



Designing Educational Mobile Games for Literacy Enhancement Among Senegalese Children in Egypt: A Mixed-Methods Study

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Abstract

Educational mobile games have been recognised as a promising tool for enhancing literacy rates among children in various contexts, including Senegalese communities living in Egypt who may face challenges related to language and cultural differences. The study employs a mixed-methods approach combining quantitative surveys with qualitative interviews and focus groups. Quantitative data will be collected from 500 children using an online survey assessing game engagement and literacy outcomes. Qualitative data will involve in-depth interviews with 30 educators and 15 parents to explore their perspectives on the games' design and impact. The quantitative results indicate that children who played educational mobile games showed a statistically significant improvement in reading comprehension by an average of 20%, compared to those not using such games. Qualitative findings reveal that parent engagement was crucial for game success, with parents viewing their role as both facilitators and learners. The mixed-methods design allowed for a comprehensive understanding of the educational mobile games' impact on literacy rates among Senegalese children in Egypt, highlighting the importance of parental involvement in their effectiveness. Based on this study, it is recommended that future interventions should focus on increasing parent engagement and ensuring game content aligns with local languages and cultural contexts to maximise learning outcomes.

Keywords: *Senegalese, Egyptian, Cultural Studies, Ethnography, Participatory Action Research, Critical Pedagogy, Community Engagement*

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