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研究成果の概要(和文)：反転学習は全ての学習にとって効果的である。ただし、授業の前に必ず作成したビデオを観ることを強制的にする必要はない。英語力に自信が高い学習者は自分の英語力を試すためにビデオを見ないで、教科書だけで内容を理解したい。英語力に自信が低い学習者は教科書を読みながらビデオで教員の説明を確認と内容がより分かりやすくなり、自信を持って積極的に授業に参加することができる。

研究成果の学術的意義や社会的意義

The results of this study will be beneficial for teachers considering implementing the flipped learning model into their classrooms by allowing them to consider whether this method is best for their students or not.

研究成果の概要(英文)：Flipped learning appears to be beneficial for all learners. However, it is not necessary for teachers to make it compulsory for students to watch the videos before class. Students with high linguistic self-confidence prefer to test their own English proficiency by reading the textbook without relying on the simplified explanations given in the videos. Students with lower linguistic self-confidence prefer to read the textbook while listening to the teacher's explanation in the videos, thus being able to participate actively in class.

研究分野：英語教育

キーワード：反転学習

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1 . 研究開始当初の背景

The search for the most efficient and effective instruction methods is usually at the forefront of teachers' minds, regardless of the subjects being taught in their classrooms. In language education, and especially in English as a foreign language (EFL) environments, the efficiency and effectiveness of teaching methods are of particular importance as students have fewer opportunities to experience the target language first-hand. Therefore, teachers need to consider techniques to reduce the amount of classroom time in which the teacher is merely talking at the students and increase the amount of time in which students can be actively involved in discussions, debates, and conversations. One method that achieves this and has received much attention over the past decade is flipped learning.

In a nutshell, flipped learning is a teaching methodology in which lectures and textbook explanations, traditionally performed by the teacher in front of the classroom with students listening, are recorded and made available to students via online video sharing websites, such as YouTube®. During class time, practice exercises and assignments, that students usually complete at home in a regular classroom, are completed under the teacher's direct guidance (Alvarez, 2011; Moravec et al., 2010). Because the amount of class time spent with the teacher explaining the textbook is kept to a minimum in the flipped classroom, more opportunities for students to actively participate in discussions are available. This creates classes focused on the students and their needs rather than being centered around the teachers and the chalkboard.

Although the flipped learning method has proven to be successful in improving students' language skills, there are few investigations considering what kinds of students will benefit most from this way of teaching. Some exceptions (e.g., Mehring, 2015) suggest that the flipped learning model is effective for shy students and helps them to prepare and actively participate in class. Mehring (2015) suggested that the flipped learning model is beneficial to help Japanese students to become more active in their language classes. Helping students overcome their shyness is especially important in Japan, where students are often seen as passive (Aspinall, 2006; Nakata, 2006). Despite some researchers having investigated teachers' viewpoints of the flipped learning model (e.g., Orsini-Jones et al., 2017) and the teacher's role in mobile-assisted language learning from students' perspectives (e.g., Kan & Tang, 2018), there are few studies, if any, that consider whether or not the flipped learning model is indeed useful for students who have high confidence in their language ability compared to those who have low linguistic self-confidence. In this investigation, I focused on filling this gap by examining the perspectives of students who have high self-perceived language ability in comparison to those who do not.

2 . 研究の目的

In her plenary talk at the Psychology for Language Learning 2018 conference in Japan, Ushioda (2018) threw down a challenge for researchers to go beyond merely focusing on increasing knowledge and developing theories by deeply considering the implications of their studies for society. Part of this challenge includes research that aims to close the gap between theory and practice in language education. Not only can researchers merely look at what teaching method is effective, for example, they can also consider what kinds of methods and techniques are effective for what kinds of students.

Taking this advice, in this study, I aim to gain an understanding of any differences that exist in students' perspectives towards the flipped learning model depending on their linguistic self-confidence.

Based on this study's results, I expect that teachers will have a clearer understanding of whether or not using the flipped learning model will bring the most benefits to their classes and their students.

In this study, I aim to answer the following research question: Do students' perspectives towards the flipped learning method differ according to their linguistic self-confidence?

3 . 研究の方法

A total of 43 Japanese university students majoring in English education participated in this study. The mean age was 20.51 ($SD = 1.77$), and there were 21 females and 22 males. The students were in their first ($n = 11$), second ($n = 7$), third ($n = 11$), and fourth ($n = 14$) years of studying at university. No objective measures of students' language proficiency were taken. However, based on the difficulty of the textbooks used in the course and the contents of the lessons used in this study, it was estimated that the first- and second-year students' language proficiency ranged from A2 to B1 on the Common European Framework of Reference (CEFR) scale and the third- and fourth-year students' proficiency ranged from A2 to B2.

To gain a deeper understanding of the students' perspectives towards flipped learning, the study was conducted in two different approaches to teaching: the flipped classroom and a regular classroom. It was thought that gaining feedback about study habits from those in a non-flipped learning environment, and then asking those students about a hypothetical flipped learning classroom environment in interviews, would give a comparison to those studying under the flipped learning method and help understand this approach from a different perspective.

The classes for both the Regular Group (RG) and Flipped Group (FG) followed similar structures. The 90-minute lessons began with quizzes¹ to check the students' understanding of the chapter being studied that week. These were followed by micro-teaching, in which students would give 20-minute lessons based on target grammatical structures or language functions of their choice. The final 50 minutes of the lessons were spent with the instructor giving necessary explanations of the textbook—based on the results of the quizzes conducted at the beginning of class—and discussions focusing on various issues related to teaching English in a foreign language environment. Therefore, the only differences that occurred between the two groups were the availability of videos explaining the textbook for the FG and the greatly reduced time spent with the teacher explaining the textbook during the classes.

The study was conducted over one university semester (i.e., 15 weeks), with the first week being used to introduce the course to the students, and Weeks 7 and 15 being spent for review tests. Thus, data from 12 weeks of the course were available for analyses.

The students in both the RG and FG were asked to voluntarily submit online study journals each week. Students in the RG recorded information regarding where and when they read the textbook, as well as whether or not the textbook was useful in helping them prepare for class and participate in discussions with confidence. A total of 171 journal entries were submitted by students in the RG, and a total of 214 journal entries were submitted by students in the FG. To get an indication of the confidence students had in their language proficiency, they were given the choice of completing the journals in either English or Japanese. The study journals were not related to the students' overall grades for the course. However, the teacher did explain to the students that the journals would give them opportunities to reflect on their learning habits. Students were not made aware that their study

journals would be analyzed for the purpose of this study until the end of the course. For ethical reasons, at that time, students were given the opportunity to withdraw their study journals from the database if they wished. All the students in the study agreed to have their study journals analyzed.

At the end of the 15-week courses, students were asked to volunteer to participate in semi-structured one-to-one discussions with the teacher about their study habits and how they prepared for classes. A total of 15 students (RG = 7; FG = 8) students agreed to participate in the discussions. The main purpose of the interviews was to get further information from the students about how they prepared for the lessons and gain a deeper understanding of the usefulness of the videos being made available for students in the FG.

In order to create a relaxed atmosphere, the teacher provided students with ice cream during the interviews—similar to a wine-and-conversation discussion, which is often described as a valuable way of creating stimulating conversations in qualitative studies (Gardner & Tremblay, 1994; Spolsky, 2000; Ushioda, 2018). The questions in the interview were given in English. However, once again, in order to measure students' linguistic self-confidence, students were given the choice of answering in either English or Japanese. The interviews were an average of 11 minutes 31 seconds long (Range: 8:06–15:32).

The data from the students' journal entries and interview scripts were entered into NVivo for qualitative analysis. Pre-set regular English and Japanese stop words in the NVivo software were not included in exploration of word frequencies or other analyses.

4 . 研究成果

4.1 High L2 Self-confidence

A total of 17 students in the FG (i.e., 68%) wrote their journal entries entirely in English and thus deemed to have high L2 Self-Confidence according to the measurements used in this study. A large number of comments in the students' study journals² suggested that the videos were useful for their preparation as students were able to get a clearer understanding of abstract and complicated topics discussed in the textbook.

Despite the positive comments toward the videos, when asked as part of their study journals whether or not they would have preferred a videoed explanation or an in-class explanation of the textbook, students indicated a preference for in-class explanations in 81 of the 134 entries (i.e., 60.44%) submitted by these students. Reasons for the preference for the in-class explanations appear to lie around the lack of opportunities to ask the teacher questions about the content immediately and confirm their understanding regarding some topics.

A total of six students who were categorized as having high L2 self-confidence participated in interviews. When asked the reasons why they showed a preference for the textbook over the videos at times throughout the course, students mentioned that by reading the textbook before watching the video, they could challenge their English comprehension and then confirm their understanding through the video later.

The opinions of the students with high L2 self-confidence about the flipped learning method support the idea that it is beneficial for increasing their understanding of the lesson content and helps them prepare efficiently for class. However, these students also showed a liking for being challenged in their learning, thus would rather use the videos as something to fall back on in times when they

have not understood the content of the textbook sufficiently instead of relying on them from the beginning.

4.2 Medium L2 Self-confidence

The students who used a mix of English and Japanese in their study journals and interviews were considered to have medium L2 self-confidence. Three students (i.e., 12%) were considered to have medium L2 self-confidence. These students wrote a total of 34 entries in their study journals, with 20 of these entries displaying a preference for the flipped learning model (i.e., 58.82%). One of the most salient reasons why students preferred watching the videos was the increased understanding of the chapter's content that they felt before reading the textbook.

Through comments made in the interviews, I also observed that a lack of time was another reason why these students preferred the flipped learning approach.

4.3 Low L2 self-confidence

The remaining five students (i.e., 20%) in wrote most of their study journals in Japanese. They also mainly spoke Japanese in the interviews, rather than taking the challenge of speaking English. Of the 46 journal entries, 30 mentioned preferences for the flipped learning approach (i.e., 65.22%). Showing similarities to the students with medium L2 self-confidence, these students primarily focused on how the videos helped them understand the content of the textbook more clearly rather than trying to comprehend the contents of the textbook.

Overall, the results suggest that the flipped learning model is beneficial for students, regardless of their linguistic self-confidence; it increases their understanding of the textbook before attending class. With greater comprehension, students are more willing to participate actively in discussions held during class.

However, the results also indicate that the flipped learning model may not meet all students' needs. Students with high L2 self-confidence may prefer to concentrate on the textbook and only rely on the video explaining the content when the language becomes advanced, such as for specialist terminology and challenging topics. Based on the students' perceptions in this study, it may be necessary for teachers conducting classes under the flipped learning model to consider the way the videos are used in their classes.

One of the main concerns that many teachers conducting classes under the flipped learning model have is ensuring whether their students have watched the videos prepared by the teacher or not. Based on the results of the present study, however, it can now be argued that it is not necessary to make watching the videos for class compulsory. In fact, considering the pattern of relying heavily on the videos seen in students with low L2 self-confidence, the challenge for teachers may not be to ensure their students watch the videos summarizing the textbook, but to make sure their students have actually read the textbook and not just simply relied on the summaries in the videos.

5. 主な発表論文等

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2. 論文標題 Flipped learning and linguistic self-confidence	5. 発行年 2022年
3. 雑誌名 International Journal of Computer-Assisted Language Learning and Teaching	6. 最初と最後の頁 forthcoming
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2. 論文標題 Google Classroom: Practice and reflections.	5. 発行年 2020年
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4. 発表年 2017年

〔図書〕 計0件

〔産業財産権〕

〔その他〕

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6. 研究組織

氏名 (ローマ字氏名) (研究者番号)	所属研究機関・部局・職 (機関番号)	備考
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7. 科研費を使用して開催した国際研究集会

〔国際研究集会〕 計0件

8 . 本研究に関連して実施した国際共同研究の実施状況

共同研究相手国	相手方研究機関
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