

Japanese University Students' Perceptions of Flipgrid and its Effectiveness in English Speaking Class

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Abstract:

Japan has a high mobile phone penetration rate, and mobile-assisted language learning (MALL) and technology-enhanced language learning (TELL) are still developing in Japan. Previous research revealed that MALL tools were rarely used in school settings. This study investigated Japanese first-year students' perceptions of Flipgrid, and its effectiveness in English discussion classes in Tokyo during the pandemic. Flipgrid is free online video software that students can use to share videos and reply to others' videos to enhance communication and interaction between each other. Students' perceptions were measured using Cha and Kwon's (2018) extended Technology Acceptance Model. It also compared students' fluency gains, willingness to use Flipgrid, and confidence gains before and after the exposure to Flipgrid. This mixed methods research utilized two sets of questionnaires and Flipgrid videos and analyzed both quantitative and qualitative data. The quantitative results were supported and complemented by the qualitative data. The findings of the study suggest that students' perceived usefulness and perceived ease of use were comparably positive and there was a significant increase in the perceived ease of use after experiencing Flipgrid due to its mobility and similarity to social networking applications. The results also demonstrated that students' confidence significantly grew after using Flipgrid because of the opportunity to interact with their peers in English. However, only lower-level students showed

significant fluency gains, and students' willingness to use Flipgrid was not clear. This study concluded with the advantages and disadvantages of Flipgrid from learners' perspectives and suggestions for future implications and researches.