Experimenting with a flipped Japanese classroom (working title)
Abstract (250 words or less: 178 words)

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The “flipped classroom” is changing the way teachers present information to their students, and is said to bring about more active and creative thinkers. Through the use of technology, flipped teaching/learning frees up classroom time that had been previously used for lecturing. While the concept and practice is gaining popularity in various disciplines including foreign language teaching at the college level, very little research has been conducted on the flipping of Japanese language classes.

This paper is a report on an experiment in the flipping of a 3rd year Japanese course. The purpose of this study is to examine the feasibility and potential impact of flipping the classroom on students’ performance, attitudes, and participation. Student perceptions were explored through surveys and focus group discussions. Surveys were also conducted with the developers of the Grammar Videos for Genki, the technology incorporated into this curriculum.

It is hoped that this study will offer further contributions to the understanding of learning technologies and instructional design that support the implementation of a more communicative and student-centered curriculum in the Japanese language classroom.

Key words: Flipped classroom, Flipped learning, Japanese, Genki