



The Implementation of Gamification into Teaching English at Public Primary Schools in Zliten, Libya

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Abstract

This research focuses on incorporating gamification into teaching English in Libyan classes. It is a qualitative study to explore primary school teachers' perceptions and perspectives. Semi-structured interviews and observations were conducted to gain an in-depth data. 40 primary school teachers were selected purposively from two Libyan schools over a period of six months. The findings revealed that almost all participants have positive attitudes towards the gamification. It has been found that the implementation of gamification can enhance engagement and understanding, and improve knowledge retention. Furthermore, gamification can foster student-centred learning and collaborative learning through real-time feedback on students' performance that can assist students to monitor their progress. The results also revealed that while the implementation of gamification into teaching has many benefits, there are a number of challenges. The findings indicated that limited resources and insufficient number of qualified teachers can affect the implementation of gamification adversely. Additionally, it has been found that over-reliance on rewards can have a negative impact on students' engagement as if rewards are removed, students can be disengaged. Moreover, the findings indicate that a competitive environment could adversely affect students' level. This study can provide insight for educators, policymakers, and curriculum designers who aim to incorporate educational games into classes.

Key words: Gamification; game-based learning; benefits; challenges; teachers

1. Introduction

In the past, teachers taught language by using chalk and talk and pen and paper lessons. Nowadays, the integration of technology in educational settings has transformed traditional methods of teaching and learning into electronic platforms (Rusmiyanto et al, 2023). Gamification is one of these platforms and it is defined as “the application of game-design elements in non-game contexts” (Wulan et al., 2024, p.1658). It is considered as student-centered which has the potential to motivate students’ learning (Wulan et al., 2024).

The adoption of gamification into teaching class plays an important role in promoting learning outcome, motivation, and engagement. According to Wulantari et al. (2023), the elements of gamification such as rewards, leaderboards, points, and badges are given to students when they answer questions. These elements can contribute to create an interactive learning environment that encourages students to become enthusiastic and participate with activities (Hamari et al, 2014). Besides, they can provide students with a space where they construct knowledge and they can foster social interaction and collaboration through group work and peer feedback (Wulantari et al., 2023), and this is likely to enhance supportive atmosphere.

Many educational settings encounter challenges in maintaining a better learning outcome; therefore, the implementation of gamification into teaching English can enhance students’ motivation, performance, and engagement (Fauziningrum et al, 2023).

The aims of this study are to understand Libyan teachers’ perceptions in using gamification in teaching English at public

primary schools in Zliten and to find out the challenges that teachers may face in incorporating gamification into teaching. The research questions are:

- 1) What are EFL primary school teachers’ perceptions towards incorporating gamification into teaching English in classes?
- 2) Are there any challenges that can hinder the incorporation of gamification into teaching English? If so, what are they?

Although gamification plays an effective role in educational settings, there is a gap in knowledge with regard to its implementation into teaching English in educational settings and the challenges that are linked with its adoption. Furthermore, it appears that challenges that teachers face when incorporating gamification into teaching are not addressed sufficiently. Understanding the benefits and challenges of integrating gamification into teaching English is essential for educators and policy makers to make decisions about its implementation.

2. Literature review

Many studies focus on the significant role of gamification. For instance, Wulan et al (2024) stated that gamification can enhance students’ motivation, performance, and engagement. Furthermore, it can contribute to improve retention of knowledge and understanding, this can be because gamification involves practice and repetition that can improve information retention and support learning (Gee, 2003). In addition, integrating games into educational activities can facilitate creating an enjoyable atmosphere, which is quite likely to facilitate deep understanding by making the content easy and more attractive (Kayımbaşoğlu et al, 2016; Anisa et al., 2020; Wulan et al.,

2024). Moreover, game-based learning can increase productivity and engagement (Anisa et al, 2020).

Gamified activities such as cooperative activities and team challenges have the potential to assist students to construct knowledge, foster interaction, and collaboration among students since students work with each other and engage in problem-solving (Chow et al, 2011). Thus, social skills and language skills can be developed (Kayımbaşıoğlu et al, 2016). Activities like puzzles and problem-solving may enhance problem-solving skills and promote active learning. The active learning refers to techniques and approaches that can assist students to engage more in what they are doing (Plass et al., 2015). Dehghanzadeh et al (2021) stated that students can get instant feedback on their performance through gamified activities, and this may provide them with an opportunity to monitor their progress, to identify any weakness in order to be improved, and to maintain motivation. Incorporating narrative and storytelling into games can assist teachers to contextualize content within narrative, and this can lead to enhancing engagement and creating supportive atmosphere (Zhao, 2020). Integrating games into activities can improve learning language in a better way and according to Mee et al. (2020) and Dehghanzadeh et al (2021), gamified activities can lead to positive outcomes as students are motivated to play more; thus, they learn consciously. Gamification can also enhance students' curiosity, willingness, and enthusiasm to learn, and ultimately increase their learning outcomes (Kim et al., 2018).

Game-bases learning can assist teachers to attract their students into lessons and to

make lessons more interesting. According to Sudiran (2015), it can assist students to feel more confident and enhance their interest to learn English efficiently. Integrating games into lessons can be a great way to attract the attention of the students and keep them engaged in order to assist them to retain and construct knowledge. Gamification can make topics more exciting and meaningful. Through games, students can enhance their creativity, critical thinking and problem-solving skills because they learn skills subconsciously in a fun and engaging environment (Mee et al., 2020). Activities such as role-play and problem-solving can enhance active learning, and this can be because students have an opportunity to be responsible for their own learning and feel interested in solving similar problems (Wulan et al., 2024).

It is clear that incorporating games into teaching and learning is effective and beneficial for better learning outcomes. However, in is important to note that its effectiveness relies on the integration of game elements into objectives of the lesson.

Although there have been many studies focus on the benefits of integrating gamification into teaching, little studies concentrate on the challenges in applying gamification in teaching. Wulantari et al. (2023) discussed that an unstable internet connection and limited resources can prevent the incorporation of gamification. Furthermore, some teachers are reluctant to integrate games into teaching because of their limited competence. Besides, students may be unfamiliar with techniques of gamification; hence, they are unable to complete tasks. Moreover, it can be a challenge to achieve a balance between gamified tasks and objectives of the lesson,

and this can lead to mismatch between learning outcomes and objectives of the games (Wulantari et al., 2023). Incorporating gamification into educational activities may be a challenge because gamified tasks require effort and time, and this may be a challenge with limited resources (Caponetto, 2020). Gamification can lead to relying too heavily on rewards at the expense of interest in the subject material, which may affect engagement adversely (Kapp, 2012). Moreover, some students may focus on rewards rather than learning (Wulan et al, 2024).

3. Methodology

Denzin and Lincoln (2005) indicated that qualitative research can provide in-depth understanding of the participants' perspectives and perceptions. Also, it enhances using a small number of participants and various methods to collect data. In relation to this study, this was a qualitative that aimed to explore primary school teachers' perceptions and perspectives in using gamification in teaching English. It focused on 40 EFL primary school teachers to gain in depth understanding of their teaching experiences. The participants were 20 males and 20 females from two primary schools in Zliten city. Although there were many schools in Zliten, only two schools were chosen because the aim was to understand the case in depth rather than to generalise. These schools were the biggest schools in Zliten, they were situated in the centre, they had a sufficient number of English teachers, one of the schools was for males and the other school was for females.

Interviews and observations were selected in order to understand their perceptions and perspectives. There are

three types of interviews, they are: "structured, semi-structured and unstructured interviews" (Robson, 2011, p. 278). For the purpose of this study, semi-structured interview was selected because it gives the researcher an opportunity to probe unexpected responses and to ask for more clarification (Kvale and Brinkmann, 2009). In this study, the interview was one-one and lasted 45 minutes. The interviews were conducted in a quiet room and were recorded. 40 teachers were agreed to be interviewed.

The observation was also chosen to observe closely the teachers in the classroom and to get first hand data in order to inform the interviews (Hammersley and Atkinson, 2007; Robson, 2011). Some primary school teachers were observed in the classroom during a number of sessions that last 45 minutes during the first and the second semesters. The observation includes the teachers' use of games within activities and the extent that gamified activities assist students' learning English. I was a complete observer role; I observed things without any intervention. The observation assisted the researcher to gain "insight" into the participants' teaching experiences (Denscombe, 2010).

The data were collected in Arabic language because it's the mother tongue of the participants, then; they were transcribed and translated subsequently.

The data were organized and interpreted into themes, sub-themes, codes and sub-codes, and this is called "Thematic analysis" (Braun and Clarke, 2006, p. 87).

Ethical issues such as permission, informed consent, confidentiality, and anonymity were taken into consideration.

Permission from schools and teachers was gained. The participants were volunteered to participate and informed about the research aims and objectives and their right to withdraw at any time if they feel uncomfortable. The participants were told about confidentiality in which the data were saved in my USB and no data will be published without their agreement. Anonymity was also taken into consideration in which the names of the participants were hidden and given second names (the Bera, 2011).

4. Results and Discussion

Based on interviews and observations, almost all participants had positive attitudes towards the integration of gamification into teaching English. The findings were analysed into two main themes: advantages of gamification and challenges:

4.1 Advantages of gamification

4.1.1 Increased engagement and understanding, and improved knowledge retention

The findings indicated that gamification had increased students' engagement and understanding as games made learning more enjoyable, and this assisted students to become active to participate in activities and to pay attention during the lessons:

Incorporating games into lessons assisted me to make a fun environment. All students in the class become enthusiastic to learn and focused. They understood quickly, I repeated colours twice, and, then, I checked their understanding by asking them to match colours in peers. They were active to finish the task and they completed it successfully (Amina interview).

The above comment indicated that Amina perceived games as a tool that assisted her to foster students' understanding of the lesson. It is clear that gamification helped students to be more engaged into the lesson and to maintain focus. For her, creating a fun atmosphere through games was an essential to achieve a better learning outcome.

Similarly, Adel emphasised the role of gamification into teaching in terms of promoting engagement and deep understanding:

Gamified activities enhanced students' motivation which led to meaningful engagement with the content and hence better understanding. The rewards and badges that were given to students enhanced a growth of mind-set as students became more willing to try again and again (Adel interview).

It appears that the perceptions of Amina and Adel are consistent with the study of Wulan et al (2024) who found that gamification can promote students' motivation and engagement. Their perceptions are also in line with previous studies by Kayımbaşoğlu et al (2016); Anisa et al. (2020); Wulan et al. (2024) who indicated that gamification can attract students' attention and enhance deep understanding.

In addition, some teachers perceived incorporating games into teaching had increased retention of knowledge significantly as students are quite likely to retain knowledge when they are involved in the educational process emotionally. Sara, for instance, reported that:

My students became better focused and recalled during evaluation. By using gamified tasks, students encouraged to

repeat information without realising. Games turned repetition into mastery because students played more and more to win, and each round reinforced the content (Sara interview).

In a similar vein, Samia stated that:

Game based learning promoted practice and repetition, and these elements supported the retention of information. Integrating games into the lesson helped my students to learn fast, remember more, and engage for longer. (Samia interview)

It is clear that the findings are in line with previous studies by Anderson & Dill, (2000); Gee (2003) discussed that gamification includes practice and repetition that could improve information retention significantly.

4.1.2 Promoted student-centred learning and autonomous learning

It has been found that gamification could foster student-centred learning and collaboration among students through real-time feedback and problem-solving activity. Entisar who was teaching third year primary school students stated that:

Gamification encouraged my students to take ownership of their learning, make decisions, and take initiative. When I finished the lesson, I gave role play activity for my students. I divided them into small groups. Each student learned to talk to her colleague in English to answer the task. Every one gave an idea that the other might not have until they completed the task successfully. (Entisar interview)

Entisar's comment shows that gamification facilitated student-centred and participation among students. She highlighted the importance of shared

activities in promoting interaction and 'complementary contribution' in which each student gave thoughts and ideas in which others may not have, so they completed each other. Thus, active learning had been enhanced. Active learning is described as mind-set, and gamification supported that. During the observation (2.2), it was observed that students became active rather than passive listeners. They encouraged each other, talked to each other, solve-problems of any point in the task by themselves. The use of activity and working in peers and groups captured their attention.

Khaled also confirmed that:

The integration of games shifted my role from knowledge transmitter to facilitator in order to create student-centred learning. Problem-solving activity and feedback enhanced my students' independent learning (Khaled interview).

The above comment revealed that Khaled used to teach by using traditional methods of teaching. However, he indicated that the use of gamified activities assisted him to change his role from 'knowledge transmitter' to 'facilitator'. It is clear that problem-solving activity and the real-time feedback provided students with the skills that assisted them to shift from passive listeners to active learners.

The comments of Entisar and Khaled appear to be in line with the findings of Wulan et al, (2024) who discussed that gamified activities such as problem-solving can enhance participation and active learning as students become responsible for their own learning.

4.1.3 Real-time feedback and tracking progress

The findings indicated that immediate feedback enhanced students' progress since

students knew their mistakes immediately, learnt from them, and worked hard to improve them. Zahra reported that:

Incorporating games within lessons enabled students to get continuous feedback on their performance, as they understood the reasons behind the mistakes and, then, they tried to work on. (Zahra interview)

Similarly, Alya said that:

My students immediately see what they did right or wrong. This assisted them to learn from their mistakes and conducted strategies to avoid them. (Aya interview)

The perceptions of Zahra and Alya are similar to the findings of Dehghanzadeh et al (2021) who indicated that prompt feedback on students' performance has the potential to provide them with an opportunity to track their progress.

4.2 Challenges

Despite the benefits of integrating gamification into teaching, the findings showed that there were a number of challenges that educators and policy makers should consider. The key challenges are:

4.2.1 Insufficient resources and qualified teachers

The data from interviews and observations revealed that there were insufficient resources in the schools as they had shortage in the essential devices such as internet and electricity. For instance, Mariam reported that "I didn't use games every lesson because the internet connection was rather weak and the power cut off" (Mariam interview). Furthermore, Ali who was teaching in a rural school stated that "Students were unable to have personal devices, and this prevented their full participation" (Ai interview).

Additionally, ten of old teachers indicated that they were unfamiliar with gamification tools as they had not trained on using gamification into teaching. Omer, for instance, said that "I have no idea about the techniques of integrating games into teaching that align with objectives of the lesson" (Omer interview)

"I remember once I used badges randomly without linking them to aims and objectives of the lesson" (Omer interview)

It was evident that the perceptions of Mariam, Ai and Omer align with the findings of Wulantari et al. (2023) who argued that limited resources might adversely affect the incorporation of gamification.

4.2.2 Over-reliance on rewards

Teachers' perceptions revealed that there was a risk of over-reliance on earning rewards such as badges, stickers, and points at the expense of understanding the content. In other words, if incentives were removed, students could be disengaged and lost interest. For example, Hawa stated that:

Rewards increased motivation, but when they became the reason students act, it could be dangerous. The more I reward students for achievement or for doing something they like, the less they like it. This may decrease creativity and engagement. (Hawa interview)

Asma added that "A test that rewards speed may lead to guess the answers rather than thinking" (Asma interview).

During the observation (1.2), when students were given rewards for the activities that they enjoyed, their desire to them decreased, and this is called 'over justification effect'. Some students did the task in order to get the reward rather than

finding the task enjoyable and meaningful. However, well-organised gamification and encouraging deep engagement rather than superficial achievement have the potential to improve this.

The findings of the current study are consistent with Kapp, (2012) and Wulan et al (2024) who argue that depending on rewards rather than interest and understanding the content can affect engagement adversely.

4.2.3 Disengagement and stress

Some teachers reported that a competitive atmosphere can affect classroom adversely as some students may feel demotivated and left behind, and this ultimately had a negative impact on their learning. However, it is essential to encourage students to work and support each other's progress. Ahlam said that:

Some students feel uncomfortable to join other groups and engage with an activity. It seems that they didn't care about the winner and the loser. I remember one of my students said 'so what!'" (Ahlam interview)

5. Conclusion and Recommendations

In relation to the findings, the implementation of gamification has many advantages and drawbacks. All participants in this study agreed that gamification can increase students' engagement and deep understanding, and improve retention of knowledge. The findings suggest that the use of games can obviously create a fun environment that has the potential to promote motivation, performance, and information retention. In addition, it was evident that gamification can contribute to enhance autonomous learning through collaborative activities and instant feedback

on students' performance that may help students to monitor their progress.

Although gamification has many benefits, the results revealed that there are a number of challenges that teachers face. It has been found that limited resources such as weak internet connectivity and untrained teachers have a negative impact on integrating gamification. Besides, the results show that relying on incentives may affect engagement adversely as if rewards such as badges and points are removed, students may be disengaged. Moreover, it has been found that a competitive atmosphere can affect students' engagement adversely as they may feel demotivated. Thus, careful consideration should be given to its implementation in order to avoid its negative impact.

It can be concluded that when gamification implemented thoughtfully with taking into consideration students' needs and educational settings, it can be a powerful tool that can enhance engagement by creating interactive, enjoyable, and motivating atmosphere. This study can contribute to enhance learning outcomes and provide insight to educators, curriculum design, and policymakers.

Professional development and teachers' training courses should be encouraged in order to empower curriculum designers, educators and policymakers with knowledge and skills. Interaction in shared activities should be enhanced to create an interactive learning environment. Further studies are needed about the effectiveness of gamification in online learning. Lastly, objectives of the lessons and students' backgrounds should be taken into

consideration when teachers use gamified activities.

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Conflict of Interest:

I declare that no conflict of interest.

Declaration of AI Use

I did not use any AI tools in the preparation of this manuscript. I also confirm that no AI tools were used for data collection, analysis, discussion, or conclusions.

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تطبيق الألعاب التعليمية في تدريس اللغة الإنجليزية بالمدارس الابتدائية الحكومية بمدينة زليتن، ليبيا

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ملخص البحث

تذكر هذه الدراسة على تطبيق الألعاب التعليمية في تدريس اللغة الإنجليزية بالمدارس الابتدائية الحكومية بمدينة زليتن، ليبيا. تهدف هذه الدراسة الى اكتشاف آراء وتصورات معلمي اللغة الإنجليزية بشأن تطبيق الألعاب التعليمية في العملية التعليمية داخل الفصول الدراسية الابتدائية. واتبعت هذه الدراسة المنهج النوعي وجمعت البيانات باستخدام المقابلات والملاحظات. وشملت عينة الدراسة (40) معلماً ومعلمة تم اختيارهم بقصد. أظهرت نتائج الدراسة أن غالبية المشاكرين لديهم اتجاهات إيجابية نحو استخدام الألعاب التعليمية، ويُدركون أهميتها في دعم تعلم اللغة الإنجليزية. كما بينت النتائج أن الألعاب التعليمية تلعب دور رئيسي في تعزيز تفاعل التلاميذ مع عملية التعلم، وتحسين مستوى فهمهم للمحتوى الدراسي، وزيادة احتفاظهم بالمعلومات، من خلال توفير بيئة تعليمية محفزة وممتعة تشجع على المشاكرة الفاعلة والمحافظة على التركيز. كذلك أظهرت النتائج أن الألعاب التعليمية تعزز التعلم المتوكل حول المتعلم، وتدعم التعلم التعاوني الذي يمكن التلاميذ من وتحسين أدائهم. كشفت الدراسة عن عدد من الصعوبات التي قد تحد من فاعلية توظيف الألعاب وتخلص الدراسة إلى أن الألعاب التعليمية تعتبر استراتيجية تعليمية فعالة يمكن أن تسهم في تحسين تعلم اللغة الإنجليزية في المرحلة الابتدائية، شريطة توافر الموارد اللازمة، وتأهيل المعلمين، والتخطيط الجيد لتوظيفها بما يحقق الأهداف التعليمية

الكلمات المفتاحية: الألعاب التعليمية؛ تدريس اللغة الإنجليزية؛ المدارس الابتدائية الحكومية؛ تصورات المعلمين؛ تعزيز تفاعل التلاميذ.