

**UNIVERSITI TEKNOLOGI MARA**

**DEVELOPING A FRAMEWORK FOR  
DESIGNING ENGAGING ONLINE  
GRAMMAR INSTRUCTIONAL  
GAMES**

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Thesis submitted in fulfillment  
of the requirements for the degree of  
**Doctor of Philosophy**  
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## AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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## ABSTRACT

Previous studies indicate that UiTM students still have poor English proficiency regardless of 11 years of exposure in learning English in the school system. Proficiency can be improved by increasing the awareness of grammar rules through grammar practice. However, limited class time, and classes with students that have mixed abilities in terms of proficiency levels and learning styles hinder the instructor to provide adequate and personalised grammar learning activities in class. Therefore, online instructional games were chosen to overcome the challenges as they can be accessed outside the classroom, are engaging, promote learning, and match with the GEN-Y learning preferences. However, there are limited guidelines for designing and developing effective online instructional games especially for specific needs such as mixed abilities and learning styles. Therefore, the study aimed to provide a guideline in designing online grammar instructional games that can increase participation of students with mixed abilities and different learning styles. There were three objectives of study: (1) to determine the game elements of online grammar instructional games that can increase participation of students with mixed abilities and different learning styles, (2) to develop online grammar instructional games by using the selected game elements, and (3) to evaluate the game elements of online grammar instructional games that manage to increase the participation of students with mixed abilities and different learning styles. The study was a design and development research that applied the guideline by Hevner et al. (2004) which comprised of six phases: (1) identify the problem, (2) describe the objectives, (3) design and development of the product (4) test the product, (5) evaluate testing results and (6) communicate the results. The study employed mixed methods. The instruments used for the qualitative methods were a comprehensive literature review, content validation, design validation and a focus group interview. The quantitative data collected were analysed by using the Statistical Packages for Social Sciences (SPSS) Version 23, and the qualitative data collected through the focus group interview were analysed through the thematic analysis. The results of the study were the selection of 16 game elements for the design and development of the online grammar instructional games, the B1 Single Sentence Descriptors (B1SSD), the Action Verbs for Instructional Games for Grammar (AVIG: Grammar), the process of the Storyboard Development and Game Development, the correlations between the game elements with the ARCS dimensions (Attention, Relevance, Confidence and Satisfaction) and motivation, and the focus group interview. The sample was selected through purposive sampling. The correlation results demonstrated that the game elements were not significantly correlated with language proficiency levels and learning styles. However, the correlation results between the game elements and the ARCS dimensions suggest that all 16 game elements chosen in the game design were important to increase students' motivation in playing online instructional games. The results of the study can be compiled as a guideline to benefit the instructors and instructional game developers in developing effective online instructional games. Besides, the administrators of learning institutions can also use the guideline to evaluate online instructional games for their institutions.

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