

A LITERATURE REVIEW ON THE USE OF THE FLIPPED LEARNING MODEL IN LANGUAGE TEACHING

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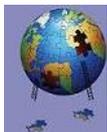
Abstract

In recent years, the interest and need for distance education has been increasing due to various reasons such as epidemics and natural disasters. One of the learning models used in this context is Flipped Learning. In this model, which is based on the replacement of the order of application of the learning steps in Bloom's Taxonomy at home and school, students try to develop their high-level learning skills in the classroom by making use of technological tools. The model, which is based on active learning and collaboration in classrooms, supports the development of four basic language skills (listening, speaking, reading, writing), and emphasizes critical thinking, has been the subject of many theses. In this study, an analysis of the theses prepared in Turkey on the use of the aforementioned model in language teaching was attempted. The theses were analyzed under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes". When the data of the study were examined, it was revealed that master's theses were predominant, theses did not increase linearly over the years, English was used more frequently, achievement and attitude were emphasized, mixed methods were at the forefront, experimental design and content analysis were used more. In addition, it was concluded that more undergraduate students participated in the studies, participants between 0-50 were preferred more frequently, scales and interviews were mostly used, and the model revealed a significant difference in increasing attitude and achievement.

Keywords: Flipped learning, language teaching, document analysis

INTRODUCTION

Studies on how language teaching should be done are ongoing. In the 21st century, students are asked to take responsibility for their own learning and to be aware of what and how to learn. It is observed that concepts such as autonomy of learning, self-efficacy, self-directed and metacognitive learning are tried to be implemented. With increasing class sizes and intensifying curricula, there are difficulties in achieving these goals. The changing world, developing technology and the growing human society increase the need for new learning models (Demirci, 2008). In Prensky's (2001) words, Generation Z, called digital natives who have been exposed to technology since birth, cannot get the desired efficiency from traditional teaching models. Studies have shown that traditional methods are insufficient in changing both academic achievement and attitude (Altunbay & Bıçak, 2018; Sarı & Altun, 2016). On the contrary, there are many studies that show that especially the models that include technology make a significant difference in attitude and achievement (Kayan & Aydın, 2020). At this point, it is necessary to use models that appeal to different types of intelligence to support individual learning, where learning will continue outside of school.



One of these models that incorporates technology is Flipped Learning (Basal, 2015). Flipped Learning is one of the sub-branches of Hybrid (blended) Learning within distance education models (Turan, 2019). In hybrid learning, face-to-face education and distance education are done together (Hayırsever & Orhan, 2018). In this model, it is aimed to create an effective and permanent learning environment by using many different methods and techniques (Yalçın, 2020). In this model, where the ratios of web-based learning and face-to-face learning vary according to the needs (Balaman & Tüysüz, 2011), learners realize flexible learning in out-of-class times with e-content prepared by educators (Uluyol & Karadeniz, 2009). Flipped learning and Hybrid learning differ from each other in some points. While the lower-order thinking skills (knowledge, comprehension, application) in Bloom's Taxonomy are given in schools, the higher-order thinking skills (analysis, synthesis, evaluation) are expected to be acquired by students by giving homework. In Flipped Learning, these understandings and practices are flipped, that is, they are changed. Students or learners watch videos prepared by the teacher at home to acquire lower-order thinking skills and participate in an active learning environment for the development of higher-order thinking level skills in the classroom (Kansızoğlu & Cömert, 2020).

Flipped Learning,

Increasing student readiness

Giving the responsibility for learning to the student

Allowing flexibility in learning space and time

Providing unlimited repetition of the subjects to be learned

Appealing to different types of intelligence

Increased time to be allocated for the acquisition of higher level skills in the classroom

Activities that allow for critical and creative thinking for problem solving

Increasing technological competence

Providing teacher-student, student-student interaction

Tracking homework and class attendance through the system

Providing the opportunity for absent students to make up for missed lessons

Positive, such as increasing course success and improving attitudes towards the course;

The preparation phase requires technological knowledge and infrastructure

Teachers spend more effort and plan the preparation process

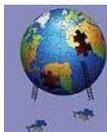
Problems due to lack of technological equipment

Disruptions in internet access

Prepared materials do not match the learning outcomes

Negative aspects such as increasing technology addiction in students can be mentioned (Bergmann & Sams, 2012).

In language lessons in schools, rather than the use of language, the language itself is tried to be acquired by memorizing the rules and through direct expression (Güven, 2003). With this understanding, it is thought that basic language skills cannot be acquired by students (Aytaş & Çeçen, 2010). It is thought that the realization of in-class activities that increase students' motivation and include concrete examples of language will be effective in the comprehension of language skills (Engin, 2006). In fact, the use of technology support that will increase attitude and motivation both in and out of the classroom in language teaching offers students the opportunity to take responsibility for their learning and learn by doing and experiencing (Durukan, 2011). In this direction, many studies have been carried out on Reversal Learning, which is one of the technology-supported models for acquiring basic language skills.



Purpose

This study aims to make a situation analysis of the postgraduate theses on the use of the Flipped Learning in language teaching. It is expected to guide future studies based on the current situation. In line with these aims, answers to the following questions were sought.

1. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching and other fields show a distribution in terms of thesis type?
2. What is the distribution of postgraduate theses on the use of the flipped learning model in language teaching in terms of the year of publication?
3. What is the distribution of the postgraduate theses on the use of the flipped learning model in language teaching in terms of the language used?
4. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of theme?
5. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of method?
6. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of design?
7. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of sample group?
8. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of sample size?
9. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of data collection tools?
10. How do the postgraduate theses on the use of the flipped learning model in language teaching show a distribution in terms of quantitative findings related to themes?

METHOD

Quantitative research is "a research method based on the collection and statistical analysis of numerical data" (Kıncal, 2010, p. 53). In this study, the survey model (Büyüköztürk, 2008), in which a general judgment is made about the whole universe based on a group of samples in which the variables related to quantitative research are evaluated within themselves, was utilized. In this direction, the numerical data obtained through document analysis were analyzed descriptively to describe the existing situation

Population and Sample

In the National Thesis Center YÖKTEZ, there are 111 master's theses and 45 doctoral dissertations on Flipped Learning between 2015-2022. The study was limited to 33 master's and 9 doctoral theses related to language teaching. The literature review was examined under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes".

Data Collection, Analysis and Interpretation

The data were collected from the theses on the website of the Council of Higher Education (YÖK) through document analysis. In document analysis, sources are accessed, read and analyzed in line with a specific target (Karasar, 2012). In this study, descriptive analysis was used to reveal statistically, thematically and methodologically the theses on the use of Flipped Learning in language teaching. This analysis method is preferred because it sheds light on subsequent studies as well as showing in which direction the trends of the subjects are (Ültay, Akyurt, & Ültay, 2021).



FINDINGS

In this section, theses on the use of the Flipped Learning Model in Language Teaching were examined through the National Thesis Center (YÖKTEZ). The examination was made under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative results for themes". Descriptive analysis method was used for the following problem statements.

1. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching and other fields show a distribution in terms of thesis type?

According to the table below, when the theses are examined in terms of their types, it is seen that they consist of master's and doctoral theses.

Table 1. Frequency and percentage values by type of study

Thesis type	f	%
Flipped learning in Master theses	111	71,15
Flipped learning in PhD theses	45	28,85
Total	156	100,0
Flipped learning in Language Teaching MA	33	78,57
Flipped learning in Language Teaching PhD	9	21,43
Total	42	100,0

When Table 1 is examined, most of the theses on Flipped Learning consist of master's studies with 71.15% (111). When the studies on the use of the Flipped Learning Model in language teaching were examined, it was determined that master's studies dominated with 78.57% (33) and doctoral studies remained in the background with 21.43% (9).

2. What is the distribution of postgraduate theses on the use of the Flipped Learning Model in Language Teaching in terms of the year of publication?

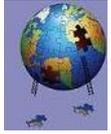
In the National Thesis Center YÖKTEZ, 33 master's theses and 9 doctoral dissertations on the use of the Flipped Learning Model in Language Teaching between 2016-2022 were identified.

Table 2. Frequency and percentage values by years

Years	f	%
2016	4	9,52
2017	2	4,76
2018	11	26,19
2019	8	19,05
2020	9	21,43
2021	4	9,52
2022	4	9,52
Total	42	100,0

When Table 2 is examined, it is seen that the least number of studies belongs to 2016 with 2 theses (4.76%) and the most number of studies belongs to 2018 with 11 theses (26.19%). According to the table, between 4 and 11 studies were included in the given years.

3. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of the language used?

**Table 3.** Frequency and percentage values according to the language used

Group	f	%
Master theses in Turkish	8	24,24
Master theses in English	25	75,76
Total	33	100,0
PhD theses in Turkish	4	44,44
PhD theses in English	5	55,56
Total	9	100,0

According to Table 3, when the language preferences used in the studies on the Flipped Learning Model used in language teaching are examined, Turkish was used in 8 (24.24%) of the master's studies, while English was used in 25 (75.76%). In addition, while Turkish was used in 4 (44.44%) of the doctoral studies, English was preferred in 5 (55.56%).

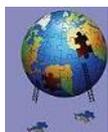
4. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of theme?

When 42 theses on the Use of the Flipped Learning Model in Language Teaching, which have been included in YÖKTEZ between 2016-2023, 23 themes shown in the table below have been the subject of research.

Table 4. Frequency and percentage values according to the theme studied

Themes	f	%
Writing success	4	4,76
Learning autonomy	4	4,76
Critical thinking	1	1,19
Reading anxiety	1	1,19
Language learning success	17	20,24
Attitude towards language	8	9,52
Attitude towards self-directed learning	2	2,38
Attitude towards writing	1	1,19
Attitude towards grammar	6	7,14
Motivation	3	3,57
Attitude towards technology	1	1,19
Attitude towards the flipped learning	15	17,86
Attitude towards digital literacy	1	1,19
Pronunciation success	1	1,19
Grammar success	3	3,57
Listening success	1	1,19
Attitude towards listening	1	1,19
Speaking skills	2	2,38
Self-efficacy	3	3,57
Anxiety	4	4,76
Metacognitive awareness	1	1,19
Classroom interaction	3	3,57
Syllabus	1	1,19
Total	84	100

According to Table 4, 23 different themes were investigated as the subject of the studies. These themes were utilized 84 times in the studies conducted between 2016-2023. While 9 of the 23 themes



(1.19%) were studied only once, one of the 2 most researched topics was language learning success with 17 studies (20.24%) and the other was attitude towards flipped learning with 15 studies (17.86%).

5. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of methodology?

Mixed, quantitative and qualitative methods were used as methods in the studies.

Table 5. Frequency and percentage values according to the method used

Method	f	%
Mixed	32	76,19
Quantitative	8	19,05
Qualitative	2	4,76
Total	42	100,0

According to Table 5, 32 mixed (76.19%), 8 quantitative (19.05%) and 2 qualitative (4.76%) methods were used by the researchers in 42 studies.

6. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of design?

In 42 thesis studies, 10 different designs were utilized 65 times.

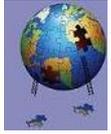
Table 6. Frequency and percentage values according to the design used

Design	f	%
Experimental	34	52,31
Action	2	3,08
Descriptive	5	7,69
Content analysis	11	16,92
Phenomenology	2	3,08
Embedded design	1	1,54
Explanatory sequential	6	9,23
Case study	2	3,08
Convergent parallel	2	3,08
Total	65	100,0

According to Table 6, when the designs used in the theses are examined, the experimental design was used 34 times (52.31%), and content analysis was used 11 times (16.92%) and the embedded design was used 1 time (1.54%). Apart from these, Convergent parallel design (3,08%), case study (3,08%), action research (3,08%), phenomenology (3,08%), descriptive analysis (7,69%) and explanatory sequence (9,23%) were used.

7. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of sample type?

The studies included participants at different levels of education.

**Table 7.** Frequency and percentage values according to sample group

Sample group	f	%
Primary School	3	6,98
Secondary school	6	13,95
High School	8	18,60
Associate Degree	6	13,95
Bachelor's degree	17	39,53
Teacher	2	4,65
Lecturer	1	2,33
Total	43	100,0

According to Table 7, the frequency of participants in the studies varies as lecturer (2.33%), teacher (4.65%), primary school (6.98%), secondary school and associate degree (13.95%), high school (18.60%) and Bachelor's degree (39.53%).

8. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of sample size?

Table 8. Frequency and percentage values according to sample size

Sample size	f	%
0-50	27	64,29
51-100	12	28,57
101-200	2	4,76
201-300	1	2,38
Total	42	100,0

According to Table 8, there were between 0-300 participants in the studies. While the group of 0-50 people constituted 64% (27) of the studies, 2.38% (1) of the group of 201-300 people participated the least.

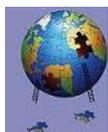
9. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of data collection tools?

Table 9. Frequency and percentage values according to the data collection tools used in the Studies

Data collection tools	f	%
Achievement test	23	18,70
Scale	49	39,84
Interview	27	21,95
Focus Group Interview	4	3,25
Observation form	6	4,88
Teacher diary	8	6,50
Student diary	4	3,25
Student notes	2	1,63
Total	123	100,0

Table 9 shows that 123 data collection tools were used. While 39.84% (49) of the data collection tools were scales and 21.95% (27) were achievement tests, student notes (1.63%), focus Group interview (3.25%) and student diary (3.25%) were among the least used data collection tools. In addition, achievement test (18.70%), teacher diary (6.50%) and observation form (4.88%) were also used.

10. How do the postgraduate theses on the use of the Flipped Learning Model in Language Teaching show a distribution in terms of quantitative findings for the themes?

**Table 10.** Frequency and percentage values according to quantitative findings

Quantitative findings	f	%
Achievement (significant difference)	17	68
Achievement (no significant difference)	8	32
Total	25	100
Attitude (significant difference)	22	91,67
Attitude (no significant difference)	2	8,33
Total	24	100

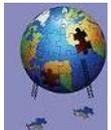
According to Table 10, quantitative findings were found in 25 studies in terms of achievement and 24 studies in terms of attitude in 42 theses analyzed. In line with the findings, while a significant difference occurred in 68% (17) of the studies in terms of achievement, no significant difference occurred in 32% (8). When analyzed in terms of attitude, a significant difference was found in 91.67% (22) of the studies, while no significant difference was found in 8.33% (2).

DISCUSSION and CONCLUSIONS

In this study, the theses on the use of the Flipped Learning model in language teaching were examined under 10 headings: "type of thesis, year of publication, language used, theme, method, model, sample group, sample size, data collection tools and quantitative findings on themes". The knowledge of what, how much and how it was studied is important for researchers to structure their subjects. Some inferences were made according to the findings obtained. It is thought that these results will be a road map for future research.

Based on the findings of this study, it can be said that most of the theses on Flipped Learning consist of master's studies with 71.15% (111). When the studies on the use of the Flipped Learning Model in language teaching were examined, it was found that master's studies dominated with 78.57% (33), while doctoral studies remained in the background with 21.43% (9). The master's-doctorate ratios of the general studies on flipped teaching are in parallel with the types of theses on flipped learning in language teaching. While master's degree ratios are in the forefront as the type of thesis studied in language teaching, doctoral studies are in the forefront in the type of thesis related to flipped learning in general. It can be said that this difference is due to the fact that both the number of doctoral departments and the number of students in doctoral departments are far behind the number of master's departments and students. Accordingly, it can be suggested to increase the number of doctoral studies on flipped learning in language teaching.

In line with the data obtained from YÖKTEZ, when the years in which the theses were published are taken into consideration, the first studies were encountered in 2016 with 2 theses (4.76%), while the most studies were encountered in 2018 with 11 theses (26.19%). It is seen that a linear increase was not observed between 2016 and 2023, and between 4-11 theses were included in the mentioned years. In the meta-synthesis study conducted by Karakaş (2021) from the theses related to flipped learning in YÖKTEZ, it was determined that 3-36 theses were included between 2014-2019 and increased regularly. Doğan (2022) examined the theses prepared in Turkey related to the Flipped Classroom model and found that the process started with 2 studies (1.79%) in 2014, increased to 26 studies (23.21%) in 2019, decreased to 11 studies (9.82%) with the Covid 19 pandemic (2020), and increased again in 2021 with the decrease in the effect of the pandemic and completed with 22 studies (19.64%). Despite the increasing interest in this model all over the world in recent years, the transition to



distance education at all levels in Turkey with the Covid 19 pandemic caused the suspension of the experimental studies to be conducted. With the onset of this pandemic (2020), the interest and need for distance education has increased even more. It is thought that the number and rates will increase especially with the completion of doctoral theses that started after the pandemic.

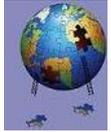
When the language preferences used in the studies on the Flipped Learning model used in language teaching are examined, Turkish was used in 8 (24.24%) of the master's studies, while English was used in 25 (75.76%). In addition, while Turkish was used in 4 (44.44%) of the doctoral studies, English was preferred in 5 (55.56%). When we look at the language preferences used in master's studies, it is seen that approximately three quarters of the studies are in English, but in doctoral studies, this ratio is almost half and half between Turkish and English. It was determined that the reasons for the predominance of English language preferences in master's studies compared to doctoral studies were that the master's theses were conducted under the name of Teaching Turkish to Foreigners and Teaching English. Doğan (2022), in his study investigating the languages used in theses (112) on flipped learning, revealed that Turkish was used 82.14% and English 17.86%. From this point of view, it was determined that English was used predominantly in theses based on the use of flipped teaching in language teaching, while Turkish was used predominantly in studies on flipped learning in other fields.

It was determined that 23 different themes were studied 84 times in 42 theses related to flipped learning model in language teaching in YÖKTEZ. It was found that many different themes were investigated, and one of the 2 most researched topics was language learning success with 17 studies (20,24%) and the other was attitude towards flipped learning with 15 studies (17,86%). Looking at the literature, it is seen that success and attitude are at the forefront in theses where learning models are studied. Theses on this subject have also yielded results that support this view (Karakas, 2021). In addition, conducting research in areas such as metacognitive awareness, motivation and self-direction, where studies are more limited, will enrich the literature.

It was seen that most of the studies (76.19%) utilized mixed methods in which both quantitative and qualitative data were used. Eight quantitative (19.05%) and two qualitative (4.76%) methods were used respectively. It was determined that the researchers did not consider a single method sufficient in their studies and supported it with another method. When postgraduate theses on flipped learning were examined by Karakaş (2021) in terms of research methods, 75 (59.5%) were mixed method, 37 (29.4%) quantitative method and 14 (11.1%) qualitative method. In Doğan's (2022) study based on the theses prepared in Turkey related to the Flipped Classroom model, 52.68% of the theses were mixed methods, 33.93% were quantitative methods and 13.39% were qualitative methods. It was determined that all three studies were concluded in the same direction.

In 42 thesis studies on the flipped learning model in language teaching, 9 different designs were used 65 times. When the designs used in the theses are examined, experimental design was used 34 times (52,31%), content analysis was used 11 times (16,92%) and embedded design were used 1 time (1,54%). Apart from these, convergent parallel design (3.08%), case study (3.08%), action research (3.08%), phenomenology (3.08%), descriptive analysis (7.69%) and Explanatory sequential design (9.23%) were used. Since the researchers conducted studies to investigate the effectiveness of a learning model, they mostly utilized an experimental design. In order to examine and justify their findings in more depth, they used content analysis that included the views of the participants. In addition, it was found that the most frequently used mixed method designs were used with the same frequency in these studies. When the postgraduate theses on flipped learning were analyzed by Karakaş (2021) in terms of research models, 67 (53.2%) were found to be experimental interviews and 33 (26.2%) were found to be experimental designs, which is in line with the above findings.

The participants in the theses on the use of this model in language teaching come from all levels of education. Mostly undergraduate students (39.53%), for whom distance education is also used

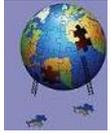


effectively and frequently, and high school students (18.60%), whose IT competence is more developed than lower levels, were used. When the postgraduate theses on flipped learning by Karakaş (2021) were examined in terms of sample groups, 42 (33.3%) were teacher candidates, 33 (26.2%) were secondary school students, 20 (15.9%) were high school students, 10 (7.9%) were undergraduate students, 8 (6.3%) were primary school students, 7 (5.6%) were associate degree students, and 3 (2.4%) were lecturers. In the 112 theses prepared on the Flipped Classroom by Doğan (2022), 35.71% (40) undergraduate level was selected as the target group. This was followed by 33.93% (38) secondary school, 16.96% (19) high school, 5.36% (6) associate degree, and 5.36% (6) primary school. It was determined that all three studies prioritized the same target group. Studies to be carried out with K-12 students are affected by the permissions to be obtained, the documents to be completed, and the study rates in line with the prolonged procedures. While undergraduate students, who are more easily accessible and more comfortable in terms of permission, are more preferred, fewer studies are carried out in primary and secondary school groups where there are difficulties in obtaining permission. Since distance education has been introduced at all levels with the Covid 19 pandemic, conducting such studies in a wide range starting from pre-school education to lecturers will ensure that the trainings will be more efficient and qualified.

It is seen that there are between 0-300 participants in the theses on the use of Flipped Learning model in language teaching. While the group of 0-50 people constituted 64% (27) of the studies, 2.38% (1) of the group of 201-300 people participated the least. 0-100 people constitute approximately 93% of the studies. When the postgraduate theses on flipped learning by Karakaş (2021) were analyzed in terms of sample sizes, 67 (53.2%) consisted of 1-50 people, 45 (35.7%) of 51-100 people, 8 (6.3%) of 101-200 people, 4 (3.2%) of 201-300 people, and 2 (1.6%) of 301 and above people. These data support the figures resulting from the use of 2 different branches as control and experimental groups in experimental studies. Conducting studies with more participants may pave the way for making predictions about the quality of learning in the period of mass distance education.

When the theses on the use of Flipped Learning model in language teaching are examined, it is seen that 123 data collection tools were used. While 39.84% (49) of the data collection tools were scales and 21.95% (27) were achievement tests, student notes (1.63%), focus group interview (3.25%) and student diary (3.25%) were among the least used data collection tools. In addition, achievement test (18.70%), teacher diary (6.50%) and observation form (4.88%) were also used. When the postgraduate theses on flipped learning were analyzed by Karakaş (2021) in terms of data collection tools, 68 (54.0%) were scales and interviews, 32 (25.4%) were scales, 7 (5.6%) were interviews and observations, 6 (4.8%) consisted of questionnaire and interview, 5 (4.0%) consisted of scale and questionnaire, 3 (2.4%) consisted of scale and observation, 2 (1.6%) consisted of questionnaire, 1 (0.8%) consisted of observation, document and interview, 1 (0.8%) consisted of observation and interview, and 1 (0.8%) consisted of interview. According to Doğan's (2022) findings on the distribution of data collection tools used in thesis studies in Turkey related to the "Flipped Classroom" model, a total of 387 data collection tools were used in 112 theses. The two most frequently used tools were interview form with 24.29% and achievement test with 21.19%. Considering all the studies, especially the fact that mixed research is frequently preferred has created a diversity in both quantitative and qualitative measurement tools. Achievement tests and scales are seen at the forefront to measure effectiveness due to experimental studies. Interviews supporting these test results are also among the frequently used measurement tools. The frequency of observation, student and teacher diaries and field notes can be increased to reflect the classroom environment.

When the theses (42) on the use of flipped learning in language teaching were analyzed, quantitative findings were found in 25 studies in terms of achievement and 24 studies in terms of attitude. In line with the findings, while a significant difference occurred in 68% (17) of the studies in terms of achievement, no significant difference occurred in 32% (8). When analyzed in terms of attitude, a significant difference was found in 91.67% (22) of the studies, while no significant difference was

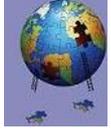


found in 8.33% (2). Looking at the results of the search for a significant difference in the experimental studies, it was determined that the positive returns of the attitude variable with the flipped learning model were higher than the achievement variable. According to Kk (2018), the age range of the groups in which the experimental process was carried out can be shown among the criteria that change the interest in this type of applications and thus the success. Kazu and Yalın (2022) concluded that the level of education could not explain the effect of the flipped classroom model on academic achievement. The reason why achievement remained in the background may be the implementation period of the experimental study. In the meta-analysis study conducted by Kazu and Yalın (2022) in which the effect of flipped classroom model on academic achievement was investigated, it was concluded that the studies applied between 10-13 weeks had the highest effect size (EB=1,766), while the studies applied for 14 weeks or more had the lowest effect size (EB=0,726). The same study also concluded that experimental studies of the flipped classroom model conducted in Turkey increased academic achievement.

Due to epidemics, natural disasters or other reasons that may disrupt formal education, the need for the flipped learning model, which is a part of distance education, is increasing day by day. Studies to be conducted in this direction are expected to carry out a needs analysis by making use of the research conducted above and to bring new solutions to problem situations.

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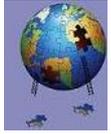
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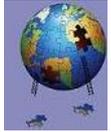
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Appendix: List of studies included in the research

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