difficult task, they now find it more fun and interesting."

Teacher C added :

"There was a clear increase in students' enthusiasm, especially those who previously had difficulty gaining confidence in their writing."

Observations show that students exhibit a more positive attitude towards writing tasks. They willingly attempted longer writing assignments and engaged in the revision process without being prompted. Educaplay's engaging activities provided immediate feedback, allowing students to recognize their mistakes and improve their writing. The real-time grading system gives students a sense of accomplishment, which further motivates them to participate. In addition, students who initially lack confidence gradually become more comfortable in expressing their ideas through structured exercises. The interactive nature of Educaplay also makes learning feel less like a traditional lesson and more like a fun challenge, thus fostering a growth mindset among students. From the above opinions, Educaplay plays an important role in fostering student motivation by making writing tasks no longer feel like a chore. The ability to receive instant feedback and see tangible progress encourages students to take an active role in their learning. Teachers observed that students develop a stronger interest in writing when they have a sense of control over their learning process, supporting the idea that motivation improves academic performance.

Students' Active Participation in Writing Tasks

Educaplay offers interactive environment for writing activities and students actively engage, as opposed to passive receiving of information. Through so doing students are able to develop their skills in a more practical and meaningful way through tasks such as sentence sequencing, word association and structured composition exercises. Based on the questionnaire results, teachers strongly agreed that the number of student participation increased with Educaplay which was included in their writing classes by 100%.

Teacher A stated :

"Before, many students were hesitant to participate in writing exercises. Now, they do the tasks with more confidence and enthusiasm."

Teacher B explains :

"I have seen a significant change in the way students collaborate during writing activities. They share ideas and discuss improvements, which was rare before."

Teacher C added :

"Even students who are usually quiet in class begin to actively contribute, especially when they can see their progress in real-time."

Students' observations revealed that students were more involved in writing activities when they were using Educaplay. They worked with peers, reviewed their work based on the feedback received, and exhibited more persistence in task completion. The organized nature of the platform enabled them to have observable improvements in their writing that caused them to push even more. The increased participation also promoted better teamwork among the students because they learned each other's writing styles and strategies. Based on the above opinions, one can notice that Educaplay invites students to play an active part in developing their writing. Through structured but interesting activities, it facilitates a learning environment whereby the students feel free to experiment with language and acquire language skills. The mixture of gamification and real-time feedback provides the process of writing with interactivity and rewardability.

Improved Ability to Organize Ideas in Writing

Well-organized writing requires students to develop ideas logically and connect them meaningfully. The questionnaire results show that 100% of teachers agree that Educaplay helps students improve their ability to organize their thoughts before writing.

Teacher A stated :

"Before using Educaplay, students often had difficulty brainstorming and organizing their ideas. Now, they can outline their thoughts more clearly before starting to write."

Teacher B mentioned :

"The structured exercises in Educaplay help students find ideas more easily, so they don't get stuck when writing."

Teacher C added :

"The students are now more organized in their writing. They make a clear outline before starting their paragraphs."

While under observation, students were observed using Educaplay's pre-writing activities, word mapping, and idea sequencing to plan their essays successfully. They became more confident when developing their writing and the composition became more organized. The inability to break writing down into smaller, less strenuous units prevents students from worrying about content, as opposed to where they should start. Through structured planning, the students became better at appreciating analytical skills and became better in organizing their thoughts coherently. Some of the findings from these discoveries show that Educaplay enhances the capability of students to be able to structure their writing well through the use of an interactive and systematic way to develop ideas.

Better Understanding of Paragraph Structure

A well-structured paragraph is essential to convey ideas clearly and logically. The questionnaire results showed that 100% of teachers agreed with the improvement of students' ability to compose paragraphs after using Educaplay.

Teacher A stated :

"The students previously struggled with paragraph transitions, but Educaplay's sentence sequencing exercises have helped them understand how ideas flow."

Teacher B mentioned :

"Now, students better understand how to introduce, support and conclude their arguments in a structured way."

Teacher C shared :

"This platform is effective in strengthening paragraph cohesion, as students can visually organize their ideas before writing."

Observations revealed that students were much more confident when writing paragraphs using the Educaplay tool. They put sentences in proper sequence and demonstrated improved comprehension of topic sentences, supporting details, and conclusions. With regular practice with structured exercises, students improved in writing clear and concise paragraphs. The visual character of Educaplay activities also allowed them to determine the gaps in their writing to improve their self-correction and revision skills. According to these results, Educaplay is essential in building paragraph organization to help students create cohesive and structured compositions.

Improving Skills in Composing Coherent Texts

Coherence in writing maintains that ideas flow fluently and therefore make the text easy to read and comprehend. The questionnaire results revealed that 33.3% teachers agreed and 66.6% strongly agreed that students' writing coherent texts improved after using Educaplay. Moreover, teachers also observed the overall increased quality of student's work, an improvement, especially in leading ideas through to the reader and clarity throughout the student's work.

Teacher A stated :

"The students were struggling to connect their ideas logically, but the exercises done by Educaplay have made them more aware of how to maintain coherence in their writing. I have also noticed an overall improvement in the quality of their writing, as they now organize their ideas more clearly and effectively."

Teacher B mentioned :

"They now use transition words effectively, ensuring their writing flows naturally from one idea to the next. This has contributed to a marked improvement in their overall writing fluency."

Teacher C added :

"The platform has provided a structured approach for students to practice text cohesion, making their compositions more readable and improving their ability to develop wellorganized paragraphs."

The classroom observations indicated that the students had become more systematic in their writing, and their texts developed a logical order. They demonstrated improved ability in the use of linking words, transitional phrases, and topic continuity, which made an apparent improvement in the whole quality of their writings. Educaplay interactive exercises assisted them in finding and fixing incoherent portions, leading to the easier flow of text. Besides, the students became more confident in processing and editing their work by themselves. The results imply that Educaplay helped students to strengthen logical plural between ideas and improve the quality of their writing considerably.

Increased Awareness and Application of Correct Grammar

A strong understanding of grammar rules allows students to express their ideas clearly and correctly. The questionnaire results show that 100% of teachers agree that Educaplay helps students become more aware of grammatical accuracy in writing.

Teacher A stated :

"Before using Educaplay, students often made grammar mistakes, especially with verb tenses. Now, they can identify and correct errors more effectively."

Teacher B mentioned :

"The grammar-focused activities on this platform provide targeted exercises to strengthen sentence structure and correct grammar usage."

Teacher C added :

"Students are now more conscious of their grammar choices and tend to self-correct their work before handing in assignments."

Observation revealed that students had demonstrated increased awareness of the rules of writing when they were writing. They used proper verb tenses, punctuation, and paragraph structures relatively more frequently. Students were able to identify their mistakes in real-time through the feedback generated by the grammar exercises on Educaplay; thus, this strengthened their knowledge on the application of the correct usage of the grammar. As students proceeded to work with Educaplay the accuracy of their writing was enhanced, lessening regular mistakes and raising fluency. These findings show that Educaplay is effective in enhancing grammar competence and accuracy in writing among students.

Challenges Teachers Face in Using Educaplay for Writing Instruction **Limited Access to Technology Devices for Students**

Access to digital learning tools varies among students, which can affect their ability to fully engage with Educaplay. The questionnaire results show that 100% of teachers agree that they recognize accessibility challenges.

Teacher A stated :

"Some students don't have personal devices, so we often use group activities to ensure everyone can participate."

Teacher B mentioned :

"Sometimes, poor internet connection makes it difficult for students to complete their assignments."

Teacher C added :

"We need to ensure that all students have equal opportunities to access and benefit from digital learning platforms."

Observations show that students with limited access to devices rely on shared resources, which sometimes affects their level of engagement. While group activities help bridge this gap, individualized learning experiences are still limited. In cases where students had to wait for device availability, they often lost momentum in their learning process. Teachers noted that students who consistently had access to Educaplay performed better in writing tasks compared to those who had limited access. Schools

should consider strategies such as shared device use in classrooms or scheduled access times to ensure equitable participation. In addition, providing offline or printed versions of digital exercises could be a potential solution to address this issue. These findings indicate the need for infrastructure improvements to enhance digital accessibility in education.

Time Allocation for Teachers to Develop Learning Materials

Teachers play an important role in integrating digital tools into teaching, but time constraints can be a challenge. The questionnaire results show that 100% Neutral of teachers find preparing lessons with Educaplay time-consuming.

Teacher A stated :

"Creating an interactive exercise takes extra time, but once ready, it can be used multiple times effectively."

Teacher B mentioned :

"It is important to find the right balance between digital and traditional teaching methods to make lessons more effective."

Teacher C added :

"With proper planning, the time spent setting up Educaplay activities in advance can bring long-term benefits."

Observations show that well-prepared Educaplay activities result in smoother lesson implementation. However, teachers initially faced challenges in designing customized exercises that aligned with the curriculum objectives. Some educators expressed their concerns about the time needed to familiarize themselves with the features of the platform before creating meaningful content. Despite these challenges, teachers observed that once activities were created, they could be reused in multiple lessons with little customization. This efficiency allows for more structured lesson planning in the long run. In addition, students responded well to digital exercises that were tailored to their learning needs, increasing their motivation and participation. These findings highlight the importance of teacher support and training in maximizing the benefits of the platform while efficiently managing the workload.

Need for Integration with Additional Teaching Methods

Educaplay is a valuable tool, but it is most effective when combined with other teaching approaches. The teachers in the questionnaire emphasized the importance of blended learning strategies.

Teacher A stated :

"Digital tools work best when supplemented with direct instruction and collaboration with peers. Educaplay is very engaging, but students still need guidance in structuring their writing."

Teacher B mentioned

"Students still need guided writing practice alongside interactive exercises. While Educaplay supports self-directed learning, teacher intervention is required for deeper understanding."

Teacher C added:

"The combination of Educaplay and traditional methods provides the best learning outcomes. I use it to introduce concepts, but reinforce them with immediate feedback and class discussion."

Observations confirmed that the blended approach improved learning outcomes. Although Educaplay encouraged independent learning, students benefited the most when activities were supplemented with teacher-led discussions and written assignments. Some students struggled to transfer their learning from digital exercises to actual writing tasks without additional guidance. Teachers found that incorporating peer collaboration, where students reviewed and discussed each other's work, improved writing coherence and organization of ideas. In addition, Educaplay exercises helped to strengthen basic writing skills, but teacher feedback was essential for refining complex writing techniques. These findings suggest that integrating digital tools with conventional teaching methods will result in a more effective and balanced learning experience, ensuring students receive interactive and structured writing instruction.

4. DISCUSSION

The findings show that teachers have a positive perception of Educaplay as a tool to improve students' writing skills. They believe that Educaplay makes writing lessons more interactive and engaging, which helps students to be more active in class. This follows Vygotsky's Constructivist Theory whereby students learn more when they actively participate in learning exercises. Educaplay is an experience, which has a game-like character and differentiates the stress of students concerning writing and participation more [34] [46]. Studies have proved that gamification has promoted enhanced student motivation and an increased level of fun in learning [38]. Consequently, those students who were previously passive display more interest in writing activities.

There are correspondences in three main areas with previous work for this research. First, Educaplay enhanced student interest and motivation, which is consistent with the results of Ojeda and Enciso. Their research emphasized the way Educaplay promoted active involvement in reading assignments and the current study also discovered that the platform helped promote higher student writing engagement [47]. Secondly, Educaplay improved vocabulary acquisition as studied by Vargas-Saritama and Espinoza Celi (the current study supports this research). In Educaplay's case, vocabulary retention was not the only thing it helped students with but rather helped students organize themselves better when it came to their writing [31]. Third, the findings of this study agree with Rachmawati and Liza that Educaplay did improve language accuracy in writing. In the same way, when students used this platform, this study revealed that the students had improved their awareness of grammar and sentence structure[33].

Teachers also discovered that Educaplay assisted students in putting their ideas in order before writing. Planning writing is a position many students find themselves in initially, thus producing disorganized and confused essays. Educaplay allows word mapping, and sentence sequencing, which guide students to develop ideas systematically. It is consistent with Flower and Hayes' cognitive process theory of writing which explains that the writing process involves planning, organizing, and revision of ideas [25]. If students know what structure they have before they begin writing, they will likely be more likely to produce structured texts [48]. Educaplay will allow the students to work out their ideas more effectively and be more confident while writing.

Nonetheless, this study also has two important differences from previous studies. First, the present study focused on studying the role of Educaplay in enhancing writing fluency, coherence, and paragraphing while Ojeda and Enciso researched reading comprehension. The implication of this is that the scope of Educaplay is not limited in terms of its reading skills but also the development of other writing skills. Second, Vargas-Saritama and Espinoza Celi analyzed how Educaplay affects retaining vocabulary; in contrast, this study examined how the given platform supports the writing process, including brainstorming, and composition in the end. These differences attest to the necessity for additional research on the effectiveness of gamification tools in the teaching process of writing.

Another key finding was that Educaplay improved students' understanding of paragraph structure. Many students previously struggled to organize sentences logically in a paragraph. Educaplay provides structured exercises that guide students in developing topic sentences, supporting details, and conclusions. This supports Graham and Perin's research, which found that explicit instruction on paragraph structure resulted in better-quality writing. Students who understand how to build strong paragraphs can write essays that are more coherent and easier to read. Yakhontova also emphasizes that paragraph construction is essential in academic writing and should be taught in a structured way.

In addition, teachers realized that Educaplay helps students write more coherent texts. Writing coherence means that ideas are connected smoothly, making the text easier to understand. Many students struggle with coherence because they don't know how to use transition words and logical connections between sentences. Educaplay provides exercises that guide students in connecting ideas effectively. This supports the findings of Liu, who found that structured exercises help students improve the logical flow of their writing [49]. Warschauer also stated that digital tools can help students visualize their writing process and improve text cohesion. With Educaplay, students learn how to better connect their ideas, resulting in clearer and more structured writing.

Finally, teachers observed that Educaplay improved students' grammar awareness and accuracy. Many students often make grammatical mistakes, especially in verb tenses and sentence structure. Educaplay provides real-time feedback that helps students recognize and correct their mistakes immediately. According to the Self-Determination Theory, students are more motivated to improve when they receive instant feedback and can track their progress. Rahimi & Zhang also found that immediate feedback helps students develop the habit of self-correcting, which leads to better grammar

accuracy. Educaplay allows students to practice grammar in a fun and interactive way, making it easier for them to learn and apply correct grammar rules in their writing [50].

While Educaplay has many benefits, teachers also face some challenges when using it in writing lessons. One of the main challenges is that not all students have equal access to technology. Some students do not have personal laptops or stable internet connections, making it difficult for them to fully participate in online learning. This is in line with Vygotsky's Constructivist Theory, which emphasizes that learning is influenced by external factors such as access to resources. To address this issue, teachers have tried group activities, but this limits students' opportunities for independent learning. Schools need to provide better digital infrastructure to ensure all students can access technology-based learning tools.

The other issue is the time for teachers to learn lessons on Educaplay. Although the platform provides ready exercises, teachers must provide materials tailored to their curriculum. It is a process that may take a lot of time, especially if the people involved are non-familiar teachers with the platform. Based on Flower and Hayes' Cognitive Process Theory of Writing, effective writing instructions have structured teaching, and preparation. The teachers have to put digital tools in equilibrium with the conventional approach to teaching so that students get the support they require. Professional development programs can help teachers learn how to weave in Educaplay better in their lessons.

To overcome these challenges, teachers recommend to combine Educaplay and traditional teaching ways. Despite the efficiency of Educaplay for the development of basic writing skills, students require direct instruction and teacher feedback. According to the study by Myhill, technology should become a supplement, rather than a substitute for teacher-led instruction or cooperation with classmates. A blended learning model, which integrates digital resources within class discussions and teacher feedback, would allow a more wholesome and stronger writing experience [51].

Educaplay provides great opportunities for the enhancement of writing instruction. However, improvements are needed to make it as effective as it could be. Teachers believed that the platform should provide more flexible exercises that would correspond to students' teaching styles and requirements. This goes with Flower & Hayes' Cognitive Process Theory that supports the need for flexible and structured writing instruction. Teachers would have the option of designing activities that address particular writing problems suffered by their students through customizable features.

In addition, schools should also offer training programs that will aid teachers in integrating Educaplay well in their lessons. Digitally self-assured instructors will, in turn, create superior writing exercises and more support for students. According to the Self-Determination Theory, students are motivated when they are competent and engaged, which implies that teaching must be constantly innovative. Through continuous professional development, schools can help ensure teachers can make the most out of Educaplay for their writing instruction.

Lastly, further studies should discuss optimizing Educaplay for long-term writing skills improvement. While this research finds that Educaplay enhances student engagement and writing skills, future study is required to gauge its effects longitudinally. Through longitudinal studies, it is possible to find out if the students will continue making writing gains after they have used Educaplay for a long time. With further refinement of its implementation, Educaplay can become an extremely useful instrument to upgrade writing instruction at high schools.

5. CONCLUSION

According to the study, Educaplay is a useful digital tool for teaching writing as it may increase students' engagement and introduce them to a systematic learning process. Teachers discovered that the interactive and gamification aspects of the platform assisted students in becoming more interested in writing lessons which became more exciting than dull writing lessons. Further, Educaplay provides real-time feedback and exercise with a structure that helps students improve their sentence construction, organization of text, and grammatical correctness. However, although beneficial, teachers also lack various resources such as technology access, and adequate time to develop materials, and need to intervene in teaching students' more complex writing tasks. The findings indicate that Educaplay is a relevant digital tool that should be complemented by traditional teaching approaches to guarantee a more effective learning experience.

For the future applications of Educaplay to be most effective in the teaching of writing, the applications should directly address the challenges from this study. Lack of access to

technological devices among students obliges schools to enhance their digital infrastructure or to offer another alternative, like shared devices or offline materials. The labor-intensiveness of the material preparation for Educaplay-based classes implies a need for institutional support with customizable templates and focused training for teachers. Furthermore, although Educaplay promotes self-regulated learning, the need for teacher facilitation indicates that this platform requires a synergy of digital implements direct teaching, and peer collaboration for more meaningful cognitive engagement. Resolving those issues will not only enhance the usability of Educaplay but also make it compliant with the pedagogical objective and the actuality of class work reality. In future research, the long-term effects of this platform on writing development in different learning situations should be investigated to further define the role of this platform in learning language.

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