The Effect of Layered Flipped Learning Model on Students' Attitudes and Self-Regulation Skills

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To cite this article:

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Article Info	Abstract
	The aim of this study is to determine the views of students regarding their attitudes towards English lesson and the contributions to self-regulation skills while using a layered flipped learning model. One of the qualitative research methods, the ‚action research" method was used in this research. The research was conducted with students in the fifth year of a secondary school in the Western Black Sea region of Turkey. In the research process, self-regulation interview form, attitude interview form, focus group interview, student letters, self-assessment form were used as data collection tools. According to the results of the research, a positive change was observed in the motivational, self-efficacy, strategy selection, environmental arrangement, time management components of self-regulation. Also, it was concluded that there were positive changes at the end of the semester in all three components of the attitude. In addition, at the end of the semester, it was observed that students started doing extra activities to learn English better, they started to deal with English outside of the classroom and to create new opportunities to be exposed to English.

Introduction

Today, in addition to student-centered approaches, the effective use of information technologies that bring mobility to learning and teaching processes has gained importance, and the use of new technologies in education has thus made the learning and teaching processes more enjoyable by facilitating learning and teaching activities (Pala, 2006; Yanpar, 2007). One of the learning models that adopts technology and student-centered understanding is the flipped learning model. As a result of a literature review, it was observed that some studies have stated that the flipped learning model increased academic success and attitude, while others found that this model had some disadvantages. Educational problems identified in previous research, such as the fact that it is difficult to motivate students, manage the classroom and time, and involve students in activities (Boyacı et al., 2017; Talbert, 2012); students who have completed their tasks have to wait for others to finish (Danişman et al., 2017; Thoms, 2012); students do not know what to do in advance; it is not possible to control whether students watch videos or not (Bergmann & Sams, 2012); students do not participate in group activities (Johnson, 2013; Miller, 2012); and the lack of immediate correction of students" errors and mistakes (Enfield, 2012), may be solved by a layered curriculum that has the same educational philosophy as flipped learning, makes students active in the learning process, and gives students the responsibility of learning, and for this, a layered flipped learning model was developed (Ökmen, 2020).

In the layered flipped learning model, the teaching process of the flipped learning model is divided into 3 levels: A, B, and C. This model adopts a student-centered approach and aims to provide students with skills such as selection, responsibility, and high-level thinking. This model, in which the student is fully responsible for learning, is based on the understanding that students" learning styles, intelligence dimensions, readiness, and thinking systems are all different from each other (Ökmen, 2020). In the layered flipped learning model, home tasks are arranged according to the C level; class tasks are arranged according to the B and A levels. C-level tasks should be prepared as a basis for B-level tasks and B-level tasks should be prepared as a basis for A-level tasks. Students are not expected to perform every task on each level. Students complete tasks according to their interests and try to move on to the next level. Points are assigned for each task. In order for a student to move on to the next level, he or she obtains the score determined from the tasks in the current level (Ökmen, 2020). In this model, the teacher first determines the learning objectives and content and then designs the C, B, and A levels. Students are given C-level tasks to complete at home. The students complete the C-level task well enough to obtain the determined score or, if they wish, they complete more C-level tasks according to their interests and needs. Students completing the C-level tasks select B-level tasks and begin to do them in the

classroom. Students who cannot complete the C-level tasks at home are given the opportunity to complete those tasks in the classroom. If they complete the C-level tasks in the classroom, they can also begin the B-level tasks. Students who complete the B-level tasks move to the A level. The students completing the A level complete the unit (Ökmen, 2020).

The education system today has to produce individuals who can keep up with rapidly changing technology, develop themselves, analyze and synthesize information, and conduct research. Individuals should be able to absorb information, make sense of it, and use it to meet their daily needs. For this, student-centered education is thought to be important (Dönmez, 2008). Thanks to student-centered education, students are willing to develop, become aware of their individual characteristics by getting to know themselves, approach self-realization, develop their thinking skills, and cooperate (Kızılca, 2007). This educational approach helps the development of independence and the student"s responsibility, time management, self-assessment, lifelong learning, desire to learn, and access to information skills (Biggs, 1990). The competencies expected from the student at the end of student-centered education show that this form of education provides the training of individuals with self-regulation skills. Because students with self-regulation skills are always active in learning, they are aware of their abilities, advantages, and disadvantages in order to reach their goals; they can evaluate their learning processes and use their time efficiently according to their own needs; and they can organize their own learning cognitively, motivationally, and behaviorally (Pintrich, 2000b; Zimmerman, 2001).

Self-regulation is a constructivist process in which individuals set goals for their own learning, regulate their cognition and behavior, and control their own learning (Pintrich, 2000b). It expresses the psychological capacity required for individuals to maintain their thoughts, feelings, and behaviors in line with their standards, goals, and values (Forster & Jostman, 2012). There is a mutual interaction between self-regulation processes and motivational beliefs. The motivation process facilitates learning with self-regulation, which results in motivational outcomes such as performance, cognitive, affective, and ongoing motivation (Pintrich, 2003; Lens and Vansteenkiste, 2007: 143). The motivation for success affects a person"s choice of a particular task, the insistence on performing that task, the energy in maintaining the task and the performance in that process, the belief in how well they will perform the task, and how much that task is valued (Eccles, Wigfield, and Schiefele, 1998; Wigfield and Eccles, 2000).

Studies show that successful students" self-regulation skills are higher than others (Jing, 2010; Şahin & Uyar, 2013; Tekbıyık, Camadan, & Gülay, 2013; Vardar & Arsal, 2014). It is very important to acquire self-regulation skills, which is a good predictor of students" performance (Cheng, 2011). Another factor that is predictive of students" performances is the affective characteristics of a student, and attitude is one of the most important indicators of students" affective characteristics related to a lesson (Brown, 2000; Karasakal & Saracaloğlu, 2009). Attitudes are considered to have cognitive, affective, and behavioral components, and these three components are consistent. The cognitive component consists of the person"s beliefs and perceptions about an object, the affective component comprises their emotions and feelings, and the behavioral component represents the expectation of how the person behaves towards the attitude object (Atkinson et al., 2006; Ellis, 2008; Hotaman, 1995; Sakallı, 2001).

The attitudes of students to acquire desired behaviors in educational environments are extremely important (Celep, 2000). Attitudes shape human behavior, enable people to participate in daily activities, and determine the behavior of people, such as accepting or leaving a situation (Rikard & Banville, 2006). It has been observed that students who have a positive attitude towards learning perform better. Students" attitudes towards learning a subject affect their participation in learning activities. In addition, students" beliefs about obtaining information affect their efforts to learn a subject (Braten & Stromso, 2006: 1038; Duarte, 2007: 781; Özden, 2009: 91).

In this study, a layered flipped learning model was designed with the consideration of the teaching practices of English lessons. In this context, the purpose of this study is to determine the views of students regarding their attitudes towards English lessons and the contributions to self-regulation skills while using a layered flipped learning model.

Method

Research Model

One of the qualitative research methods, the "action research" method, was used in this study. Action research is research that helps practitioners, education managers, and teachers understand their work better (Glanz, 1999). It

is a systematic process of intervention based on the fact that people perform research about their professional actions and take action for change (Costello, 2007), it aims to improve the quality of action in social situations (Elliot, 1991), and it is systematic and continuous research to improve and inform educators" practices (Calhoun, 2002).

Study Group

The research was conducted with students in the fifth year of a secondary school in the Western Black Sea region of Turkey. The class size was 18 and all students were female. The research was carried out in a school with a suitable technological infrastructure and students had access to technology in their homes. The researcher was assigned to this school as an English teacher in the second semester of the 2017/2018 academic year.

Application Process

Two action plans were developed throughout the implementation. Before the first action plan was prepared, the teachers, students, and 5 English teachers working in different locations were interviewed. As a result of the interviews, information about the lesson process, materials used, assessment process, and attitudes of teachers and students towards English were obtained. After a literature review on foreign language teaching, the first action plan of the layered flipped learning model was prepared by considering the English language curriculum. The tasks sent home throughout the action plan were prepared at the C level. Class tasks were at levels B and A. The duties of the students in the process were as follows:

• Students were first asked to complete their C-level tasks at home. The C-level tasks were such that students could acquire knowledge at a basic level, such as video lectures, word slides, online games, book tasks, worksheets, and listening activities.

• After completing the C-level tasks, students started doing B-level tasks in the classroom. Students who could not complete the C-level tasks at home were given the opportunity to complete these tasks in the classroom. These students were able to start their B-level tasks if they finished their C-level tasks in the classroom. B-level tasks were tasks that required higher skills, such as dice games, dart games, role-playing, and story creation, where students could apply what they learned in the C-level tasks.

• Students who completed B-level tasks moved on to the A level, which is the last level. Students who completed the A level completed the unit. A-level tasks were such that students developed skills and competencies such as creative thinking, working creatively with others, judgment and decision-making, and project production. These tasks included dictionary preparation, research, poster preparation, and song composition.

Students were given a list of home tasks they needed to do before the next lesson and a list of classroom tasks they would do in the classroom. The students were asked to choose the tasks and complete them in order to obtain the score specified by the task list. The home tasks were sent to the students via the Education Information Network (EIN) of the Ministry of National Education and WhatsApp or by uploading them to portable memory. As the students completed their tasks, they delivered them to the teacher in the same way. The students reported their chosen classroom tasks to the teacher via EIN or WhatsApp before beginning the lesson. In this way, the materials could be prepared in sufficient numbers and groups were formed beforehand. After the students finished a task, their tasks were evaluated according to the task"s scoring instructions and the task lists were signed. After each level, a certificate of achievement was distributed to the students in order to motivate them.

The first action plan was designed to last for 4 weeks and 12 hours. However, the first action plan was completed in 5 weeks and 15 hours because the students completed their tasks one week later than planned. During the first action plan, task evaluation forms collected from students every week, reflective diaries written by the teacher after each lesson, and video recordings were analyzed meticulously and the second action plan was prepared in line with the data obtained. The second action plan was originally prepared to last for 4 weeks and 12 hours, covering units 7 and 8. However, according to the results obtained from the students" feedback and class observations, it was decided that the third action plan was not needed.

Data Collection

Self-Regulation Interview Form

Self-regulation skills have five components including motivation, learning strategies, usage of time, and monitoring performance in both the physical and social environments (Dembo & Seli, 2008). In addition, Pintrich (2000a) stated that it is important to establish motivational self-efficacy beliefs in order to develop self-regulation skills. For this reason, self-regulation interview questions were prepared by considering these components. The interview form was finalized in consultation with expert opinion. The questions asked in the interview form and the relationship of these questions with self-regulation skills are shown in Table 1.

Table 1. Interview Questions with Self-Regulation Skill Components

Sub-dimensions of self-regulation	Interview questions
Motivation	Do you want to learn English? Why?
Self-efficacy	Do you think you can learn English? Why?
Strategy selection	What are you doing in class to learn English?
	What are you doing at home to learn English?
Environment arrangement	Do you organize a special working environment while studying English? How?
Time management	How much time do you allocate time for studying English?
	• How do you organize your time to study English?
	• If you do not allocate time for studying English, why is that? What should you do?

Attitude Interview Form

Attitudes are composed of three components: cognitive, affective, and behavioral components (Atkinson et al., 2006; Sakallı, 2001; Ellis, 2008). In the form that was developed to determine the attitudes of the students after expert opinion was obtained, questions that could reveal these three components of attitude were included. The questions asked in the attitude interview form and their relationship with attitude are shown in Table 2.

Table 2. Attitude Interview Form and Questions

Components of Attitude	Questions
Cognitive component	What are your thoughts on the English lesson?
	What do you think about the necessity of learning English? Why?
Affective component	Do you like English Why?
	How do you feel before, during and after your English lesson?
Behavioral component	If English was an elective lesson, would you like to choose this lesson? Why?

Student Journals

Before the application started, students were asked to write a letter describing their feelings and thoughts about the English course. Students were then asked to write a letter to their teachers each week in order to understand the affective effects of the application on the students and the effects of the students" attitudes towards the course. Journals containing the final feelings and thoughts about the English course were written by the students at the end of the semester.

Self-Evaluation Form

In order to evaluate the effect of the application process and the activities performed on the students" cognitive learning and to reveal the learning strategies used by the students in the learning process, the students completed self-assessment forms at the end of the unit. Students filled out 5 different self-assessment forms for a total of 5 units.

Focus Group Meeting

A focus group interview was held at the end of the semester. In the focus group interview method, people with commonalities are brought together and asked for their views and thoughts on a particular topic. Instead of individual ideas or opinions of the participants, the goal is to reveal common views and ideas (Kılıç et al., 2019). Focus groups usually consist of 7-10 people (McCawley, 2009; Royse et al., 2009). In this study, focus group interviews were conducted with 10 volunteer students in an empty classroom of the school. Focus group interviews aimed to learn the students" feelings and thoughts about the application. Before the interview, the students were informed that their identities would be kept confidential and permission was asked to use a voice recorder. The interview lasted 54 minutes.

Data Analysis

The descriptive analysis method was used to analyze the data obtained from the research. In descriptive analysis, data obtained are summarized according to the categories previously determined and then interpreted. The aim is to present the findings to the reader as a whole. In descriptive analysis, it is possible to describe and interpret data in a systematic way and thus reach the meaning of the findings (Bryman, 1988; Lincoln & Guba, 1985; Kılıç et al., 2019). In this study, the following steps were applied: determining the categories that would be the stages of descriptive analysis, classifying the data within these created categories, and examining the relationships by interpreting them (Kılıç et al. 2019). First, categories were determined in line with the literature and the purposes of the research. The raw data were then placed according to the specified categories without comment or explanation. Finally, the data placed into the categories were associated with each other and comparative tables were used to make the findings understandable. Students were coded as S1, S2, S3... and quotations from the students" discourses are presented using their original expressions.

Validity and Reliability

Data diversification was performed to make the research reliable. Self-assessment forms, attitude and self-regulation interview forms, student journals, and a focus group interview were used as data collection tools. Before administering the self-assessment form, attitude and self-regulation interview forms, and focus group interview questions, expert opinion was consulted. The data collected within the scope of the research were coded twice with the code-recode strategy. This strategy requires the researcher to encode the same data twice, with at least one or two weeks of waiting time between the encodings.

The results of the two encodings are compared to see if they are the same or different (Anney, 2014). Within the scope of this research, the focus group interview was recorded by the researcher and consistency was calculated using the reliability formula proposed by Miles and Huberman (1994): Reliability = Consensus / (Consensus + Disagreement). The agreement between the codings was found to be 91% for the focus group interview, 92% for student journals, 89% for the attitude interview form, and 87% for the self-regulation interview form. Studies with a coefficient of agreement above 70% are considered reliable (Miles and Huberman, 1994). This shows that the present research is reliable.

Results

Self-Regulation Skill

Findings related to self-regulation skills were examined within the categories of "Motivation Component," "Self-Efficacy Component," "Environmental Arrangement Component," "Time Management Component," and "Strategy Selection Component."

Motivation Component

Findings of the motivation component of self-regulation skills according to the analysis results of the self-regulation interview form, student journals, and focus group interview are presented in Table 3 for a comparison between the beginning and the end of the semester.

Table 3. Views on the Motivation Component

	Beginning of Semester		End of Semester
I want to learn	Required Easy There is an exam I want to talk to people in other countries I want to go to other countries	I want to learn	Enjoyable I love I want to go abroad I want to improve myself I want to talk to foreigners I think it will help in my profession I want to understand songs and writings in English I feel happy when I speak English
I don't want to learn	Hard Boring Unnecessary I do not understand I do not like writing		

As can be seen in Table 3, while there were students who wanted to learn and who did not want to learn English at the beginning of the semester, there were no students who did not want to learn at the end of the semester. Students who wanted to learn English at the beginning of the semester stated that it must be learned because there is an exam, because it is easy, and because they wanted to communicate with people in other countries. Students expressed their thoughts about this subject as follows: S2: "*I need to learn this…because it has an exam. Otherwise I can't get credit*." S7: "*I think English is an easy course. We need to learn to speak if we go abroad*."

Students who did not want to learn English stated that the course was difficult and boring and that they did not understand the lessons. S14 stated that she did not understand and had difficulty in the course as follows: "*To be honest, I do not understand anything. I can't make sentences at all. This is the hardest class for me*." S15, who did not want to learn, expressed her thoughts as follows: "*English means writing for me. I don't like writing. That's why I don't like the class. I think that's why I don't understand*."

It was seen at the end of the semester that the motivation of the students towards the course had developed positively and the reasons for wanting to learn had changed compared to the beginning of the semester. The students stated that they started to like the course, to find it fun, to think that English was important for their personal and professional development, and to speak English. S12 expressed her thoughts about this subject at beginning of the semester as follows: "*In fact, this class is boring. I feel sleepy once in a while. Don't tell, but earlier I was sleeping*." At the end of the semester, the same student explained that her thoughts had changed: "*Thanks to you, I love this course. I am curious about English songs and articles. I want to understand them, so I want to learn this material better*." Likewise, S3 stated that she did not want to learn at the beginning of the semester as follows: "*Actually, my grades are not too bad, but I can't speak well. Actually, I don't understand much. It is okay if I don't learn*." However, at the end of the semester, her thoughts had also changed, as follows: "*I can now speak a little in English. I feel very happy. I'm talking at home, too. I feel different when I say something to my mom*."

Self-Efficacy Component

The findings of the self-efficacy component of self-regulation skills according to the analysis results of the self-regulation interview form, student journals, and focus group interview are presented in Table 4 for a comparison between the beginning and the end of the semester.

Table 4. Views on the Self-Efficacy Component

	Beginning of Semester		End of Semester
I can learn	It is easy lesson I am a successful student		Enjoyable I love
I cannot learn	I do not want I do not understand Difficult lesson Unnecessary lesson I can't do it even though I try My grades are good but I don't believe I can speak	I can learn	I understand I try Easy lesson I'm always active in class Activities are educational I can make sentence I'm confident Because the lesson is taught in this way

As can be seen in Table 4, while there were both students who thought that they could learn and thought that they could not learn English at the beginning of the semester, there were no students who thought that they could not learn at the end of the semester. While some students thought that they could learn because the course was easy and they were successful at the beginning of the semester, most of the students stated that they could not learn because they did not want to, they did not understand, or they had difficulties. S2 stated that she could learn the lessons as follows: "*Of course I can learn. I am a successful student. All of my grades are [the highest]*." In contrast, S11 stated her thoughts as follows: "*I don't feel like I can learn much. I'm trying. I'm completing the tests at home. But I do not understand*."

It was seen that at the end of the semester the students" beliefs that they could learn English had increased and their opinions about learning had changed because they found the course enjoyable, they loved it, they were active in the course, and the course was taught with a new model. S9 had stated at the beginning of the semester that she could not learn English: "*This course is very difficult. To make a sentence… I don't think I can speak English*." However, she explained that her thoughts had changed at the end of the semester as follows: "*If the class is taught in this way, I think everyone will learn. I am always active in the course. I'm doing something. I am having so much fun*." Likewise, S15 stated her thoughts at the beginning of the semester as follows: "*...maybe I can learn if I want. But I don't want to deal with it. We have a lot of homework to do*." However, she also explained that her thoughts had changed at the end of the semester: "*I worked at home once. Then we learn a lot with the activities we do. I think I can learn this lesson even more because I love it*."

Strategy Selection Component

Findings of the strategy selection component of self-regulation skills according to the analysis results of the self-regulation interview form, student journals, and focus group interview are presented in Table 5 for a comparison between the beginning and the end of the semester.

Table 5. Views on the Strategy Selection Component

	Beginning of Semester	**End of Semester**
In Classroom	I solve a test	I take notes
	I listen to the teacher	I play a game
	I attend activities	I makeh a dialogue
	I try to get the right to speak	I present
	I take notes on my notebook	I attend activities
		I prepare a poster / invitation card
		I help my friends
		I try to finish my tasks on time
At Home	I solve a test	I access EIN
	I do homework	I review the subject
	I review the subject	I make a dialogue
	I use the dictionary	I work on the word slide
	I learn by coding	I watch a lecture video
	I want help from my family	I work with my older sister
	I try to memorize	I pretend to tell someone else
	I try to memorize words	I try to speak English with my parents
	I do the activities in the book	I try to translate what I heard into English
	I solve the questions I do not understand	

As can be seen in Table 5, the strategy selection component of self-regulation consists of two themes: "in the classroom" and "at home." The strategies that students applied at home and in the classroom at the beginning of the semester were different compared to the end of the semester depending on the features of the application.
At the beginning of the semester, students used strategies such as test-solving, listening to the teacher, and writing in a notebook in the classroom, but at the end of the semester they started to use strategies such as taking notes, making presentations, creating dialogues, preparing posters, and explaining things to friends. This shows that students started to use different strategies to apply the information and create a new product by the end of the semester. Thus, the students started to use what they learned and to apply strategies that required higher skill levels.

At the beginning of the semester, students used strategies such as memorizing, test-solving, coding, and completing book activities, but by the end of the semester they had started to use strategies such as completing

speaking activities and online activities, explaining things to other people, and working on word slides/lecture videos. This shows that the students tried to do activities at home to improve their speaking skills rather than classic paper-and-pencil tasks to learn English. At the end of each unit, the students wrote on the self-assessment forms how they had acquired the outcomes of the unit and what strategies they had used. The strategies from the self-assessment forms are shown in Table 6.

Table 6. Strategies in the Self-Assessment Form

1.Self-Assessment Form	2.Self-Assessment Form	3.Self-Assessment Form	4.Self-Assessment Form
Making dialogue	Making dialogue	Making dialogue	Making dialogue
Playing game	Playing game	Doing home and class tasks	Doing home and class tasks
Doing home and class tasks	Doing home and class tasks	Working with her parents	Working with her parents
Working with her parents	Working with her parents	Working with a friend	Working with a friend
Working with a friend	Working with a friend	Reviewing subject	Reviewing subject
Reviewing subject	**Working on lecture videos**	Working on lecture videos	Working on lecture videos
Doing activities	**Making sentences**	**Studying worksheets**	Making sentences
Preparing poster	**Telling her family**	**Working with brothers**	Telling her family
		Playing dice game	Working word slides
		Working word slides	Taking notes while watching lecture videos
		Taking notes while watching lecture videos	**Preparing speech**
			Preparing the game
			Telling her friends

As can be seen in Table 6, students tried different strategies to learn better during the semester. Strategies in bold font in the table are strategies not mentioned in the previous self-assessment forms. More strategies were listed in each new self-assessment form than the previous ones. At the beginning of the semester, while students stated that they only watched the video slide and the lecture videos and completed tasks, in the 3rd and 4th self-assessment forms they stated that they had started to take notes while watching the video slide and the lecture videos. Students had developed strategies by the 4th self-assessment form such as preparing speeches, explaining things to others, and preparing a game to provide better learning even though those were not among their assigned tasks. It can be said that the positive change in the motivation and self-efficacy component of self-regulation affected this situation. Students may have begun to develop new strategies because they had decided that they loved English, wanted to learn to speak, and found the course useful, and their beliefs that they could learn changed positively.

Environmental Arrangement Component

Findings of the environmental arrangement component of self-regulation skills according to the analysis results of the self-regulation interview form, student journals, and focus group interview are presented in Table 7 for a comparison between the beginning and the end of the semester.

Table 7. Views on the Environment Arrangement Component

Beginning of Semester	End of Semester
I do not make changes	I work alone
I am alone	I arrange my table
I take my books with me	I go to a quiet place
I clean and arrange the table	I remove things that distract me
I prepare a quiet and illuminated environment	
I remove things that distract me	

As can be seen in Table 7, while there were a few students who did not make any changes in their environments at the beginning of the semester in terms of the environmental arrangement component of self-regulation, at the end of the semester it was seen that students preferred to be alone while studying, arranged their desks, and removed the things that would distract them.

Time Management Component

Findings of the time management component of self-regulation skills according to the analysis results of the self-regulation interview form, student journals, and focus group interview are presented in Table 8 for a comparison between the beginning and the end of the semester.

Table 8. Views on the Time Management Component

	Beginning of Semester		End of Semester	
I allocate time	I solve a test		I allocate time	First I study word
	I review the subject			I do my tasks
	First I do my difficult homework			I review the subject
	I try to memorize words			I study with my parents
I cannot allocate time	I do not want to deal			I try to make a sentence
	If there is no homework, I do not look at it at all			I try to talk to myself
	There is no time because of my other classes			I plan to complete and send my tasks
	No time left because of my little brother			
Allocated time	I allocate no more than half an hour		Allocated time	Half an hour before the class
	I allocate time according to the amount of homework			Two or three times a week to finish tasks
				One hour a week

As can be seen in Table 8, while there were both students who allocated time and did not allocate time for learning English at the beginning of the semester, there were no students who did not allocate time at the end of the semester. It can be said that the positive change in the motivation and self-efficacy component of self-regulation had an effect on this situation. Students may have started to allocate time for learning English because they believed they could learn it, they loved the course, and they found it useful. In addition, there was not much change in the amount of time allocated at the beginning and at the end of the semester. It was seen that students performed activities such as test-solving, repetition, and memorization of words during the time they had allocated for learning English at the beginning of the semester. The students who did not allocate time for learning English at home stated that they did not want to deal with it, they did not need to do anything if there was no homework, or that they had no time.

At the end of the semester, the activities that the students performed during their allocated time for English lessons varied depending on the features of the application during the semester. Instead of test-solving, word memorization, and classic book assignments, students started to complete tasks, form sentences, and do speaking activities. S3, who did not allocate time for learning English at the beginning of the semester, explained it as follows: "*I don't even think about it if there is no homework.*" However, she explained that she allocated time at the end of the semester as follows: "*After completing my tasks, I try to talk to myself at home, so I can do class tasks more easily.*" Likewise, at the beginning of the semester, S18 had stated that "*We have more homework for math and science. I do that all week. There is no time for English.*" At the end of the semester, however, she explained that "*First of all, I am planning what to do and when to send it. Then I complete my tasks.*" The students spent enough time to complete their tasks. This shows that the model applied in this study does not increase the amount of time that students allocate at home and they can come prepared for the lesson by allocating a maximum of one hour per week.

Attitude towards the Course

Students" attitudes towards the course were examined according to the three components of attitude: the cognitive component, affective component, and behavioral component.

Cognitive Component of Attitude

Findings of the cognitive component of attitude according to the analysis results of the attitude interview form, student journals, and focus group interview are presented in Table 9 for a comparison between the beginning and the end of the semester.

Table 9. Views on the Cognitive Component of Attitude

	Beginning of Semester		End of Semester
View on the course	It is important It is hard It is boring It is absurd English means word memorization and writing I don't know / understand why I learn I think it will be the mother tongue soon	View on the course	It is educational It is important It is informative It is funny It improves my intelligence It changes my life
It should be learned	It has the exam I think it will become a mother tongue soon Most people in the world speak this language I want to understand foreign movies / songs	It should be learned	I want to go abroad I want to talk to foreigners I want to read foreign books / journals I want to get to know other countries / people better Learning languages is fine / enjoyable / fun English should be learned if the lesson is taught by this way
It should not be learned	I do not like I cannot learn I do not understand at all I don't want to learn I don't think I can learn I have difficulty to understand		

As can be seen in Table 9, the cognitive component of attitude consists of three themes: "Views on the course," "It should be learned," and "It should not be learned." The students thought that the course was important, difficult, or boring at the beginning of the semester and they stated that they did not understand why they had to learn English. At the end of the semester, they had started to think that the course was important, fun, and instructive. At the beginning of the semester, S17 stated that "*I think English means memorizing and writing a lot, because we always do that. It is very boring.*" At the end of the semester, however, she said: "*If English is taught like this, it is a fun course. You learn a lot of things in this course.*" S9 stated that she did not understand why she had to learn English at the beginning of the semester as follows: "*...why are we learning English, for God's sake? Why [not] Turkish? This is a very difficult course. I do not understand.*" The same student stated that her mind had changed at the end of the semester as follows: "*I think we are learning new things in English, we are making sentences and our intelligence is improving. So, it was an important course, actually.*"

There were students who thought that English should be learned at the beginning of the semester, but there were also students who thought it should not be learned. However, this situation had changed by the end of the semester and there were no students who thought that English should not be learned. Students stated that English should be learned because it is enjoyable to learn new languages, they wanted to meet and talk to foreign people, and they wanted to go abroad. One of the students who thought that English should be learned at the beginning of the semester, S7, explained that English was a language of exploitation, as follows: "*We have to learn, of course, because the British are going to exploit everywhere and everyone will speak English. We have to learn this language so that we can speak to others.*" In other words, she thought that she needed to learn English out of necessity, even from a sense of anxiety, and not willingly. At the end of the semester, the same student stated that she should learn English not from necessity or anxiety, but rather to learn about other cultures, as follows: "*I think it is fun to learn a new language. I want to know about other countries. I cannot know that well if I do not learn English.*"

Among the students who thought that English should not be learned at the beginning of the semester because they did not like it, had difficulty, did not understand, or did not think that it could be learned, S11 stated: "*Actually, I don't think I can learn. I'm trying. I'm completing the tests at home. But I don't understand.*" At the end of the semester, the same student stated that her mind had changed: "*If the course is taught in this way, it must be learned. The lessons are fun.*" Likewise, at the beginning of the semester, S18 had stated that "*It would be good if it were not learned. I do not understand. It seems very difficult to me. There are a lot of words. Making a sentence is already the biggest problem.*" At the end of the semester, in contrast, she stated that "*Learning languages is good now. I want to read foreign magazines about celebrities. I want to meet them. So no matter how much I learn, it helps me.*"

Affective Component of Attitude

The findings of the affective component of attitude according to the analysis results of the attitude interview form, student journals, and focus group interview are presented in Table 10 for a comparison between the beginning and the end of the semester.

Table 10. Views on the Affective Component of Attitude

	Beginning of Semester	End of Semester
General feeling about the course	I love I wonder I do not like I do not want to attend classes I cannot enjoy the course at all I closed myself to English If I love the teacher, I love the course I can't love it because of my old teacher I have trouble with the days of the course	I do not feel boring I love very much I have fun I started to love I feel I changed I want to be active in course I feel like I live my best minutes I love because I can learn it English brings happiness to my life
Feeling before the course	Happy Curious Normal Bored Anxious Complicated Nothing	Happy Curious Excited
Feeling during the course	Happy Normal Tired Bored Sleepy Nothing	Happy Funny Relaxed
Feeling after the course	Tired I feel like I get rid of Happy because course is over I feel like time is passing slowly I question whether I learned Nothing	Happy Relaxed Confident

As can be seen in Table 10, the affective component of attitude consists of four themes: "General feelings about the course," "Feelings before class," "Feelings during class," and "Feelings after class." The general feeling of students about the course had changed positively by the end of the semester. At the beginning of the semester, while a few students said that they liked and wondered about the course, most of the students stated that they did not like the course, did not want to attend, and got bored. At the end of the semester, students stated that they loved the course, had fun, and wanted to attend. S13 had explained that she did not like the course at the beginning of the semester as follows: "*To be honest, I closed myself off to [this topic] in primary school. My teacher in primary school was very difficult… That's why I couldn't enjoy the lessons.*" At the end of the semester, the same student said that her mind had changed: "*I changed thanks to you. Now I have started to like the course, because I'm having a lot of fun*." Likewise, another student had stated that she did not want to attend the course at the beginning of the semester as follows: "*I get bored in class. We always do the same things. That's why I don't want to come to class*." At the end of the semester, though, the same student stated that her mind had changed: "*I am having a lot of fun now. English really brings happiness to my life*."

The students" feelings before, during, and after class had changed positively according to their statements at the end of the semester. All of the students had started to feel happy and comfortable before, during, and after class. The fact that home and classroom tasks were interesting and organized in a fun way may have been effective in this situation. In addition, the fact that students had the chance to perform their desired tasks at the speed that they wanted may have made them feel more happy and comfortable before, during, and after class.

Although there were students who felt happy and normal before class at the beginning of the semester, most of the students felt bored or anxious, or else did not feel anything. However, this situation had changed by the end of the semester and all students started to feel happy, curious, and excited. While some of the students felt happy and normal during class at the beginning of the semester, most of the students felt tired, bored, or sleepy. At the end of the semester, it was seen that there were no students who felt bad during class and that the students felt happy, enjoyed the class, and felt relaxed. It was seen that at the beginning of the semester there were no students who felt good after class, and students felt tired. They stated that time passed slowly and they were not sure whether they had learned anything in class or not. This situation had changed completely by the end of the semester and students started to feel happy, relaxed, and confident.

Behavioral Component of Attitude

Findings of the behavioral component of attitude according to the analysis results of the attitude interview form, student journals, and focus group interview are presented in Table 11 for a comparison between the beginning and the end of the semester.

Table 11. Views on the Behavioral Component of Attitude

	Beginning of Semester		**End of Semester**	
If it was not compulsory course	She would choose it	There is an exam It is fine lesson I Have Trouble It is necessary To learn better I would choose if I like the teacher	She would choose it	I like it It is educational It is enjoyable/fun To learn better Now it is easy I would choose if it is taught in this way I would choose if there are activities
	She wouldn't choose it	I do not like I do not understand		
Approaching / avoiding classes		I play in English I don't want to come to lessons I don't want to come to lesson if I don't have to		I play in English I want to have lessons every day I started listening to English songs I want to be an English teacher I am trying to speak English outside I think the English of what is said on TV

As can be seen in Table 11, the behavioral component of attitude consists of two themes: "If it were not a compulsory course" and "Approaching/avoiding classes." Although most of the students stated that they did not like English, had difficulty, and got bored as seen for the affective and cognitive components of attitude, at both the beginning of the semester and the end of the semester they stated that they would choose this course if it were elective. At the beginning of the semester, only a few students stated that they would not choose this course because they did not like it or understand it.

It was seen that there was a difference at the end of the semester in the reasons of the students who had stated that they would choose the course if it were an elective. While at the beginning of the semester some of the students had stated that they would choose the course because they had difficulty, because they had to take an exam, and if they liked the teacher, at the end of the semester they stated that they would choose the course because they loved it, because it was now an easy course, and if this model were applied. This shows that the students will choose this course not because they feel it is compulsory, but because they feel happy and want to be in the classroom environment. At the beginning of the semester, S12 stated why she would choose this course as follows: "*Of course I would choose it, because I'm having trouble. I don't want a low score on my report card.*" At the end of the semester, the same student had changed her mind: "*If every lesson is going to pass like this, if we will be doing such different activities, of course I will choose it. It is so much fun.*" Likewise, another student had stated at the beginning of the semester that she would not choose this course as follows: "*I would never choose it. I don't understand it anyway. I'm sleepy in class.*" At the end of the semester, however, the

same student stated: "*I would choose it because I have so much fun. We are learning a lot of things. But of course this happens if the class is taught in this way*."

The change in students" cognitive and affective components caused changes in the behavioral component. It was seen that at the beginning of the semester, when students played games, they were exposed to the English language outside of the classroom environment, they did not do anything related to English, and they did not want to come to class. At the end of the semester, however, this situation had changed positively and students started to listen to foreign music outside of the classroom, spoke English by themselves when they did not have tasks, translated what they heard on television, dealt with English outside of the classroom, and created opportunities to be exposed to English. S1 explained that she did not want to come to class at the beginning of the semester: "*If everything was the way I wanted, I wouldn't come to English classes. I would decrease the English lesson time*." At the end of the semester, the same student stated that her mind had changed as follows: "*[My teacher] does not believe it if he hears it, but I think of some things in English at home now. For example, while I watch TV series, somebody says something close to what we learned. I'm trying to find its English meaning, I say it to myself. It's fun*." Likewise, S6 stated that she did not want to come to class at the beginning of the semester: "*I guess I would not have come to this class if it wasn't an important one. I wouldn't have to learn it, anyway. But don't think my English is bad because I say that. I'm not so bad at it*." At the end of the semester, the same student stated the following: "*I want to be an English teacher now. How nice if I could talk like you*."

Discussion and Conclusion

According to the findings obtained from this research, a positive change was observed in the motivational component of self-regulation at the end of the semester. It was seen that students did not want to learn English at the beginning of the semester because they found it difficult, boring, and incomprehensible. At the end of the semester, it was concluded that the layered flipped learning model had increased the students" motivation and desire to learn English, and the students" reasons for learning English had also changed according to the beginning of the semester. As in this study, choosing interesting teaching activities, supporting students positively, praising them, giving awards for success, and giving students more freedom are methods used to increase student motivation and each of these has positive effects on learning (Zimmerman & Schunk, 2007: 4).
A positive change was observed in the self-efficacy component of self-regulation at the end of the semester. At the beginning of the semester it was stated that English cannot be learned because it is a difficult and incomprehensible course. Using the layered flipped learning model, at the end of the semester, it was observed that students" positive beliefs about learning had increased because they found the lessons fun and they were active. Providing students with challenging tasks, organizing achievable and meaningful activities, and supporting and encouraging students" efforts all enable students to develop a strong sense of self-efficacy based on their own initiative (Pajares, 2007: 134). The individual"s past experiences of success in one area increase the expectation of success in the same area or in similar situations and positively affect the perception of self-efficacy (Bandura, 1997). In the layered flipped learning model, giving students gradually challenging tasks, helping them set short-term and task-based goals, teaching them to evaluate their own work and achievement levels (Margolis & McCabe, 204), leaving the control of learning to the students (Bandura, 1997), giving students choices about what to do (Pintrich, Roeser, & De Groot, 1994), and supporting collaboration, sharing, and teamwork instead of competition (Margolis and McCabe, 2004) all support the development of students" self-efficacy perceptions.

It was concluded that the layered flipped learning model had a positive effect on the strategy selection component of self-regulation. While students used study strategies to get high marks on exams at the beginning of the semester, they started to use study strategies to learn and use English by the end of the semester. Learning strategies are cognitive strategies such as repetition, interpretation, and organization to manage, learn, and remember and they represent the organization of students" efforts to perform academic tasks (Pintrich & De Groot, 1990). Research has shown that students who develop self-regulation skills strive to achieve their personal goals, take into account the existing conditions in their efforts to achieve their goals (Boekaerts, 2002), and have high self-efficacy and use self-regulation strategies effectively (Zimmerman, 2000).

Students were observed to develop and implement different strategies such as taking notes, preparing speeches, explaining things to others, and preparing games that would help them learn better even though these were not among their assigned tasks during the semester. The reason for this may be the positive change in the self-efficacy component because students with high self-efficacy perceptions set goals, undertake the necessary efforts to achieve those goals, and develop strategies (Bandura, 1997). The positive change seen in the

motivational component of self-regulation had an effect on students developing new strategies to learn better. In other words, there is a mutual relationship between students using self-regulation strategies and their motivational beliefs. Highly motivated students perform and improve better than others (Zimmerman & Schunk, 2007). Motivational beliefs are related to a student''s perspective and beliefs regarding academic performance and cognitive activities in the classroom. For this reason, it is important that students be motivated to use self-regulation strategies to regulate the learning process (Pintrich & De Groot, 1990). There are studies in the literature showing that the use of self-regulatory learning strategies increases student achievements (Jing, 2010; Şahin & Uyar, 2013; Tekbıyık, Camadan, & Gülay, 2013; Vardar & Arsal, 2014). Therefore, teachers should make suggestions to their students about self-assessment, the setting of goals, learning strategies, motivation, and self-monitoring (Cheng, 2011).

It was observed that the layered flipped learning model caused a positive change in the environmental arrangement component of self-regulation by the end of the semester. This coincides with the findings of Öztürk and Çakıroğlu (2018), who also stated that the flipped learning model had a positive effect on the environmental arrangement component of self-regulation. A positive change was also observed in the time management component of self-regulation at the end of the semester. The activities carried out during the time allocated for learning English had changed and new activities for using English were being performed. By showing students that they could succeed, the layered flipped learning model improved their time allocation behaviors for learning English. In their work, Zimmerman and Martinez-Pons (1986) showed that highly successful self-regulatory learners manage time, and, as a part of time management, students can make decisions about how to organize their efforts and the intensity of work and create goals. Öztürk and Çakıroğlu (2018) also reached the conclusion that the flipped learning model is moderately effective on the time management component of students'' self-regulation skills.

It was concluded that the layered flipped learning model does not increase the time students spend studying at home. In the literature, there are studies showing that home activities require a lot of time and that the videos for home viewing are long, and these are reported as the most common problems related to pre-class activities in the flipped learning model (Fraga & Harmon, 2014; Simpson & Richards, 2015; Tan, Brainard, & Larkin, 2015; Young et al., 2014). Home activities should be prepared so that students can work without getting bored. Videos are recommended to be a maximum of 15 minutes. It should not be forgotten that the shortness of pre-class working time is a motivating factor in student participation (Bergmann & Sams, 2012; Tan, Brainard, & Larkin, 2015).

The effect of the layered flipped learning model on students'' attitudes towards this course was examined and the following conclusions were reached. First, there was a positive change in the cognitive component of attitude by the end of the semester. At the end of the semester, it was seen that students had started to think that the lessons should be learned, to feel the importance of language learning, and to wonder about new cultures and people. Noursi (2013) defined the attitude towards foreign language learning as comprising the perception, understanding, beliefs, and experiences of the learner. While the positive development of the learner towards the language to be learned and the related culture leads to success, the development of a negative attitude causes failure. In foreign language teaching, if the learner does not like the language, does not want to learn the language, or fails to internalize the belief that learning the language will bring great benefit in the future, success cannot be achieved even if the other components are ideal (Gürel, 1986).

Second, it was concluded that the positive change in the cognitive component of attitude was consistent with the self-efficacy component of self-regulation. Students who believe that they will be successful in a course, subject, or task and who have the ability to complete the task develop positive feelings about it. In this respect, high self-efficacy has a positive motivating effect for the lesson or task (Pintrich & De Groot, 1990). Yamaç (2011) also concluded in his study that self-efficacy beliefs affect students'' attitudes towards their courses.

Third, a positive change was observed in the affective component of attitude at the end of the semester. It was observed that students'' negative feelings about the course at the beginning of the semester had changed by the end of the semester. Students reported that they loved the course, had fun, found it useful, and wanted to attend. According to Smith (1971), most students have a negative attitude towards foreign language lessons from the first day. Students'' finding the lessons meaningless, boring, and difficult negatively affects their success in learning a foreign language. For this, first of all, it is necessary to determine students'' attitudes and make necessary educational changes and innovations. The success of a foreign language student is directly related to how eager he or she is to learn the target language (Gardner & MacIntyre, 1993). Foreign language students with a positive attitude tend to learn the language faster and more easily. Such a positive attitude also affects students'' active participation in the course. Students who enjoy the course and find it fun participate more in

lessons and become more active (Krashen, 1981). A nervous, anxious, or frustrated language student does not accept the input required for language acquisition and as a result cannot achieve language acquisition (Lightbown and Spada, 1999).

Thanks to the layered flipped learning model, students" feelings before, during, and after class had changed positively by the end of the semester. It was concluded that at the beginning of the semester, students felt tired, bored, and sleepy during class, and at the end of the semester they felt happy and excited and they enjoyed the lessons. During the teaching process, when students find the activities prepared for their achievements in the classroom and the home environment enjoyable and attractive, they show an active desire to participate in their learning experiences. Therefore, the activities used during the teaching process are very important for learning. The contributions of the activities used in a course to the students" permanent learning and the development of a positive attitude towards the course are very important (Camci, 2012: 33). Educational environments in which students simply watch while sitting at their desks and the teacher is the only actor in the classroom do not attract the attention of the students. It is seen that effective and permanent learning is not possible in such environments (Valls & Ponce, 2013). In the literature, there are studies concluding that applications centering on the students and arranging the teaching process according to their interests and needs have a positive effect on the attitudes of students towards their courses (Koç & Demirel, 2004; Şahin, 2015; Topan, 2013).

It was also determined at the end of the semester that there was a positive change in the behavioral component of attitude. Positive attitudes cause students to exhibit positive behaviors related to the lessons, connect to the work, participate in learning activities, and make more efforts to learn. Negative attitudes cause students to escape, not want to work, and complete activities reluctantly or by force (Duarte, 2007: 781; Oruç, 1993; Scheiter & Gerjets, 2007).

At the end of the semester, it was seen that the students were doing extra activities in order to learn English better; they started to deal with English outside of the classroom and to create new opportunities to be exposed to English. An individual who has a positive attitude towards an object tends to act positively, approach it more, show affinity with it, and support or help it. An individual with a negative attitude tends to be indifferent or avoid the object, criticize it, or even harm it (Aydın, 1987; Erdoğan, 1999; Hotaman, 1995). Accordingly, it can be said that the students developed positive attitudes towards the English course.

In this study, it was seen that the positive changes in the cognitive component of attitude caused a positive change in the affective component, while the positive changes in the cognitive and affective components of attitude caused a positive change in the behavioral component of attitude. It is assumed that there is a strong relationship between the components of attitude and there is often internal consistency among these components (İnceoğlu, 2000; Rokeach, 1986). The affective component of attitude is closely related to the cognitive component. In this regard, the emergence and the direction of affective attitudes depend on the data revealed by the cognitive component (Ellis, 2001). The behavioral component is revealed depending on the cognitive and affective components (Başaran, 1997). Accordingly, it was seen at the end of the semester that with the changes in the cognitive component of attitude the students thought that the course was important, informative, and enjoyable; the students had increased curiosity, wanted to participate in the lessons, and loved the course.

Recommendations

Based on the results reached at the end of the research, the following recommendations have been developed:
- In-service trainings should be organized so that teachers can design teaching processes according to the layered flipped learning model.
- Students should be given options about their activities and each student should be given the opportunity to take responsibility for his or her own learning.
- Group activities involving cooperative learning activities should be included in the teaching process.
- Activities should be prepared to keep students active, to help them practice, and to attract students.
- Students should be given the opportunity to evaluate themselves in order to determine the degree of achievement of goals.
- Activities in the teaching process should be based on levels and each level should provide a preparatory foundation for the ones to follow.
- Classroom tasks should be prepared so that students can practice what they learn and work collaboratively.

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