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## **Mobile Educational Game Principles in Language Learning: Validity and reliability**

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### **Abstract**

Mobile Assisted Language Learning (MALL) has become a popular topic recently due to the rapid development of mobile devices. The objective of this study is to revalidate game principles via MALL and to obtain consensus and expert opinions on the principles. The study employs the Fuzzy Delphi technique to collect responses from nine English Language specialists. The triangular fuzzy numbering method was used to analyze the data, and the 'defuzzification' process was used to determine each variable's position (ranking). According to the findings, the response and expert consensus on the game principles scale is satisfactory.

**Keywords:** Mobile Educational Game Principles; Expert Consensus; Fuzzy Delphi Method; MALL

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### **1.0 Introduction**

The need for a more intriguing approach to teaching the English language where content can be acquired naturally and enjoyably has led to the use of Mobile Assisted Language Learning (MALL). MALL has successfully been used in teaching and learning all language skills, providing an alternative approach to meet the learners' diverse needs (Franciosi, 2017; Warschauer & Healey, 1998). The technology could enhance learners' English language proficiency as it brings forth an array of opportunities and resources that could be used in the classroom or independently at their own time and pace of learning. With all these potentials, MALL has prompted the development of mobile educational games consisting of audio, animation, interactive images and projections, which could enhance interactivity and collaboration between educators and learners, making learning more fun, exciting and compelling.

Many studies have found that mobile games could empower learning and serve as a powerful approach to enhancing learners' language skills (Alowayr & McCrindle, 2016). Mobile games offer learners a more enriching independent learning experience as devices like smartphones and tablets allow language learning to occur anytime and anywhere conveniently. This autonomous learning potential could captivate learners and optimize learning as they could self-edit their work and chart their progress (Luís, 2016).

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One intriguing mobile educational game is the digital game (Ganapathy et al., 2016). Digital games trigger a thrill as learners are not pressured and are somewhat unconscious of the learning process. The thrill happens when the hidden factor that brings success in gamification is enjoyment (Largo et al., 2016). The excitement is due to certain elements that target our cognitive behaviour and position our body systems for certain surroundings. Positive feelings should be taken into consideration in any learning environment. Most games are fun-based and are not created using appropriate principles that assist in developing a game appropriate for language acquisition. The appropriate principles for developing online second language learning activities concerning grammar, adjectives and parts of speech via MALL have yet to be explored. Hence, the call to revalidate the online game development principles serves as the motivation for this particular study. While there are several types of research on the effectiveness of game-based learning principles in foreign contexts (Husheng Pan, 2017; Kashif Ishaq et al., 2022; Kornwipa POONPON et al., 2021, Ricardo Casan Pitarch, 2018), only a small number of researches in this area have recently emerged in Malaysia.

## 2.0 Mobile-Assisted Language Learning (MALL)

In order to ensure the successful integration of MALL in language learning, several aspects have to be considered for long-term learning benefits. Even though learners are excited to use the mobile application, they must also be aware of the pedagogical benefits. Teachers must ensure that technology is integrated so learners know how it assists them in their learning activities (Thomas & Munoz, 2016). Another study by Wishard (2015) believes that learners will be interested to learn when learning consists of goals that learners have to reach. Politi (2017) claims that when applying the mobile learning application, learners must be allowed to explore, use and get to know the application over time. Technology in itself brings no benefits or cannot do miracles. To encourage continuous participation, there is a need to supervise or monitor and encourage learners to utilize the MALL application after class time (Brown, 2014). When learners can use the devices independently, it will nourish their curiosity, improve their skills and fluency and eventually help them learn. Slavuj et al. (2015) stress that learners require training to empower their learning. Even though learners are excited to use the mobile application, they must also be aware of the pedagogical benefits. Teachers must ensure that technology is integrated so learners know how it assists them in their learning activities (Thomas & Munoz, 2016).

Learners can use technology in many positive ways when they know the pedagogical values. Students need to have an "epistemological belief" (Chwo et al., 2016, p. 348) to improve their attitude and enhance their maturity and critical thinking skills. Games that are tied to the syllabus should not be boring. They should be entertaining. After all, the hidden factor that brings success to gamification is fun (Largo et al., 2016). Fun results from brain acceptance deriving from the learning experience that places learners under no pressure in playing the game, and they are unconscious of the learning that takes place. The excitement is due to certain elements that target our cognitive behaviour and arrange our body systems for specific surroundings. Positive feelings should be considered in any learning environment, and learners' engagement and motivation will be enhanced if they perceive the learning environment as valuable. To encourage fun learning, the activities should include a series of challenges, rewards and a feedback system (Elorriaga et al., 2016). The rewards and challenges will motivate students to learn while having fun. The feedback mechanism will assist learners in understanding their errors and drawing lessons from them. The creation of games requires considerable preparation. Over time, research over trial and error will assist educators in empowering game-based learning.

### 2.1.1 Previous Studies on Game Development

Table 2.1: Previous work on Game Development

| Previous work on Game Development scale No | Author                    | Study title                                                                                                     | Year | Analysis/methodology       |        |
|--------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------|------|----------------------------|--------|
| 1                                          | B K Ng et al.,            | Educational mobile game for learning English words                                                              | 2020 | Exploratory Analysis (EFA) | Factor |
| 2                                          | Kashif Ishaq et al.,      | Serious game design model for language learning in the cultural context                                         | 2022 | Exploratory Analysis (EFA) | Factor |
| 3                                          | Ricardo Casan Pitarch     | An approach to Digital Game-based Learning: Video-games Principle and Applications in Foreign Language Learning | 2018 | Exploratory Analysis (EFA) | Factor |
| 4                                          | Kornwipa POONPON et. al., | Design and Evaluation of a Game-based Language Learning Web Application for Language Learners in Thailand       | 2021 | Exploratory Analysis (EFA) | Factor |
| 5                                          | Husheng Pan               | Research on Design and Development of Mobile Serious Game under                                                 | 2017 | Exploratory Analysis (EFA) | Factor |

|   |                         | Mobile Learning Environment                                                                        |      |                            |        |
|---|-------------------------|----------------------------------------------------------------------------------------------------|------|----------------------------|--------|
| 6 | Zhenyu Yang             | A Study on Self-efficacy and Its Role in Mobile-Assisted Language Learning                         | 2020 | Exploratory Analysis (EFA) | Factor |
| 7 | Harwati Hashim et. al., | Mobile-assisted language Learning (MALL) For ESL Learners: A Review of Affordances and Constraints | 2017 | Exploratory Analysis (EFA) | Factor |

### 3.0 Methodology

This study employs the Fuzzy Delphi Method specifically (FDM). FDM was chosen because it is a novel technique for obtaining the agreement of experts prior to making a final decision. Through a literature review, the elements of the study questionnaire are developed in two phases for this study. This study includes two phases of the formation of the questionnaire's elements. In the first phase, the researcher conducts a literature review to identify the elements necessary for developing online second-language games. After collecting all the data, the researcher creates an expert questionnaire. Seven points Likert scale questionnaire is distributed to nine specialists with specialized knowledge and analyzed using the Fuzzy Delphi (FDM) method.

Table 3.1: List of experts

| Expert                       | Field of expertise | Institution              |
|------------------------------|--------------------|--------------------------|
| 1 Senior Lecturer with a PhD | English Language   | Ministry of Education    |
| 1 Professor                  |                    | Private university       |
| 1 Senior Lecturer with a PhD |                    | Teacher Training College |
| 1 Senior Lecturer with a PhD |                    |                          |
| 3 Senior Lecturers           |                    | Public university        |
| 2 Senior Lecturers with PhD  |                    |                          |

### 3.1 Fuzzy Delphi Steps

Table 3.2: Fuzzy Delphi steps

| Step                            | Formulation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Expert Selection             | <ul style="list-style-type: none"> <li>The report features the opinions of 9 specialists. For this reason, we convened an expert panel to weigh in on the importance of the assessment parameters on the factors to be evaluated with linguistic variables. Definitions of issues that could arise, etc., with the work.</li> </ul>                                                                                                                                                                                                                                                                                                                                                  |
| 2. Determining linguistic Scale | <ul style="list-style-type: none"> <li>All the linguistic variables are converted into the number of fuzzy triangles in this procedure (fuzzy triangular numbers). As part of this change, we are also incorporating fuzzy numbers into translating linguistic variables (Hsieh, Lu and Tzeng, 2004). To express the values m1, m2, and m3 as a triangular fuzzy number, it is written as follows (m1, m2, m3). If m1 is set to 1, it represents the smallest possible number, m2 is a rational number, and m3 is the most significant number. To translate linguistic variables into fuzzy numbers, Fuzzy Scale is generated with the help of a Triangular Fuzzy Number.</li> </ul> |

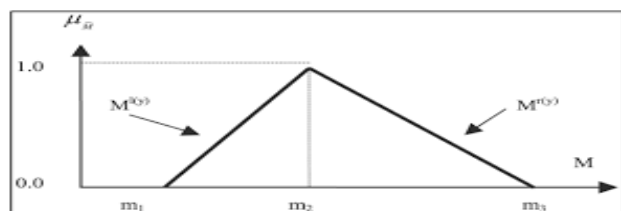


Figure 1: Triangular fuzzy number

|                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. The Determination of Linguistic Variables and Average Responses | <ul style="list-style-type: none"> <li>After consulting the designated expert, the researcher is obligated to transform all numerical data into Fuzzy scales. This is generally accepted as recognizing each response (Benitez, Martin &amp; Roman, 2007).</li> </ul>                                                                                                                                                                                                  |
| 4. The determination of threshold value "d"                        | <ul style="list-style-type: none"> <li>The significance of the threshold value in establishing the level of consensus among specialists (Thomaidis, Nikitakos &amp; Dounias, 2006). The formula for calculating distances for fuzzy integers of the form <math>m = (m1, m2, m3)</math> and <math>n = (n1, n2, n3)</math> is as follows:</li> </ul> $d(\bar{m}, \bar{n}) = \sqrt{\frac{1}{3} [(m1 - n1)^2 + (m2 - n2)^2 + (m3 - n3)^2]}$                                |
| 5. Identify the alpha cut the aggregate level of fuzzy assessment  | <ul style="list-style-type: none"> <li>A fuzzy number is assigned to each item if there is agreement among experts (Mustapha &amp; Darussalam, 2017). The method for determining and evaluating fuzzy values is as follows: <math>A_{max} = 4m1 + 2m2 + m3</math></li> </ul>                                                                                                                                                                                           |
| 6. Defuzzification process                                         | <ul style="list-style-type: none"> <li>For this procedure, we use the formula <math>A_{max} = (1/4)(a1 + 2am + a3)</math>. Whether the researcher opts for the Average Fuzzy Numbers or the average response, the resulting score will be between zero and one (Ridhuan et al., 2014). As such, three different formulas can be used to describe the procedure: (i) <math>A = 1/3 * (m1 + m2 + m3)</math>, (ii) <math>A = 1/4 * (m1 + 2m2 + m3)</math>, and</li> </ul> |

|    |                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                 | (iii) $A = 1/6 * (m1 + 4m2 + m3)$ . The median value for '0' and '1' is the a-cut value, and the a-cut value is 0.5 because $a\text{-cut} = (0 + 1) / 2 = 0.5$ . The item will be discarded if the resulting A value is less than the -cut value = 0.5, which denotes a lack of expert consensus. Bojdanova (2006) suggests an alpha cut value of greater than 0.5. Tang and Wu (2010), who argued that the -cut value should be greater than 0.5, lend credence to this view. |
| 7. | Ranking process | <ul style="list-style-type: none"> <li>Elements are defined using defuzzification values, with the highest-priority element being the most decisive factor in the positioning process as determined by consensus among experts (Fortemps &amp; Roubens, 1996)</li> </ul>                                                                                                                                                                                                       |

### 3.2 Sampling procedure

The analysis employs purposeful sampling. Since the researcher's objective is to obtain expert consensus on a predetermined topic, the methodology is appropriate. According to Hasson, Keeney, and McKenna (2000), purposeful sampling is the most acceptable Fuzzy Delphi Method strategy. Nine experts participated in this study. Table 3.1 lists the experts who have agreed to participate. The specialists were chosen based on their qualifications and areas of expertise. If all the specialists involved in this analysis are the same, five and ten professionals are required. Depending on the degree of consistency, the minimum number of Delphi experts ranges from 10 to 15 individuals (Adler & Ziglio, 1996). The study only involves opinions from nine language experts. Hence, the generalization of the findings should be evaluated within the confines of the setting of the study.

### 3.3 Expert criteria

Booker and Mc Namara (2004) define experts as those who have earned their credentials, training, experience, professional membership, and peer recognition through diligence and commitment (Nikolopoulos, 2004; Perera, Drew & Johnson, 2012). According to (Cantrill, Sibbald, & Buetow, 1996; Mullen, 2003), an expert is a person with knowledge and expertise in a particular subject or field. Expert selection is a crucial factor to consider in Fuzzy Delphi studies. Concerns such as the legitimacy, validity, and dependability of the study's findings may be questioned if the expert selection is performed poorly and based on criteria (Mustapha & Darusalam, 2017). According to Kaynak and Macauley (1984), research specialists must represent or know about the topic or issue under investigation. Based on a stringent set of criteria, the researcher selects experts with at least seven years of experience which are relevant to their field of expertise and the study.

### 3.4 Instrumentation

The Fuzzy Delphi research instrument was developed by the researcher utilizing existing literature on the topic. Researchers can create questionnaire items based on the literature, pilot studies, and experience (Skulmowski, Hartman, & Krahn, 2007). In order to develop questions for the Fuzzy Delphi technique, they utilized research literature, expert interviews, and focus group techniques (Mustapha & Darusalam, 2017). In addition, Okoli and Pawlowski (2004) argue that a review of relevant literature should precede the development of research items and content. Therefore, researchers compiled the essential principles of game development on language learning from published works. Using a 7-point scale, a list of expert questions is then compiled. The 7-point Scale was adopted because the greater the number of scales utilized, the more precise and flawless the results (Chen, Hsu & Chang, 2011). To facilitate responses from professionals, the researcher replaced the fuzzy value in Table 4 with a 1–7 scale value, as shown:

Table 3.3: Fuzzy Scale

| Item              | Fuzzy number    |
|-------------------|-----------------|
| Strongly disagree | (0.0, 0.0, 0.1) |
| Disagree          | (0.0, 0.1, 0.3) |
| Somewhat Disagree | (0.1, 0.3, 0.5) |
| Neutral           | (0.3, 0.5, 0.7) |
| Somewhat agree    | (0.5, 0.7, 0.9) |
| Agree             | (0.7, 0.9, 1.0) |
| Strongly agree    | (0.9, 1.0, 1.0) |

### 3.5 The List of game development principles on language learning

Based on a literature review, researchers highlighted the guiding principles for creating language-learning video games. The researchers will then use the Fuzzy Delphi method to determine the experts' validity and consensus regarding the principles' applicability to the development of online games. The principles for developing online second language learning activities games were adopted (Chapelle, 1998; Elorriaga et al., 2016).

Table 3.4: The principles for game development on language learning

| Principles to be included for the development of online second | Early item rank | Important principles to be included for the development of online second language learning activities.   |
|----------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------|
|                                                                | GDL 1           | The linguistic components of a second language have to be noticeable.                                    |
|                                                                | GDL 2           | Learners gain assistance in discerning semantic and syntactic values of the linguistic aspect.           |
|                                                                | GDL 3           | Learners can practice the target language.                                                               |
|                                                                | GDL 4           | Learners are aware of their mistakes.                                                                    |
|                                                                | GDL 5           | Learners have to improve their linguistic performance.                                                   |
|                                                                | GDL 6           | Learners have to take part in the communicative activity of the target language.                         |
|                                                                | GDL 7           | Learners must participate in the target language task to boost their chances for meaningful interaction. |

|        |                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| GDL 8  | The games have to come with learning objectives and be presented in stages.                                                                                  |
| GDL 9  | The display of images in the form of sensory stimuli to boost inspiration - Aesthetic.                                                                       |
| GDL 10 | Both compromise each other. Player and game - Connection player-game                                                                                         |
| GDL 11 | The game should consist of a few challenges whereby the challenges improve as the players progress - Motivation.                                             |
| GDL 12 | The game integrates psychological aspects like giving feedback and rewards to motivate learning via playing - Promote learning.                              |
| GDL 13 | While playing, the player has to confront barriers, resolve difficulties and compete with other players in order to reach the finish line - Troubleshooting. |

#### 4.0 Findings

This section will provide expert consensus on the essential principles for game development in language learning. Nine experts in the relevant fields were presented with fuzzy Delphi questions, and data was collected based on their responses. The following are the findings of the study:

Table 4.1: Fuzzy Delphi Analysis Result 1, Defuzzification Report

| Results | Item1   | Item2   | Item3   | Item4   | Item5   | Item6   | Item7   | Item8   | Item9   | Item10  | Item11  | Item12  | Item13  |
|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Expert1 | 0.03208 | 0.14113 | 0.01283 | 0.03849 | 0.04491 | 0.01283 | 0.01925 | 0.01283 | 0.03849 | 0.14113 | 0.01283 | 0.04491 | 0.01925 |
| Expert2 | 0.08981 | 0.14755 | 0.01283 | 0.03849 | 0.01283 | 0.01283 | 0.01925 | 0.01283 | 0.01925 | 0.02566 | 0.01283 | 0.04491 | 0.03849 |
| Expert3 | 0.03208 | 0.0834  | 0.04491 | 0.01925 | 0.01283 | 0.04491 | 0.03849 | 0.01283 | 0.01925 | 0.08981 | 0.01283 | 0.01283 | 0.01925 |
| Expert4 | 0.31434 | 0.37849 | 0.01283 | 0.03849 | 0.04491 | 0.01283 | 0.01925 | 0.01283 | 0.01925 | 0.08981 | 0.01283 | 0.01283 | 0.01925 |
| Expert5 | 0.0834  | 0.03208 | 0.01283 | 0.01925 | 0.01283 | 0.01283 | 0.03849 | 0.01283 | 0.01925 | 0.37849 | 0.01283 | 0.01283 | 0.01925 |
| Expert6 | 0.08981 | 0.14113 | 0.01283 | 0.03849 | 0.04491 | 0.01283 | 0.01925 | 0.04491 | 0.03849 | 0.14755 | 0.07057 | 0.04491 | 0.03849 |
| Expert7 | 0.03208 | 0.0834  | 0.01283 | 0.13472 | 0.01283 | 0.01283 | 0.01925 | 0.01283 | 0.01925 | 0.02566 | 0.21811 | 0.1283  | 0.01925 |
| Expert8 | 0.08981 | 0.14113 | 0.01283 | 0.03849 | 0.04491 | 0.01283 | 0.01925 | 0.04491 | 0.03849 | 0.14755 | 0.07057 | 0.04491 | 0.03849 |
| Expert9 | 0.03208 | 0.03208 | 0.04491 | 0.01925 | 0.1283  | 0.04491 | 0.03849 | 0.01283 | 0.01925 | 0.08981 | 0.01283 | 0.01283 | 0.01925 |

Table 4.2: Fuzzy Delphi Analysis Result 2

| Statistics             | Item1   | Item2   | Item3   | Item4   | Item5   | Item6   | Item7   | Item8   | Item9   | Item10  | Item11  | Item12  | Item13  |
|------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Value of the item      | 0.08839 | 0.13115 | 0.01996 | 0.04277 | 0.03992 | 0.01996 | 0.02566 | 0.01996 | 0.02566 | 0.12545 | 0.04847 | 0.03992 | 0.02566 |
| Value of the construct |         |         |         |         |         |         |         |         |         |         |         |         | 0.05023 |
| Item < 0.2             | 8       | 8       | 9       | 9       | 9       | 9       | 9       | 9       | 9       | 8       | 8       | 9       | 9       |
| % of item < 0.2        | 88%     | 88%     | 100%    | 100%    | 100%    | 100%    | 100%    | 100%    | 100%    | 88%     | 88%     | 100%    | 100%    |
| Average of % consensus |         |         |         |         |         |         |         |         |         |         |         |         | 96      |
| Defuzzification        | 0.84444 | 0.75556 | 0.97778 | 0.93333 | 0.92222 | 0.97778 | 0.96667 | 0.92222 | 0.93333 | 0.74444 | 0.87778 | 0.92222 | 0.93333 |
| Ranking                | 6       | 7       | 1       | 3       | 4       | 1       | 2       | 4       | 3       | 8       | 5       | 4       | 3       |
| Status                 | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  | Accept  |

Table 4.3: The list of game development principles based on expert consensus

| DEVELOPMENT TEMPLATE |                                                                                                                                                       |               |          |  |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------|--|
| Item No              | Item/Construct                                                                                                                                        | Previous Rank | New Rank |  |
| 1                    | The linguistic components of second language have to be noticeable.                                                                                   | 1             | 6        |  |
| 2                    | Learners gain assistance in discerning semantic and syntactic values of the linguistic aspect                                                         | 2             | 7        |  |
| 3                    | Learners are able to practise the target language                                                                                                     | 3             | 1        |  |
| 4                    | Learners are aware of their mistakes.                                                                                                                 | 4             | 3        |  |
| 5                    | Learners have to improve their linguistic performance.                                                                                                | 5             | 4        |  |
| 6                    | Learners have to take part in the communicative activity of the target language.                                                                      | 6             | 1        |  |
| 7                    | Learners have to take part in the target language task to boost chances for meaningful interaction                                                    | 7             | 2        |  |
| 8                    | The games have to come with learning objectives and be presented in stages                                                                            | 8             | 4        |  |
| 9                    | The display of images in a form of sensory stimuli to boost inspiration - Aesthetic                                                                   | 9             | 3        |  |
| 10                   | Both compromise each other. player and game - Connection player-game                                                                                  | 10            | 8        |  |
| 11                   | The game should consist of a few levels of challenges whereby the challenges improve as the players make progress - Motivation                        | 11            | 5        |  |
| 12                   | The game integrates psychology aspect like giving feedback and rewards to motivate learning via playing - Promote learning                            | 12            | 4        |  |
| 13                   | While playing, the player has to confront barriers, to resolve difficulties and to compete with other players in order to reach the finish line - Tro | 13            | 3        |  |

According to the results of the analysis, the bold threshold value exceeds the threshold value of 0.2 ( $> 0.2$ ) after data processing (see table 4.1). In other words, there are experts whose viewpoints do not coincide or even agree on some issues. In contrast, the average threshold value (d) for the most significant elements of game development on language learning impact is below 0.2, or 0.05023 (See table 4.2). If the average (d) value is less than 0.2, the item demonstrates a high consensus among experts (Cheng & Lin, 2002; Chang, Hsu & Chang, 2011). The total percentage of expert agreement is 96%, which is greater than ( $> 75\%$ ) 96%, indicating that the requirements for expert agreement on this item have been met.

## 5.0 Discussion

The expert consensus shows that the top seven-game principles should be given priority in game development, including:

- ◆ Learners are able to practice the target language
- ◆ Learners have to take part in the communicative activity of the target language
- ◆ Learners have to take part in the target language task to boost chances for meaningful interaction

Good language games will give learners flexibility in learning in such a way that they can become independent learners.

Independent learners utilize their linguistic resources to resolve their language problems without relying on their teachers. The finding concurs with a previous study by (Thomas & Munoz, 2016) that believes students should understand how the learning materials will benefit their learning. It also allows learners to explore their own learning activities based on their goals and be active recipients of their learning process.

The experts also believe that learners should benefit from playing the game:

- ◆ Learners are aware of their mistakes
- ◆ Learners have to improve their linguistic performance.

Effective game exposes learners to plenty of drills on verb form focus, for example (goes, is going, went and was going) that provide learners with ample opportunity to learn more different structures, various forms and functions. Constant drills and repetition of some aspects of gameplay should lead to effective learning (Thomas & Munoz, 2016). The games should empower learning and serve as a powerful approach to enhancing learners' language skills.

- ◆ The game integrates psychological aspects like giving feedback and rewards to motivate learning via playing - Promote learning.

The study by (Elorriaga et al., 2016) claims that the feedback function and rewards in the game permit learners to keep updated on their progress to reach the learning objectives. This will also enhance students' interest in the clues in every sentence and help them correct the errors in the game's questions.

- ◆ The display of images in the form of sensory stimuli to boost inspiration - Aesthetic.

Despite the enthusiasm of game designers in creating a variety of new digital games, it is essential to recognize that certain games provide educational benefits but lack enjoyment. Teachers must view the game as "fun while learning" while still achieving the learning objectives. (Largo et al., 2016). Digital games should trigger a certain thrill as learners are not pressured and are somewhat unconscious of the process of learning.

## 6.0 Conclusion and Recommendation

This study set out to validate the principles of game development in language learning. A rigorous procedure was utilized to revalidate the dimensions of the principles of game development and create a legitimate scale using the Fuzzy Delphi Method. Findings from the defuzzification procedure, threshold "d" value, and percentage of experts' consensus reveal that all items reach consensus and are reliable when subjected to expert judgements. Every procedure utilized in this study is consistent with the fuzzy Delphi technique. As a result, the statistics demonstrate that the validated products comply with the requirements. This study offers fresh input for the validation procedure explicitly. Most researchers employ factor analysis throughout the item validation process, although various approaches can be used. The variety of approaches might offer a fresh perspective on the game development field for language learning, particularly concerning the validation procedure. Based on the difficulty of developing suitable games for language learning, the researcher aims to find practical principles to guide educators in developing good games based on expert opinion using the Fuzzy Delphi approach. The findings could be the foundation for educators to design and create effective language games. The experts emphasize some key ideas from Chapelle (1998) and Elorriaga et al. (2016) to ensure success in language learning, including the need to create games that allow learners to use the target language, allow learners to recognize their errors and correct them, and create games that are exciting for learning. The key ideas can be used to ensure successful game development that will benefit learners in the learning environment. Hence, teachers have to deliberately think of what they want learners to learn, and the learning outcomes will be among many steps to consider in their teaching. It is not just about using sophisticated mobile features but understanding how they can beneficially reach learners most practically.

Above all, the most excellent strategy to create the best educational games is to learn through experimentation and constantly improve based on the users' input. The continuous process of developing digital teaching materials should be an enjoyable ride and will rekindle our enthusiasm for conducting the additional study. The researcher exclusively employs Malaysian expertise in this study, which is one of its limitations. Since the study focuses on the principles of game development, future studies may also incorporate experts' opinions on the challenges of game development and how to tackle them.

## Acknowledgements

Our appreciation goes to the language experts who help to materialize the study.

## Paper Contribution to Related Field of Study

This paper is related to the field of Education/Learning Environment.

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