

## **FLIPPED CLASSROOM STRATEGY EFFECTS ON STUDENTS' ACHIEVEMENTS AND MOTIVATION: EVIDENCE FROM CPFS LEVEL 2 STUDENTS AT WIUT**

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### **ABSTRACT**

This study was carried out to investigate the effects of flipped classroom strategy on students' achievement and motivation to learn Math and English Language among pre-foundation students at Westminster University in Tashkent. The study population includes all CPFS (Certificate of Pre Foundation Studies) students who committed to study Basics of English for Academic purposes (BEAP) and Basics of Quantitative Skills (BaQS) at Westminster International University in Tashkent, overall 400 students during the academic year 2018-2019. The study sample contains 60 level 2 students who were chosen deliberately from the study population. Selected students were broken into two special groups: the experimental group that comprised 30 students (15 BaQS and 15 BEAP) who has studied using flipped classroom approach, and the control group that included 30 students who has studied in the traditional teaching approach. To succeed the objectives of the research, an achievement test and motivation scale have been developed and their validity and reliability were tested performing t-test, Pearson equation and Cronbach's alpha equation. MANOVA, ANCOVA, Means and Standard deviations were performed to estimate the collected research data. The research inferred the following results: firstly, there are statistically significant differences in the average values on the academic achievement test credited to the educational teaching approach, in favor of learners of the experimental group, and secondly, there are significant variance in the means of the motivation scale among experimental and control group members. Thus, estimation results urge governments, principals and educationists to employ the teaching approach enriched with the elements of blended learning, particularly, implementing flipped classroom model.

**Keywords:** Flipped classroom strategy, learning efficiency, achievement, motivation, traditional teaching, t-test, mean, CPFS.