E-LEARNING USING PICTIONARY AND GOOGLE CLASSROOM – A FLIPPED CLASSROOM METHODOLOGY

Dr. R. Naganathan
Assistant Professor of English, MEPCO Schlenk Engineering College, Sivakasi

Dr. C. GangaLakshmi
Senior Assistant Professor of English, MEPCO Schlenk Engineering College, Sivakasi

ABSTRACT:
Corporate English, the need of the hour demands good business vocabulary, idioms and phrasal verbs (V-IP) from the students at the time of placement. Hence it is highly important for the pre-final year to be tuned with this V-IP. The objective of the study is to motivate the students to learn without forced environment with edutainment. Hence Pictionary, the picture game is used through Google Classroom among the students to learn V-IP. Further, this study empirically proves that the usage of the tool among the experimental group has shown a significant result compared to the control group using direct method. The focus of this paper is to let the students learn corporate words to fine-tune their language using Pictionary game through Google Classroom tool to have an edutainment learning style in a flipped classroom methodology.
Key words: Pictionary, Google Classroom, Edutainment, Flipped classroom, Vocabulary

INTRODUCTION:
English proficiency among the students is applauded when the students speak good English with good vocabulary, idioms and phrases. Even the corporate scenario demands English in such aspect only. A student has to be honed not only with grammatical competency but also with vocabulary, idioms and phrases in order to rise up to the expectation of the corporate/business worlds. Using edutainment methodology is a remarkable winning strategy adopted for learning language nuances. As a result, many researchers have worked on vocabulary learning and edutainment. Testing empirically the effectiveness of learning V-IP through an online tool- Google class using Pictionary using edutainment methodology in a flipped classroom setup is the primary focus of the paper.

LITERATURE SURVEY:
Some researchers have experimented on vocabulary learning as well as on edutainment, a term coined by Robert Heyman. As Colace states, "Edutainment is described as a type of entertainment which is designed with the aim of educate by including entertainment variety such as multimedia software, internet sites, music, films, videos and computer games and TV"(Colace 2006: 1). Tuzun states the reason for using computer games in education and training as follows: 1.Teaching methods go towards learner centred teaching styles which emphasize learner role moreactively than teaching methods 2. Computer games can be used as effective tools in teaching complex subjects.3. Computer games increase the motivation of learners. (Tuzun 2006: 221)

Aksakal states that, "It is pointed that subjects containing entertainment attract consumers' attention more and events making the consumers experience are more permanent and recollective" (Aksakal 2015: 1233). Rahman states about the usage of e-Pictionary as, "The use of e-Pictionary to teach vocabulary has helped the participants (primary school) to remember the names of the pictures shown as they can see the characteristics, colours and special features of the pictures" (Rahman 2016:150). Centre represents the usage of picture dictionary as, "The use of a picture dictionary can be an effective or alternative way in teaching vocabulary as visual imagery assists learners in learning word meaning and in making better predictions and inferences" (Center 1999). Further, Fehr and et.al have proved in their research that computer-adaptive programme is effective for student's learning of vocabulary.

Wang and et.al., have proved empirically in "Learn British English Wordpower" that IC method in English teaching has positive effect. Lin and et.al. reveal in their study that, "learning difficult words with textual definitions and videos is more effective than learning them with textual definitions and pictures and with textual definitions alone" (Lin 2012: 352). Bakhsh states about the usage of specific games in vocabulary learning that, there are five games amongst many to be used to teach vocabulary e.g. Hot Potatoes, Memory Challenge, Last One Standing, Pictionary, and Bingo. They further state that using them will enable young learners to acquire the lesson with fun where they can remember all the vocabulary easily (Bakhsh 2016: 124-125). Zainuddin and et.al., states that, "Analysis of the impacts showed that flipped classroom brought positive impacts toward students' learning activities such as achievement, motivation, engagement, and interaction"(Zainuddin 2016: 313).

The researchers have identified that no research has been done on the effectiveness of the usage of Pictionary with google classroom that too for pre-final year students to learn corporate English. In response, this study is done to bridge the gap as well as to share information among the teacher's forum regarding the effective teaching of vocabulary with edutainment.

NEED OF THE STUDY:
Vocabulary - Idioms and Phrases(V-IP) learning is incorporated in the syllabus for the third year students of MEPCO Schlenk Engineering College, Sivakasi under the paper Professional Communication Skills Lab. The students who are at the verge of sitting for placement take up this lab. In that crucial time, while they break their head for learning their engineering subjects, little focus is given for learning English by the students. Further, they will not be interested to sit and learn in English classroom. They know pretty well that they need to be fine-tuned in their language with respect to corporate English but the stressed and crushed mind set will not permit them in their lead. Hence, an alternate pedagogy has to be implemented to keep them on toes for learning and using VIP. The researchers have identified this to be the field which demands special attention from the teacher's desk.

RESEARCH PERIOD:
       This research was carried out within a period of one month.

HYPOTHESIS:
-       Learning vocabulary-idioms and phrasal verbs within a stipulated time, through Pictionary using Google classroom is good compared to the direct method

EXPERIMENTAL AND CONTROL GROUP:
Two groups are selected for this study. One is the experimental group comprising of III year Mechanical Engineering students belonging to batch 2015-19 whereas another is the controlled group of III Information Technology Engineering students belonging to the same batch. Both these sets belong to upper-intermediate level of English proficiency. The same word list was given to both the experimental and control group. A pre-test was conducted from the vocabulary, idiom and phrases from the same list. After the application of this study strategy, a post-test was conducted from the same list. The results showed a significant development altogether. From the results attained, it is obvious that there is a significant development in the usage of Pictionary tool.

METHODOLOGY ADOPTED FOR CONTROL GROUP:
In the control group the students were taught using direct method. The teacher explained the concept using direct method. The interest which the students showed compared to the usage of Pictionary was relatively less. While conducting test the interest of the students to identify the answers was really low as they could not have in mind without the pictures representation.

METHODOLOGY ADOPTED FOR EXPERIMENTAL GROUP:
The researchers found that giving many vocabularies and forcing the students to study the same will not be an advisable task as so many words will lead to ambiguity of using the same. Under such limitations, the researchers have chosen words, idioms and phrasal verbs each 50 in nos., related to the corporate English. The lists are given in Annexure 1,2,3.

PICTIONARY:
Pictionary is a word game which is framed with basic rules. A team member will be acting as the picturist. The others will play the role of participants. Similarly n-number of teams can be frame starting from 2 to 15 members in each team. The card taken will have the word based on which the picturist must draw the picture. Based on the drawing the team members must identify the exact word. The team which finds it out first will be the winner of the task. Similarly such tasks will be conducted and the overall winning team will be announced at the end. Though this is the rule, some modifications are made on the need base. Students instead of using board or other things, they will simply respond using open source tools. This game blended with online tool google classroom is effectively used for learning vocabulary among the pre-final year engineering students as a mode of edutainment.

GOOGLE CLASSROOM:
Google classroom tool is used by n-number of teachers and students and it is identified as a good learning forum. As it is easily reliable, it is taken up for this study as the students can access it readily. As all the students have got the gmail account, this tool is finalized to be used for learning. In addition, this tool enhances the students interaction as well helps them to submit assignments on time. In it, the teacher creates the forum and invites the

students using his/her e-mail id. In it, the teacher could add a word/idiom/phrase along with the picture pertained to it. Following the teacher, the students could also share information and picture related to VIP.

WEEK 1 – TASK A:
The students are assigned with first vocabulary list (25 words) which they have to go through for understanding. After that the students are supposed to submit one meaningful sentence for each vocabulary. After two days first list of idioms (25 idioms) will be sent to the students. The students must frame one meaningful sentence using the idiom and must post it to the teacher. As this is a common forum all the students can view it. The students can post other related images to the vocabulary or idiom for better understanding. These all are done in the flipped classroom strategy.

Then an activity will be conducted in the two consequent hours classroom where two members will be joining as a team and will use one computer. The teacher will post any five pictures which they have studied for vocabulary as well as for idiom. When the students submit the answers, the first three teams will be considered as winners. But the winner list will be revealed once after all the students submit their assignments. This is to motivate all the students to work wholeheartedly as well as with interest. This process, represented as first Online Activity(A) is repeated for all the other weeks.

WEEK 2 TASK - B:
The students are assigned with second list of idioms (last 25 words). After that the students are supposed to submit one meaningful sentence for each idiom. After two days first list of phrasal verbs (25 nos.) will be sent to the students. The students must frame one meaningful sentence using the phrasal verb and should post it to the teacher.
Then as per the OA already stated, the students will be given five words from phrase and 5 from idiom to identify their level of understanding. The students will be given the group task and the same process is repeated for identification of winners team.

WEEK 3 TASK - C:
The students are assigned with second list of vocabulary (last 25 words). After that the students ar supposed to submit one meaningful sentence for each idiom. After two days second set of phrasal verbs (25 nos.) will be sent. The students will frame each sentences with the usage of each phrasal verb and post it to the teacher. As per the OA method students are motivated for being a winner afterwards.
The results of pre and post-tests with 30 questions, from the same set of vocabulary, are analysed for both the groups to identify the effectiveness of the tool among the students.

Table 1: Pre-Tests Results

	Question No.→	1-10	11-20	21-30		
Vocabulary	Experimental	17	24	19		
	Control	27	15	16		
Idiom	Experimental	22	25	13		
	Control	31	18	11		
Phrase	Experimental	18	27	15		
	Control	32	19	9		

Table 2: Post-Tests Results

Modules	Question No.→	1-10	11-20	21-30		
Vocabulary	Experimental	33	15	12		
	Control	32	11	13		
Idiom	Experimental	41	10	8		
	Control	37	14	7		
Phrase	Experimental	39	7	13		
	Control	40	12	6		

Statistical interpretation:
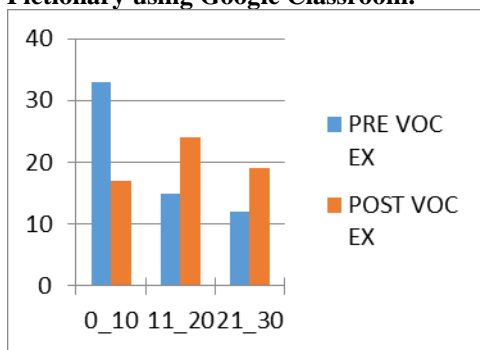**Pictionary using Google Classroom:**

Fig.1. Pre and post-tests comparison of vocabulary Experimental group

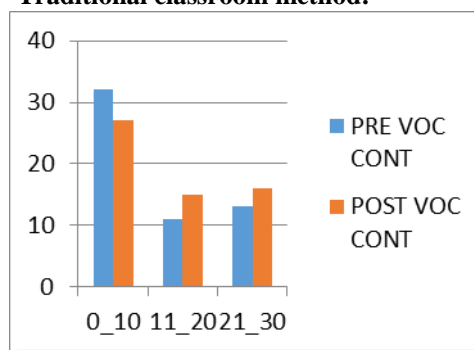**Traditional classroom method:**

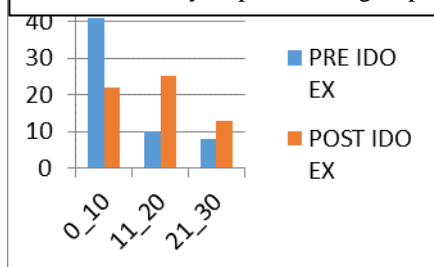Fig.2. Pre and post-tests comparison of vocabulary Control group

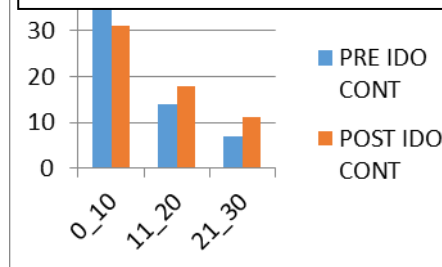Fig.3. Pre and post-tests comparison of idiom learning by experimental

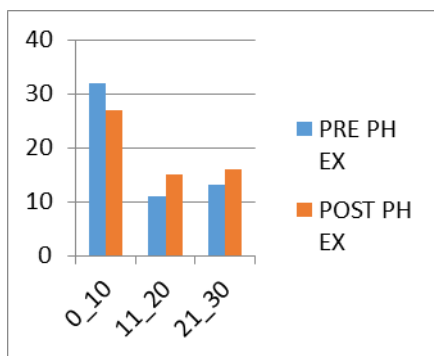Fig.4. Pre and post-tests comparison of idiom learning by control group

Fig.5. Pre and post-tests comparison of phrases learning by experimental
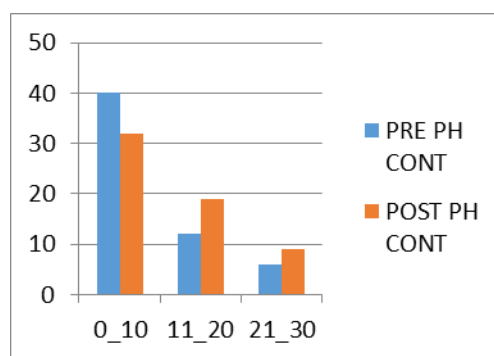

Fig.6. Pre and post-tests comparison of phrases learning by control group

The results of the exams are analysed using one sample t-test using SPSS software.

One-Sample Test

		t	df	Sig. level
			Test Value = 30	
PAIR 1	PRE – VOCABULARY (EX)	1.525	2	.267
	PRE – VOCABULARY (CONTROL)	1.694	2	.232
PAIR 2	POST – VOCABULARY (EX)	4.804	2	.041
	POST – VOCABULARY (CONTROL)	2.775	2	.109
PAIR 3	PRE – IDIOMS (EX)	.967	2	.435
	PRE – IDIOMS (CONTROL)	1.177	2	.360
PAIR 4	POST – IDIOMS (EX)	2.774	2	.109
	POST – IDIOMS (CONTROL)	1.707	2	.230
PAIR 5	PRE – PHRASE (EX)	1.052	2	.403
	PRE – PHRASE (CONTROL)	1.018	2	.416
PAIR 6	POST – PHRASE (EX)	2.774	2	.109
	POST – PHRASE (CONTROL)	1.502	2	.272

Table 3. One sample t-test results

From the attainment of the significance level as well as the t-value it is quite obvious that this research methodology is successful among the learning community. From the analysis it is obvious that the scores earned by the students of experimental and control groups are relatively low in the pre-tests for vocabulary whereas the scores earned by them in the post-tests using the different strategies show a significant development. But comparing the post-test scores of experimental and control group the experimental group has secured a significance level of 0.041 whereas the control group has secured 0.109. Similarly, the significance levels of the experimental group in post-test for idioms as well as phrasal verbs learning are 0.109 and 0.109 whereas for the control group they are 0.230 and 0.272 respectively which is high compared to the experimental group. Hence the hypothesis is proved.

The t-values for the experimental group in post-tests for Vocabulary, idiom and phrasal verbs are 4.804, 2.774 and 2.774 whereas for the control group the t-values are low with 2.775, 1.707 and 1.502 respectively. As a whole, the level of performance of the experimental group with Pictionary methodology using Google classroom is high compared to the Direct method.

Advantages of the study:
- Creates interest among the students
Google classroom is a free tool – so all the students can access it
- Students can access at any time
- One sharing is seen by all the others
- Teachers can have control over the students' reports
Limitations of the study:
- Needs access to system or mobile phone with internet for working

Conclusion:
The researchers have identified through this research article that there will be significant development in the level of attainment of vocabulary among the pre-final year engineering students if Pictionary game is used using Google classroom in an edutainment environment. Though many analyses are carried out for learning vocabulary, idiom and phrases, this work is distinct as it focuses on the enrichment of English learning adoptable to corporate style exclusively oriented towards placement. The students make use of V-IP in their language without any hesitation which is clear in their answering modules. The hypothesis that "Learning vocabulary-idioms and phrasal verbs within a stipulated time, through Pictionary using Google classroom is good compared to the direct method" is proved through the level of significance attained as well as from the increase in t-value. Future researchers can further explore the usage of Google classroom as a flipped learning methodology to learn grammar, to analyse and to give feedback on given texts as well as for error correction practises.

Works cited:

Aksakal, Nalan. (2015). Theoretical View to the Approach of the Edutainment. Procedia-Social and Behavioural Science, 186, 1232-1239.

B. T. Wang, C. W. Teng, and H. T. Chen. (2015). Using iPad to Facilitate English Vocabulary Learning. International Journal of Information and Education, 5(2), 100-104.

Bakhsh, Sahar Ameer. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. English Language Teaching, 9(7), 120-128.

Center, L., Freeman, L., Robertson, G. &Outhred, L. (1999). The effect of visual imagery training on the reading and listening comprehension of low listening comprehenders in Year 2. Journal of Research in Reading, 22(3), 241-256.

Colace, F., De Santo, M. & Pietrosanto, A. (2006). Work in Progress: Bayesian Networks for Edutainment. 36th ASEE/IEEE Frontiers in Education Conference. Available: https://ieeexplore.ieee.org/document/4117188/?arnumber=4117188.

Fehr, C.N., Davison, M.L., Graves, M.F., Sales, G.C., Seipel, B. &Sekhran-Sharma, S. (2012). The effects of individualized, online vocabulary instruction on picture vocabulary scores: An efficacy study. Computer Assisted Language Learning, 25(1), 87-102.

Lin, Chih-cheng. (2012). Videos and animations for vocabulary learning: A study on difficult words, TOJET: The Turkish Online Journal of Educational Technology, 11(4), 346-355.

Rahman, RafiahAbdul, Yee Bee Choo, Kee Li Li. (2016). The Use of e-Pictionary in Vocabulary Instruction. The English Teacher, 45 (3), 144 - 158.

Tüzün, H. (2006). Educational Computer Games and a Case: Quest Atlantis. Hacettepe University Journal of Education, 30, 220-229.

Zainuddin, Zamzami and Siti Hajar Halili. (2016). Flipped Classroom Research and Trends from Different Fields of Study. International Review of Research in Open and Distributed Learning, 17(2), 313- 340.

Annexure 1:Business Vocabulary List and pictures samples

1.	accordingly	16.	depreciation
2.	accustomed	17.	hefty
3.	appraisal	18.	intrinsically
4.	assertiveness	19.	prerequisite
5.	asset stripping	20.	prioritise
6.	blunt	21.	severance
7.	booming	22.	shrewd
8.	boost to	23.	streamline
9.	brand awareness	24.	surveillance
10.	breach	25.	time-consuming
11.	consistently	26.	unwind
12.	counterpart	27.	vital
13.	diversify	28.	volatile
14.	downsize dramatically	29.	well-being
15.	ergonomically	30.	undervalued

31. premium
32. interfere with
33. intimidate
34. intrigue

Annexure 2: Business Idioms List

Business Idioms: Jobs

Get the Sack
To be fired

Hanging by a Thread
In great danger of elimination or failure

Off the Hook
Free from blame or responsibility to do something

Rank and File
The ordinary members of an organization

Move Up in the World
Become more successful

Out of Work
Unemployed

Give Someone The Old Heave-Ho
Fire someone, remove someone from a group or team

Pink Slip
A layoff notice; loss of a job, typically because of layoffs

Burn the Candle at Both Ends
Work very long hours

Business Idioms: Problems

In Hot Water
In need of help; in trouble

Head (Go) South
Decline, get worse

(An) Uphill Climb
A difficult process

Red Tape
Difficult bureaucratic or governmental requirements

(The) Last Straw
A problem or insult that finally demands a response

Above Water
Not in extreme difficulty. Especially said of finances.

Cut Corners
Economize by reducing quality; take shortcuts

Think Outside the Box
Try to solve a problem in an original way; think creatively

In a Jam
In need of help, in a difficult spot

Business Idioms: Negotiation

Trial Balloon
A test of someone's or the public's reaction

Back And Forth
Dialogue, negotiations

An Offer One Can't Refuse
An extremely attractive offer

Come to Terms With
Feel acceptance toward something bad that has happened

Draw a Line in the Sand
Issue an ultimatum; specify an absolute limit in a conflict

Drive a Hard Bargain
To negotiate effectively

Give and Take
Negotiations, the process of compromise

Sweeten the Deal
Add something to an offer during a negotiation

Stand One's Ground
Refuse to back down; insist on one's position

Business Idioms: Leadership

(The) Man
The boss; authority in general

Ahead Of The Curve
Offering ideas not yet in general circulation; highly creative

Big Picture
A wide perspective; broad view of something

Changing of the Guard
A change in leadership at an organization

Call the Shots
Make the important decisions in an organization

Cut Someone Some Slack
Avoid treating someone strictly or severely

Movers and Shakers
Influential people, especially in a particular field

Rake Someone Over the Coals
Scold severely

Light a Fire Under Someone
Inspire someone to work very hard

Business Idioms: Money

Nickel and dime
To negotiate over very small sums

A penny saved is a penny earned
Every small amount helps to build one's savings

Banner Year
A year marked by strong successes

Dime a dozen
Very common and of no special value; easily available

Crunch the Numbers
Do calculations before making a decision or prediction.

In the Red
Losing money, below a specified starting point

Nest Egg
Retirement savings; wealth saved for a future purpose

You Can Take It to the Bank
I absolutely guarantee this.

Pinch pennies
To be careful with money, to be thrifty

Business Idioms: Schedule

By the Book
According to established procedure

Pencil Something In
Make tentative arrangements

Against The Clock
Forced to hurry to meet a deadline

Annexure 3: Business Phrases Verb List