



Learning through Play: Students' Experiences with Educaplay in Vocabulary EFL Classrooms

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Abstrak

Pembelajaran *vocabulary* masih menjadi tantangan yang cukup signifikan bagi banyak siswa bahasa Inggris sebagai bahasa asing (*English as a Foreign Language/EFL*), terutama ketika proses pembelajaran masih didominasi oleh metode menghafal. Seiring dengan makin berkembangnya penerapan gamifikasi dalam pendidikan, platform seperti Educaplay menawarkan alternatif pembelajaran kosakata yang lebih menarik dan interaktif. Penelitian ini bertujuan untuk mengeksplorasi pengalaman siswa dalam menggunakan Educaplay sebagai media digital dalam pembelajaran *vocabulary* di kelas bahasa Inggris dengan memberikan perhatian khusus pada persepsi, motivasi, keterlibatan, serta tantangan yang dialami siswa selama penggunaannya. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan 56 siswa sekolah menengah dari dua sekolah di Kabupaten Jember, Jawa Timur. Data dikumpulkan melalui angket terbuka dan wawancara semi-terstruktur, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa siswa secara umum memiliki pengalaman yang positif dalam menggunakan Educaplay. Siswa memandang platform tersebut sebagai media yang menyenangkan, mudah digunakan, dan lebih menarik dibandingkan dengan kegiatan pembelajaran kosakata secara konvensional. Selain meningkatkan penguasaan *vocabulary*, Educaplay juga mendorong motivasi, partisipasi, dan antusiasme siswa dalam pembelajaran. Meskipun demikian, beberapa kendala masih ditemukan, seperti koneksi internet yang kurang stabil, keterbatasan waktu, dan kurangnya familiaritas siswa pada tahap awal penggunaan. Secara keseluruhan, Educaplay berpotensi menjadi media pembelajaran *vocabulary* yang efektif dan bermakna dalam pembelajaran EFL.

Kata kunci: Educaplay, pembelajaran vocabulary, pengalaman siswa.

Abstract

Vocabulary learning remains a significant challenge for many English as a Foreign Language (EFL) learners, particularly when instruction relies heavily on traditional memorization methods. As gamification has gained increasing attention in language education, platforms such as Educaplay offer opportunities to create more engaging vocabulary-learning experiences. This study explored students' experiences of using Educaplay for vocabulary learning in Indonesian EFL classrooms. Employing a qualitative case study design, the study involved 56 secondary school students from two schools in Jember, East Java, Indonesia. Data were collected through open-ended questionnaires and semi-structured interviews and analyzed using thematic analysis. The findings revealed that students generally perceived Educaplay as enjoyable, accessible, and beneficial for vocabulary learning. Participants reported that the platform helped them remember vocabulary more easily through interactive and repetitive learning activities. The study also found that Educaplay enhanced students' motivation and engagement by increasing their enthusiasm, classroom participation, and willingness to improve their performance through game-based features. However, several challenges were identified, including unstable internet connectivity, limited time allocation, and initial unfamiliarity with the platform. Overall, the findings suggest that Educaplay has considerable potential to support engaging and meaningful vocabulary instruction in EFL classrooms while highlighting the importance of adequate technological and instructional support for successful implementation.



Keywords: *Educaplay; EFL students' experiences, vocabulary learning*

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Introduction

Vocabulary knowledge is widely acknowledged as a crucial part of learning second and foreign languages because it enhances learners' capacity to understand and produce language effectively (Haque et al., 2024; Luu & Le, 2026; Wei, 2021). Learners often struggle with speaking, listening, reading, and writing when they have a limited vocabulary. Due to limited exposure to English outside the classroom and the frequent use of memorization-based teaching methods, vocabulary acquisition remains one of the most difficult aspects of language learning in the context of English as a Foreign Language (EFL). According to previous research (Alsawaier, 2018; Haque et al., 2024; Mukni'ah et al., 2025; Noviarini et al., 2026; Zhang & Hasim, 2023), traditional vocabulary teaching is often less effective in maintaining students' attention and can reduce their enthusiasm for actively participating in learning activities. As a result, teachers are always looking for new ways to improve student engagement and support long-term language retention.

Gamification has become more popular in language learning contexts due to the quick advancement of educational technologies. In order to boost students' motivation and engagement, gamification refers to the integration of game features like points, badges, leaderboards, challenges, and prizes into educational activities (Almufarreh, 2026; Saleem et al., 2022; Sappaile et al., 2026). Through the creation of engaging, dynamic, and learner-centered settings, gamification has been repeatedly shown to have a positive impact on students' educational experiences (Almufarreh, 2026; Oliveira et al., 2022; Rahman, 2026). Gamified learning has been linked to higher

levels of engagement, motivation, participation, and language achievement in EFL contexts (Ameen, 2026; Li & Shakibaei, 2026). Gamification greatly enhances learners' motivation, interaction, and language progress in a variety of EFL and ESL environments, according to a recent systematic review (Almufarreh, 2026; Christopoulos & Mystakidis, 2023; Rahman, 2026; Zhang & Hasim, 2023). In a similar vein, recent studies of Indonesian literature have emphasized how well gamification supports vocabulary acquisition and encourages active learner involvement (Noviarini et al., 2026).

Educaplay has gained increasing attention among various gamified learning platforms because it allows teachers to design interactive educational games, including matching exercises, word searches, quizzes, memory games, and vocabulary challenges (John, 2026; Nurhayati et al., 2025; Prabhu & Murali, 2026). These features enable learners to practice language skills more engagingly compared to conventional paper-based activities. Based on recent studies, Educaplay enhances students' motivation, enjoyment, and participation in vocabulary learning activities (Asih & Werdiningsih, 2026; Mukni'ah et al., 2025). Other studies reported that students perceived Educaplay as accessible, user-friendly, and enjoyable due to its game-like learning environment and interactive activities. Moreover, Educaplay has been found to simplify vocabulary retention by providing repeated exposure and immediate feedback during learning tasks (Vargas-Saritama & Celi, 2024).

Modern learning theories also explain that gamified settings boost students' intrinsic and extrinsic motivation by offering opportunities for repetitive practice, clear goals, and instant feedback (Kam & Umar, 2018; Ratinho & Martins, 2023). Research shows that

game-based learning environments provide a sense of challenge, achievement, and progress throughout the learning process, encouraging active student engagement (Hamari et al., 2016; Ke et al., 2016). In addition, game-based learning can be more meaningful and enjoyable by reducing the boredom often associated with memorizing vocabulary (Arif, 2025; Nurfadilah et al., 2025).

Although research on gamification and digital learning technologies has grown considerably, several gaps remain in the literature on Educaplay for EFL vocabulary learning. Previous studies have predominantly examined Educaplay in terms of its effectiveness in improving vocabulary achievement and retention. For example, Vargas-Saritama and Espinoza Celi (2024) employed a quasi-experimental design to investigate the effects of Educaplay on EFL students' vocabulary acquisition and retention, reporting significant improvement after the intervention. Similarly, other studies have primarily assessed vocabulary gains through experimental or pre-experimental designs, providing valuable evidence of the platform's effectiveness (Karlimah & Hamdu, 2025; Mudrikah & Presbianti, 2025) but giving less attention to how learners actually experience its use during classroom learning. Although some studies have incorporated students' perceptions and motivation alongside learning outcomes (Asih & Werdiningsih, 2026), these aspects have commonly been treated as supplementary measures rather than as the central focus of an in-depth qualitative investigation. Consequently, limited attention has been given to understanding students' experiences of Educaplay holistically, particularly how they perceive the platform, how its game-based features shape their motivation and classroom engagement, and what challenges they encounter during its implementation. This gap is particularly relevant in Indonesian secondary EFL classrooms, where contextual factors such as technological access, classroom conditions, and learners' familiarity with digital learning tools may shape their experiences. Therefore,

the present study extends previous research by adopting a qualitative case study approach to examine students' perceptions, motivation, engagement, and implementation challenges as interconnected dimensions of their experiences with Educaplay for vocabulary learning.

Student experiences can influence the success of implementing educational technology, so closing this gap is crucial. Understanding how students view Educaplay, how it affects their motivation and engagement, and the difficulties they encounter would be beneficial for educators interested in gamified learning for vocabulary instruction. Thus, the purpose of this study is to investigate how Indonesian EFL students use Educaplay to learn vocabulary. Accordingly, this study responds to the following research questions:

1. What is the perception of students about the use of Educaplay in vocabulary learning?
2. How does Educaplay influence student motivation and engagement in learning vocabulary?
3. What difficulties do students face when using Educaplay in vocabulary learning activities?

By tackling these problems, this study contributes to the expanding corpus of research on gamified language learning and provides useful guidance for English teachers who want to employ online learning environments to support vocabulary growth.

Method

Research Design

Students' experiences utilizing Educaplay for vocabulary development in English as Foreign Language (EFL) classrooms were examined in this study using a qualitative case study design. A case study design was considered appropriate because the study sought to gain an in-depth understanding of a specific phenomenon—students' experiences with Educaplay—within its real-life classroom context (Creswell & Poth, 2018; Yin, 2018). In particular, the case study design was judged

suitable since it allows for a thorough examination of a modern occurrence in its actual setting (Mills et al., 2017; Yin, 2018). Students' experiences utilizing Educaplay as a gamified learning platform for vocabulary education were the phenomenon being studied.

Participants

Two secondary schools (school A and school B) in Jember, East Java, Indonesia, served as the sites of this study. Fifty-six students in the eleventh grade took part in the study. Twenty-nine were from School A, and 27 were from School B. Because they had firsthand experience utilizing Educaplay during vocabulary acquisition exercises, the participants were chosen. Before data collection, the students had taken part in multiple vocabulary learning sessions on Educaplay, which enabled them to offer insightful perspectives on their educational experiences.

Several students who represented a wide range of questionnaire replies were asked to take part in follow-up interviews in order to obtain richer and more specific information. Four students from each school were selected to participate in the interviews. They were chosen based on their willingness to take part and their capacity to offer thorough explanations of how Educaplay is used in classroom instruction.

Data Collection

Semi-structured interviews and open-ended questionnaires were used to gather data. Each of the 56 participants received the questionnaire. It sought to investigate how students felt about Educaplay, how it affected their involvement and motivation, and the difficulties they had when putting it into practice. Participants were allowed to share their thoughts and experiences without being constrained by predefined response possibilities thanks to the use of open-ended questions.

Semi-structured interviews with eight students were carried out to complement the data collected through the questionnaire. Through the interviews, the researchers were able to clarify questions raised by the questionnaire responses and obtain a greater

understanding of the experiences of the participants. Students' opinions on Educaplay, their enthusiasm to study, their involvement in class, their experiences learning vocabulary, and any challenges they had utilizing the platform were all covered in the interview process.

All interviews were conducted in Indonesian to ensure that participants could express their thoughts comfortably and accurately. The interviews were audio-recorded with participants' consent and subsequently transcribed for analysis.

Instruments

This study employed two instruments: an open-ended online questionnaire and a semi-structured interview guide. The questionnaire consisted of 10 open-ended questions and was administered online to all 56 participants. The questions were designed based on the research questions and covered three main areas: (1) students' perceptions of using Educaplay for vocabulary learning, including its ease of use and perceived benefits; (2) students' motivation and engagement while participating in Educaplay-based learning activities; and (3) challenges encountered when using Educaplay during vocabulary learning. The use of open-ended questions allowed students to describe their experiences and opinions in their own words rather than selecting from predetermined response options.

A semi-structured interview guide was used to obtain more detailed information and clarify responses obtained from the questionnaire. The interview questions addressed the same key areas, including students' experiences with Educaplay, perceived benefits for vocabulary learning, motivation and classroom engagement, and challenges encountered during its implementation. The semi-structured format also allowed the researcher to ask follow-up questions when further clarification or elaboration was needed.

Data Analysis

The collected data were analyzed through thematic analysis following the procedures suggested by Braun and Clarke (2006). Initially, the researcher listened to the recordings, read the transcripts several times, and make notes about preliminary concepts. Second, the researcher identifies or codes particular textual passages that are pertinent to the study issue. Third, the researcher organizes a variety of connected codes into possibly more comprehensive themes. Fourth, the researcher determines whether the themes are consistent with the code and the entire dataset. If a theme is thought to be improper, it can be removed, divided, or merged. Fifth, the researcher gives each theme a clear name and summarizes its main points. Ultimately, the researcher collects the study results into a final report that has compelling arguments backed up by exact quotes from the source data.

Ethics

Before collecting the data, participants were informed about the purpose of the study and their voluntary participation. They were assured that their responses would remain confidential and would be used solely for research purposes. To protect participants' identities, pseudonyms (e.g., S1, S2, S3) were used throughout the study.

Results And Discussion

Results

Analysis of the questionnaire and interview data resulted in three main themes based on the research questions, which are explained as follows:

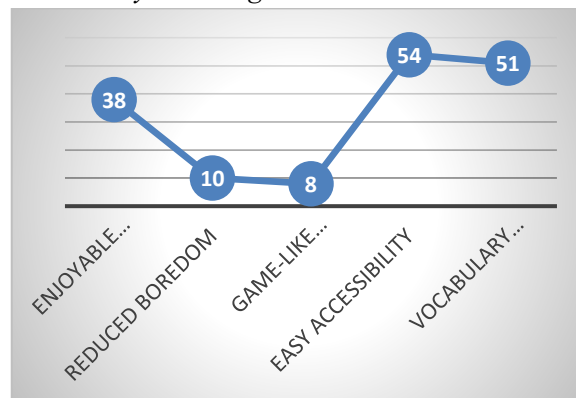
Students' Perceptions of Educaplay in Vocabulary Learning

The findings suggest that students largely had a positive perception of Educaplay. Most participants found the platform fun, entertaining, and game-like, making vocabulary

learning more interesting than traditional classroom activities.

Figure 1

Students' Perceptions of Educaplay in Vocabulary Learning



As shown in Figure 1, 38 (67.9%) of the 56 students stated that learning with Educaplay was very enjoyable, 10 (17.9%) stated that it decreased boredom in class, and 8 (14.3%) believed that the activity was similar to playing a game. These responses imply that the gamified features of Educaplay contributed to building a more engaging learning environment.

Several participants expressed their positive feelings toward the platform:

"menurut saya, menggunakan aplikasi Educaplay ini sangat menyenangkan." (S1)

"Seru sekali, saya senang. Aplikasi ini menyenangkan." (S2)

"Biasanya saya tidak terlalu suka pelajaran Bahasa Inggris, tapi kalau begini ya saya senang, seru." (S3)

"Dengan menggunakan Educaplay, pembelajaran menjadi tidak membosankan." (S4)

Another positive perception relates to the platform's ease of use. 37.5% (21 students) reported that the features were simple and easy to understand. 35.7% (20 students) stated that Educaplay was easy to use because it did not require account registration, while 23.2% (13 students) appreciated its accessibility through

mobile phones. Only 3.6% or two students reported experiencing difficulties during use.

Students commented:

"Meskipun saya baru pakai aplikasi ini, tapi saya langsung bisa mengaksesnya, mudah." (S7)

"Mudah, karena tidak perlu membuat akun, tinggal pakai saja." (S6)

"Bisa langsung masuk, tidak pakai email, tidak perlu membuat akun." (S1)

"Aplikasi ini mudah digunakan, bisa lewat HP saja." (S3)

The study also revealed that Educaplay supports vocabulary memorization. 21 students said the platform helped them remember vocabulary more easily, 15 preferred learning vocabulary through Educaplay over traditional memorization methods, and another 15 said they were able to memorize vocabulary more quickly. Only five students felt the platform did not significantly impact their vocabulary learning.

Students explained:

"Saya lebih mudah mengingat kosakata karena ada latihan yang berulang." (S2)

"Kalau game saya selalu ingat, karena asyik." (S3)

"Kata-kata dalam game itu pasti mudah diingat, apalagi sering dimainkan." (S7)

"Saya cepat hafal kosakata kalau pakai aplikasi ini." (S8)

These findings indicate that students perceived Educaplay not only as an enjoyable learning tool but also as a practical medium for facilitating vocabulary retention.

Influence of Educaplay on Motivation and Engagement

The second theme concerns the impact of Educaplay on students' motivation and their involvement in the classroom. The data revealed that the gamified learning environment encouraged the students to be more active and

raised their interest in learning English vocabulary.

Figure 2.

Influence of Educaplay on motivation and engagement

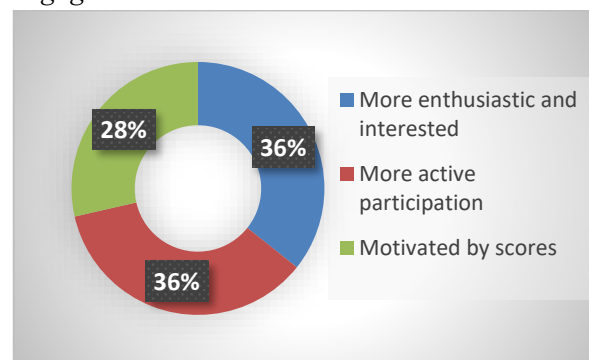


Figure 2 shows that 20 students (35.7%) conveyed feeling more enthusiastic and interested in learning activities when using Educaplay. Another 20 students (35.7%) stated that they became more active during classroom participation, while 16 students (28.6%) indicated that the scoring system motivated them to achieve higher performance.

Students described how Educaplay increased their learning motivation:

"Saya jadi lebih semangat karena ingin mendapatkan nilai yang bagus." (S10)

"Saya tertarik untuk belajar lagi dan belajar lagi." (S7)

"Biasanya mengantuk dan bosan, tapi sekarang pembelajaran menjadi lebih menarik." (S9)

"Menyenangkan belajar Bahasa Inggris dengan Educaplay." (S3)

Several students also emphasized the motivational role of the scoring system and competition embedded in the platform:

"Saya ingin coba lagi dan coba lagi agar skor saya lebih tinggi." (S1)

"Saya menjadi semangat dan ingin skor saya lebih tinggi dari ini." (S5)

In terms of classroom engagement, students reported increased participation and confidence during learning activities.

"Saya lebih sering ikut menjawab dan berdiskusi saat menggunakan Educaplay." (S4)

"Saya tidak lagi takut aktif dalam pembelajaran saat menggunakan aplikasi ini." (S5)

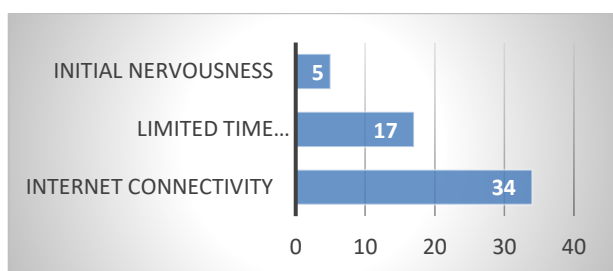
Overall, the findings suggest that Educaplay contributed to both motivational and behavioral dimensions of engagement. Students became more interested in learning activities, participated more actively in classroom interactions, and demonstrated greater persistence in completing learning tasks.

Challenges in Using Educaplay

Although students generally reported positive experiences, several challenges emerged during the implementation of Educaplay.

Figure 3.

Challenges in using Educaplay



The most frequently reported challenge was internet connectivity. Thirty-four students (60.7%) identified unstable internet access as the primary obstacle when participating in Educaplay-based activities. Additionally, 17 students (30.4%) stated that limited time allocation prevented them from completing activities optimally. A smaller number of students reported feeling nervous or confused when using the platform for the first time. Students explained:

"Kadang internetnya lambat, jadi permainan tidak berjalan lancar." (S3)

"Saya harus punya paketan dari rumah, soalnya kalo pakai wifi sekolah kadang hilang hilang sinyalnya" (S4)

"Waktunya terasa kurang karena saya masih ingin menyelesaikan permainan." (S5)

"Awalnya saya gugup karena belum pernah menggunakan aplikasi seperti ini." (S9)

Despite these challenges, most students reported that the difficulties decreased after they became familiar with the platform. The findings indicate that technical and logistical issues, rather than the platform itself, constituted the primary barriers to implementation.

In summary, the findings demonstrate that students perceived Educaplay as enjoyable, accessible, and beneficial for vocabulary learning. The platform enhanced motivation and engagement through its game-based features while simultaneously presenting several practical challenges related to internet connectivity, time limitations, and initial adaptation.

Discussion

This study aimed to explore students' experiences using Educaplay for vocabulary learning in Indonesian EFL classrooms. The results showed that, in general, students had positive perceptions of Educaplay, feeling more motivated and engaged in learning activities, although they encountered some implementation difficulties, primarily technical and logistical. These findings contribute to the growing literature on gamified language learning by addressing students' experiences with Educaplay beyond measurable learning outcomes.

Students' Positive Perceptions of Educaplay in Vocabulary Learning

The finding shows that the students perceive Educaplay as a fun, accessible, and useful learning platform. Most of the participants reported that the vocabulary learning with Educaplay was fun, interesting, and less monotonous than conventional

classroom activities. This finding is consistent with prior studies that show gamification makes the routine learning tasks more enjoyable by adding game elements that enhance learners' interest and satisfaction (Alsawaier, 2018; Oliveira et al., 2022; Christopoulos & Mystakidis, 2023). Educaplay seems to make the fun part of it to remove the boredom that is normally linked to the traditional memorization of vocabulary, making learning activities more attractive to students.

The additional finding shows that students valued the simplicity and accessibility of the platform. Several participants pointed out that Educaplay was easy to access as it did not require account registration and could be used directly on mobile devices. This result is in line with the findings of Asih and Werdiningsih (2026) that the students found Educaplay to be user-friendly and easy to navigate. Ease of use is especially important for the adoption of educational technology because students are more prone to use digital learning tools when they can focus on the learning tasks rather than the technical procedures.

Another important finding is students' ability to recall words more easily and quickly when they are repeatedly exposed to vocabulary through games and interactive activities. This finding is consistent with research by Vargas-Saritama and Celi (2024), who found that Educaplay aids vocabulary retention through repeated practice and instant feedback. From a cognitive perspective, repeated exposure to vocabulary strengthens memory traces and increases the likelihood of long-term retention. Game-based environments can further facilitate vocabulary learning by providing meaningful and memorable learning experiences, enabling students to associate vocabulary learning with enjoyment rather than memorization.

Educaplay as a Source of Motivation and Engagement

One of the most important findings of this study is that the use of Educaplay has a positive effect on students' motivation and engagement. The participants reported increased

enthusiasm in learning English vocabulary, increased willingness to participate in classroom activities, and increased persistence to complete learning tasks. These results are consistent with a large body of research showing that gamification increases learners' motivation by incorporating elements of challenge, achievement, and reward (Saleem et al., 2022; Zhang & Hasim, 2023; Rahman, 2026).

The motivational influence of Educaplay can be explained by gamification theory and by self-determination theory. Gamified environments have been claimed to increase motivation by fulfilling the learners' needs for competence, autonomy, and achievement (Kam & Umar, 2018). A common thread throughout the present study was the students' desire to achieve better scores and improve their performance. The scoring system, thus, fostered a sense of accomplishment and personal progress. These findings are consistent with previous studies that found the positive effect of game features (e.g., points, scores, and feedback) on learners' motivation to put effort into learning activities (Hamari et al., 2016; Ke et al., 2016).

Furthermore, the results point to Educaplay as a contributor to behavioral engagement in classroom learning. Students reported higher levels of active participation, more frequent responses to questions, and increased confidence in learning activities. These results are in line with previous studies showing that gamified learning environments promote active engagement and interaction among learners (Mukni'ah et al., 2025; Li & Shakibaei, 2026). In contrast to traditional teacher-centered vocabulary instruction, Educaplay encourages learners to become active participants in the learning process through continuous interaction with tasks and immediate feedback.

Interestingly, some participants mentioned that Educaplay diminished the feelings of boredom and passivity they frequently felt during English lessons. This shows that gamification can be used not only as a motivational tool but also to keep attention and

engagement during the learning process. Oliveira et al. (2022) argue that enjoyable learning experiences are important for students' flow, motivation, and continued participation in educational activities.

Challenges in Using Educaplay

Although overall experiences were positive, the findings also identified several challenges of Educaplay implementation. The most common problem mentioned was an unreliable Internet connection. Since Educaplay is an online platform, its successful use is closely linked to the quality of the Internet connection. Such challenges have been documented by research on digital learning implementation, particularly where the technological infrastructure is still patchy. The results suggest that the effectiveness of gamified learning platforms is not only a function of instructional design but also of the availability of adequate technological resources.

Another challenge was the limited time allocated to classroom activities. Some students felt that the time allocated was not enough to finish games or to participate fully in learning tasks. This result indicates that good instructional design is the key to successful implementation of gamified learning. Teachers should plan the duration of the games, learning objectives, and classroom schedule to ensure that students have enough time to engage with the activities in a meaningful way without being rushed.

A smaller number of participants also reported feeling nervous or confused the first time they used Educaplay. However, these concerns seemed to dissipate as the students became more familiar with the platform. This finding supports the idea that initial anxiety regarding technology use is usually temporary and can be reduced with repeated exposure and guided practice. Therefore, teachers might need to offer adequate orientation and support during the initial stages of implementation to help students adjust to new learning technologies.

Importantly, the challenges identified in this study were mainly external to the platform

itself. Students generally viewed Educaplay positively, and the reported difficulties were connected mainly with internet access, time constraints, and initial adaptation. This suggests that with appropriate technological support and instructional planning, Educaplay can be implemented effectively as a vocabulary-learning tool in EFL classrooms.

Conclusion

This study explored students' experiences of using Educaplay for vocabulary learning in Indonesian EFL classrooms. The findings revealed that students generally perceived Educaplay as an enjoyable, accessible, and effective learning platform. The game-based features created a more engaging learning environment, reduced boredom, and supported vocabulary retention through interactive and repeated practice activities.

The study also found that Educaplay positively influenced students' motivation and engagement. Learners became more enthusiastic about learning English vocabulary, participated more actively in classroom activities, and were motivated to improve their performance through the platform's scoring and feedback systems. These findings suggest that gamified learning environments can promote both cognitive and behavioral engagement in vocabulary learning.

Despite these positive experiences, several challenges were identified, particularly unstable internet connectivity, limited classroom time, and initial unfamiliarity with the platform. However, these difficulties were generally related to technical and logistical factors rather than the platform itself and tended to decrease as students became more familiar with Educaplay.

Overall, the findings suggest that Educaplay has considerable potential as a gamified vocabulary-learning tool in EFL classrooms. By combining enjoyable learning experiences with opportunities for active participation and repeated vocabulary practice, Educaplay can support more engaging and meaningful vocabulary instruction. The study contributes to the growing literature on gamified language learning by providing insights into students' lived experiences and highlighting

factors that influence the successful implementation of educational technology in Indonesian EFL contexts.

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