

THE EFFECT OF FLIPPED CLASSROOM MODEL ON FOREIGN LANGUAGE EDUCATION: META-ANALYSIS STUDY

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Abstract

This paper deals with the results of meta-analysis which focuses on flipped classroom approach and its usage on students' language learning. The meta-analysis work concerns with various variables: Features of the samples, countries of the papers and effect of the flipped classroom approach on foreign language success. The selected journals and articles were searched in selected databases: Scopus, Proquest, Webofscience and Eric; databases used in libraries of universities. Found papers were examined according to the determined criteria for meta-analysis and 14 papers were decided to be used in the study. Collected data was tabulated by the researcher according to the variables and explained. The effect size measurements showed that overall effect size is 0,644 and flipped classroom approach is effective on a medium level.

Keywords: Flipped classroom, meta-analysis, language learning.