Title of Project:
An Exploratory Study of the Lived Experiences of Japanese Undergraduate EFL Students in the Flipped Classroom

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Project Summary:

Recently, English as a foreign language (EFL) in Japanese higher education has decided to transition from a traditional teacher-centered to a more student-centered, communicative classroom. One promising possibility that could help in the transition is the flipped classroom technique. Examining the lived experiences of Japanese university EFL students who have taken part in a course taught using the flipped classroom technique will help in determining possible benefits of the flipped technique in EFL higher education in Japan. This study will use a qualitative approach with a case study design to focus on the lived experiences of Japanese EFL university students at Iwate University enrolled in a course taught using the flipped technique. Examination of the students’ impressions, possible changes in study habits, perceived benefits and challenges, and if students experienced higher levels of authentic communication opportunities due to the flipped classroom are the focus areas of this study. By examining the lived experiences of students who have taken part in a course taught using the flipped classroom technique, this study will contribute to the understanding of learning technologies used to support the implementation of a communicative, student-centered learning environment in the undergraduate EFL classroom.