The Effect of the 5Es Model on EFL Female Students' Motivation and Achievement at Taif University

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Abstract

Since English has become the business language of the world and of the Internet in recent years, most education systems have emphasized its importance. However, in Saudi Arabia, students have difficulties learning English, especially those taught with traditional teacher-centered methods. In contrast, in the constructivist and cooperative learning methods, textbooks and teachers are no longer the only sources of information; their primary task is facilitating interaction among students and connecting students' prior knowledge with new information. The present study investigates the effects of using the 5Es teaching model on EFL female students' motivation and achievement at Taif University. Likewise, it may contribute to the literature on the 5Es model with EFL students' motivation and achievement. The sample included 119 female Saudi undergraduate students studying English as a foreign language (EFL) at the first level at Taif University, in Saudi Arabia. They study English language with a focus on reading, writing, listening and speaking, for 6 hours weekly over one academic semester. The sample was divided into a control group ($n = 61$) and an experimental group ($n = 58$). Two research questions were addressed to examine whether: (1) there are significant differences between the experimental group scores and the control group scores on post-tests of the EFL female Saudi students' motivation and their achievement and (2) there are significant differences between the mean scores of the pre-test and post-tests of the students' motivation and their achievement for the experimental group. The researcher designed a program incorporating the 5Es model of teaching and learning which was used with the experimental group for ten weeks in 20 sessions. The 5Es model program provides the basis for learners to construct an accurate understanding of a new concept based on existing knowledge. In contrast, the researcher

used traditional instruction with the control group for the same period. Besides the 5Es program, the two groups were asked to answer questions on a 5-point Likert-scale motivation questionnaire before and after the instruction to compare changes on students' motivation. The following statistics calculations were performed: t-test, mean, SD, and Pearson coefficient correlations to analyze the data. The results showed that there are significant differences between the mean scores of the experimental and control groups on the post-tests of the EFL female Saudi students' motivation and their achievement in favor of the experimental group. Moreover, statistically significant differences were found in the mean scores of the pre-test and post-tests of the students' motivation and their achievement for the experimental group, in favor of post-test.

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وزارة التعليم

جامعة الطائف

كلية الآداب

قسم اللغات الأجنبية

**The Effect of the 5Es Model on EFL Female Students' Motivation and Achievement at
Taif University**

A thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts

In

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By

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تأثير نموذج 5Es على الدافعية وتحصيل اللغة الانجليزية كلغة أجنبية لدى الطالبات في جامعة الطائف

رسالة مقدمة لاستكمال متطلبات درجة الماجستير في الآداب

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Kingdom of Saudi Arabia
Ministry of Education
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STATEMENT OF DISSERTATION APPROVAL

**The Effect of the 5Es Model on EFL Female Students' Motivation and
Achievement at Taif University**

Researcher: Shatha Abdullah Alorabi

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By

Shatha Abdullah Obaidullah Alorabi

Abstract

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a 5-point Likert-scale motivation questionnaire before and after the instruction to compare changes on students' motivation. The following statistics calculations were performed: *t*-test, mean, SD, and Pearson coefficient correlations to analyze the data. The results showed that there are significant differences between the mean scores of the experimental and control groups on the post-tests of the EFL female Saudi students' motivation and their achievement in favor of the experimental group. Moreover, statistically significant differences were found in the mean scores of the pre-test and post-tests of the students' motivation and their achievement for the experimental group, in favor of post-test.

Keywords: 5Es model, EFL female Saudi students, achievement, training program, motivation

ملخص البحث باللغة العربية

تأثير نموذج 5Es على الدافعية وتحصيل اللغة الانجليزية كلغة أجنبية لدى الطالبات في جامعة الطائف

للباحثة

شذا عبدالله العرابي

تعد اللغة الإنجليزية واحدة من أهم اللغات التي يجب تعلمها منذ أن أصبحت لغة العالم في السنوات الأخيرة. في المملكة العربية السعودية، يواجه الطلبة صعوبات في تعلم اللغة الإنجليزية حيث يستخدم بعض المعلمون طرق تقليدية غير فعالة لتعليم اللغة الإنجليزية. في مقابل ذلك، لم تُعد الكتب المدرسية والمعلمين في أساليب التعلم التعاونية والبنائية المصدر الأساسي للمعلومات بل أصبحت مهمتهم الرئيسية تستند على التفاعل بين المتعلمين وربط خبراتهم ومعارفهم السابقة بالمعلومات الجديدة المقدمة.

هدفت الدراسة الحالية إلى استقصاء التأثير الذي يتركه تطبيق المنهج البنائي والتعاوني متمثلاً في استخدام نموذج الـ 5E في تدريس اللغة الإنجليزية وتأثيره على تحصيل الدارسات في جامعة الطائف في المملكة العربية السعودية ودافعيتهن لتعلم اللغة الإنجليزية. واشتملت عينة هذه الدراسة على (119) طالبة سعودية في المستوى الجامعي يدرسون اللغة الإنجليزية كلغة أجنبية من خلال التركيز على مهارات اللغة الأربعة: القراءة، الكتابة، الاستماع والتحدث لمدة 6 ساعات اسبوعياً على مدى فصل دراسي كامل. واشتملت العينة على المجموعة الضابطة (61 طالبة) والمجموعة التجريبية (58 طالبة).

استهدفت هذه الدراسة فرضيتين للكشف عن: (1) وجود فروق دالة إحصائية بين متوسطي درجات المجموعتين التجريبية والضابطة في الاختبار البعدي لدرجات الدافعية والتحصيل الدراسي لصالح المجموعة التجريبية و (2) وجود فروق دالة إحصائية بين متوسطي القياس القبلي والبعدي لدى المجموعة التجريبية في الدافعية والتحصيل الدراسي لصالح القياس البعدي. صممت الباحثة برنامج متكامل يعتمد على نموذج الـ 5Es لتدريس اللغة والذي طُبّق على المجموعة التجريبية لمدة 10 أسابيع بمجموع 20 محاضرة دراسية. ويعتمد برنامج الـ 5Es على ربط المعلومات الجديدة بالخبرات السابقة.

ومن جهة أخرى، أُستُخدمت طريقة التدريس التقليدية خلال الفترة الزمنية المذكورة لتدريس المجموعة الضابطة، وتم تطبيق استبيان وفق مقياس ليكرت الخماسي لقياس الدافعية لديهن قبل وبعد تطبيق البرنامج وذلك لمقارنة التغيرات التي طرأت على دافعيتهن تجاه تعلم اللغة. وقد أُستخدم اختبار ت والمتوسط والانحراف المعياري لبيرسون لتحليل البيانات. وقد أظهرت النتائج بأنه توجد فروق دالة إحصائية بين متوسطي درجات المجموعة الضابطة والتجريبية في الدافعية وتحصيل تعلم اللغة الانجليزية لصالح المجموعة التجريبية. علاوة على ذلك، وُجدت أيضاً فروق دالة إحصائية بين متوسطي درجات التطبيق القبلي والبعدي لدى المجموعة التجريبية لصالح التطبيق البعدي في الدافعية وتحصيل اللغة الإنجليزية.

الكلمات المفتاحية: نموذج 5E، دارسات اللغة الانجليزية كلغة أجنبية بالمملكة العربية السعودية، التحصيل الدراسي، برنامج تدريبي، الدافعية للتعلم.

DEDICATION

To the pillars of my life: my mum and dad, my husband, my mother in-law and my father in-law, my sisters and brothers, my kids. Without you, my life would fall apart.

Mom and Dad, you have given me so much. Thanks for your faith in me and for teaching me that I should never give up.

Emad, my dear husband, without your love and understanding I would not be able to make it. Thanks for standing by me when things looked bleak.

My dear mother in-law and father in-law, who never stop giving of themselves in countless ways.

My beloved sisters and brothers, you always told me to “reach for the stars.” I think I got my first one.

My beloved kids, Jassar and Ahmad, who are the symbol of love and inspiration.

All the people in my life who touch my heart.

We made it...,

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CHAPTER ONE - INTRODUCTION

1.1 Introduction

English has become the international to learn in recent years. In Saudi Arabia, students face obstacles in learning English, especially those taught with traditional teacher-centered methods, in which students repeat the same mistakes because teachers focus on certain language skills to the detriment of others. In the past, teachers spent a lot of time focusing on the quality of the language (such as spelling and grammar) rather than focusing on writing, speaking, and the use of the language in everyday life. In contrast, in the constructivist and cooperative learning methods, textbooks and teachers are no longer the only sources of information; they facilitate interaction among students and connecting students' prior knowledge with new information. This study investigates the effects of using the 5Es teaching model on the EFL female students' motivation and achievement at Taif University. The researcher taught the program, prepared the achievement test and prepared a motivation questionnaire to collect data.

Nowadays, a method of teaching where students receive all information from the teacher is considered inadequate. Instead, it is necessary to replace the teacher-centered method with one where students play the key role in the learning process. The constructivist and cooperative learning methods are two important methods which deal with the learner as the basis of the learning process. The most important benefit of the constructivist approach is that it allows the learner to construct, explain, form, and improve his knowledge (İşcan, 2014), in contrast to the traditional one (Kim, 2005). For instance, through the constructivist approach, learners connect their own prior knowledge to new information, without a transfer of information from the teacher to the learners. In addition, it puts the learners at the core of the learning process. The constructivist method has been characterized as a learning-teaching process not the opposite (Kim, 2005). An

innovative teacher of English as a foreign language (EFL) must explore new methods to achieve the central goal of language acquisition. In view of the difficulties faced by EFL students in Saudi Arabia, the researcher pursues new ways to teach English effectively to Saudi students. One method that depends on both the constructivist and cooperative learning approaches and can be used to teach any language is the 5Es model of learning, which has long been used in teaching sciences and languages outside Saudi Arabia.

1.2 Statement of the Problem

Today, the English programs in Saudi universities have been criticized by educators since they depend on transferring information from the teacher to the learners without any opportunity to connect prior knowledge to new knowledge. Moreover, the most common method used in Saudi universities may affect the learners' motivation towards learning English. Most Saudi learners think that English is a difficult language to acquire because they only obtain the language information directly from the teacher without any practice. Also, students' achievement is affected by the method of instruction. The aim of this study is to modify the method of instruction to facilitate connecting both knowledge by using the 5Es model, which was previously used to teach sciences. For example, Ceylan (2008) discusses the effectiveness of using the 5Es model to teach chemistry to tenth-grade students. He collected data on their understanding and their attitudes towards chemistry as a subject. Findings show that teaching the subject with the 5Es model resulted in a better understanding concepts than using the traditional method of teaching. In addition, students' attitudes towards chemistry as a subject were positive.

In contrast, only a few studies have documented the 5Es model of learning in the English classroom. Köksal (2009), for instance, researches the effectiveness of the 5Es model based on the constructivist approach to teach simple past tense in English grammar to seventh-grade

students. He found that the 5Es model had a positive effect on students' achievement and their overall attitudes towards English.

The present study is an introduction into how this model affects learners' achievement in the EFL classroom. This is the first time this model has been used for teaching English in Taif University.

Previous studies have shown that the 5Es model has a positive effect on achievement, and that many students were not aware of the 5Es strategies while many teachers are either unfamiliar with this learning technique or uncertain if these strategies are suitable for a particular learning task (Kim, 2005). Thus, the present study may contribute to extant literature on the effectiveness of the 5Es model on Saudi EFL students' achievement.

1.3 Purpose and Rationale for the Study

This study investigates the effects of applying the 5Es model to increase the motivation and achievement of Saudi EFL students who are in the first level of a four-level English language program which is an obligatory part of the Bachelor's Degree at Taif University. Indeed, the dearth of extant research into the use of the 5Es in teaching and learning English, especially in the Saudi context, was a motivating factor to undertake this study. For the most part, in Saudi Arabia, English is taught with traditional methods that imply a transfer of information from the teacher to the students who are passive recipients. In this light, the current study has the following ultimate objectives:

1. To determine the difference in students' EFL achievement between a control group taught using traditional method and an experimental group taught using the 5Es model.
2. To determine the difference in motivation to learn English between a control group taught using traditional methods and an experimental group taught using the 5Es model.

1.4 Significance of the Study

The importance of this study arises from the recent interest on the role played by 5Es strategies in learning (Johnson & Johnson, 1990; Kim, 2005; Carr, Sexton, & Lagunoff, 2006; Bybee, 2009). The 5Es strategies encourage students to assume more responsibility for their learning, whereas traditional methods tend to emphasize vocabulary and correct pronunciation. With the 5Es, students need to look beyond the surface structure of texts to achieve a better understanding of the intended message. Thus, this study may contribute to literature on the 5Es model with EFL students' achievement and motivation. Likewise, this study has the potential to contribute to the field and practice of applied linguistics in the following ways:

1. It may help EFL teachers to value the 5Es model in teaching English, and to incorporate it into their instruction with a view to improving students' performance.
2. It may help students to become aware of constructive and cooperative learning that will enhance their language acquisition.

1.5 Research Questions

This study bridges the gap between previous studies of teaching and using the 5Es model to teach other subjects at the university level and the applicability of the model to the EFL classroom. The present study focuses on the contribution of the 5Es model to achievement where it pertains to the four language skills: listening, reading, writing, and speaking achievement. Accordingly, in this study, the following research questions are addressed:

1. Are there any statistically significant differences between the scores of the experimental group and those of the control group scores on post-tests of the EFL female Saudi students' motivation and achievement?

2. Are there any significant differences between the mean scores of the pre- and post-tests of the experimental group?

1.6 Research Hypotheses

In consideration of the research questions mentioned above, the researcher proposed two hypotheses as follow:

1. There are significant differences between the scores of the experimental and the control groups on the post-tests of the EFL female Saudi students' motivation and achievement. The corresponding null hypothesis (H_0) is that there are no differences or that they are not statistically significant.

2. There are significant differences between the mean scores of the pre- and post-tests of the experimental group on motivation and achievement. The corresponding null hypothesis (H_0) is that there are no differences or that they are not statistically significant.

1.7 Definition of Terms

The 5E Model: The "Five Es" is an instructional model developed by Roger Bybee in 1997. The 5Es model provides the basis for learners to construct an accurate understanding of a new concept based on existing knowledge. Each 'E' in the model represents a specific phase: engagement, exploration, explanation, elaboration, and evaluation.

Constructivism: It refers to the concept that students construct their knowledge individually and collectively to solve problems provided by their environment (Davis, Maher, & Noddings, 1990). Students learn actively by engaging in authentic tasks, not by transferring and receiving knowledge.

Motivation: L2 motivation is "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985, p. 63).

EFL female students: The participants in this study who were randomly chosen from the first year non-English major students at Taif University. They were studying English as a Foreign Language as one obligatory course in which they study language skills such as reading, writing, listening and speaking for 6 hours weekly.

Control group: the group which is consisted of 61 students aged 18-23. The students in this group were chosen randomly to be taught by the traditional method of teaching.

Experimental group: the group which is consisted of 58 students aged 18-20. The students in this group were chosen randomly to be taught by using the 5Es model program.

1.8 Limitations of the Study

The current study has some limitations that should be taken into consideration when interpreting the results. Firstly, all of the participants of the study are Saudi EFL learners enrolled in an obligatory six-hour a week program at Taif University. Thus, the generalization of the results may be limited in a different context with different generations, majors, and cultural backgrounds. Secondly, the indication of the effect of the 5Es model use is limited to students' results on their curriculum tests in listening, speaking, writing, and reading. Therefore, a general language proficiency test could be used to explore the impact of the 5Es model use on language proficiency. Finally, the study adopted Gardner's Attitude / Motivation Test Battery (AMI) questionnaire (Gardner, 1960) to investigate students' motivation toward learning English. Thus, the data were collected through a self-questionnaire that may not reflect students' actual attitude toward English.

Future research in this field may benefit from other data collection procedures, such as verbal protocols along with this type of questionnaires.

1.9 Overview of Thesis Structure

The current study consists of five chapters. Chapter 1 introduces the nature and the rationale of the study. Chapter 2 presents a literature review which is arranged under five headings: introduction, the constructive approach of teaching and learning, the cooperative learning theory, the learners' motivation towards learning a foreign language, and the 5Es model. Chapter 3 describes the research design, methodology, and procedure. Chapter 4 presents the results of the study. Chapter 5 discusses results obtained from the data, concludes the study, and offers suggestions and recommendations for future researches.

CHAPTER TWO – LITERATURE REVIEW

2.1 Introduction

The following literature review focuses on the 5Es model, which derives from the constructivist teaching method and cooperative learning, as well as on its effects on students' achievement and motivation towards learning English.

2.2 The Constructivist Approach to Teaching and Learning

The constructivist method of teaching and learning has been the subject of many studies, but it is mostly known for its emphasis on the student exploring environment while connecting prior knowledge with new knowledge. Nevertheless, there are various definitions of constructivism. Some believe that it is a theory whereby students construct their knowledge individually and collectively to solve problems provided by their environment (Davis, Maher, & Noddings, 1990). The external environment -other students and the teacher- provides the setting, the challenges, and the support which may encourage the process of construction. Alternately, Fosnot (1989) regards constructivism as a model that emphasizes the students' involvement in the learning process, whereby students reflect on their learning, construct deductions, and experience cognitive conflicts.

According to Fosnot (1996), the constructive model of learning is as a self-management process of connecting the existing personal experiences with discrepant new perceptions to construct new representations of reality with culturally developed tools and symbols through cooperative social activity, discourse, and debate. Whatever the definition, all perspectives share the same frameworks, concepts, and features.

Clements (1997) and Galvin (2002) identified five components to the learning process in the constructive theory: (a) encountering new knowledge, (b) identifying the relationship between

the new information and existing knowledge, (c) experiencing discussions about the new information, (d) applying the new information to produce knowledge, and (e) reflecting on the implications of the new information.

In the first phase, students experience some form of new knowledge, which Clements defined as “beyond discovery” (Clements, 1997, p. 2). Various sources, such as lecture, research, manipulation, experimentation, and invention can impart this new knowledge. In the second phase, students determine the relationship between the new information that they want to acquire and the knowledge they already possess. This is a personal process and depends also on personal differences. In the third phase, students actively discuss the new knowledge among themselves and with their teacher, with a view to understanding the new construct of information they have created by connecting prior knowledge to the new information. Students are encouraged to express their points of view and elaborate or clarify different points of view to help them to refine and edit their construct accordingly. In the fourth phase, students produce new knowledge. In the fifth phase, students reflect on the applications of the new information. In this manner, the students continually add new information to their construct and reorganize it as the contexts of applications change (Clements, 1997).

Kim (2005) proposes three essential distinctions between the constructivism method of teaching and other methods. First, in constructivism, the learning process is a process of adding new knowledge to the prior construct rather than acquiring knowledge from instruction. Second, teaching facilitates the constructive learning process, more than just transmits new information to learners. Finally, Kim concludes with the most important difference, which is that teaching comes after learning in importance. Learning and learners are the core of the education process and teaching needs to depend on them.

Marlowe and Page (2005) suggests four principles to implement the constructivist model in the classroom: The first principle is that learning is constructing knowledge instead of only receiving it, so teaching is a practical way to help learners construct their knowledge. The second principle is that teaching should facilitate thinking and analyzing, not accumulating and memorizing. For instance, teachers can enable students to construct their knowledge by planning activities such as discussion, role-play, presentation, etc. The third principle is that teaching should help students to understand and apply concepts, not to parrot information they have stored in their mind. The last principle is that teaching should not be passive, one-way interaction, but an active exchange.

Yager (1995) suggests some procedures of the Constructivist Learning Model (CLM): the teacher may use students' questions and thoughts to guide lessons, encourage students to generate ideas, modify lesson plans based on students' thoughts, experiences, and interests, pose open-ended questions which motivate students to elaborate and respond, encourage students to elaborate on each other's ideas, apply cooperative learning strategies; provide a suitable time for reflection and analysis, and accept and apply students' ideas.

2.2.1 The Effect of the Constructivist Approach on Students' Achievement.

There exist a number of theories about which multiple factors affect EFL students' academic achievement. Some educators believe background, individual experiences and gender are the main factors (Porfeli, Chuang, Audette, McColl, & Algozzine, 2009; Sheard, 2009), but others maintain that individual factors, such as personality, motivation, and attitude influence learners' academic achievement (Sparks, Ganschow, Humbach, & Javorsky, 2006; Bernaus & Gardner, 2008). For instance, Mahfouz and Himeideh (2009) found that Jordanian university students have significantly different attitudes toward computer-assisted language learning methods

according to their gender, their teachers, and their computer programs. This difference in attitude towards learning the language may lead to different levels of academic achievement. Likewise, learning strategies has been suggested as a factor which may influence learners' academic achievement. Some studies show that high-achieving learners use learning strategies more frequently than low-achieving learners. High-achievers adopt more than the surface strategies needed to complete the task quickly without an in-depth interest in the task (Aharony, 2006; Selcuk, Caliskan, & Erol, 2007). Kim (2005) investigated the effects of a constructivist approach on the academic achievement in Mathematics self-concept and learning strategies of elementary students. In his study, 76 six-grade students were divided into groups: the experimental group was taught using the constructivist approach for a total of 40 hours in nine weeks, while the control group received Mathematics instruction using traditional methods. Kim's findings indicate that: (1) constructivist teaching is more effective than traditional teaching in students' academic achievement; (2) constructivist teaching also has effect on students' motivation towards learning. In other words, the students who received constructivist instruction not only performed better than those who did not, but also had more positive attitudes towards the subject.

2.3 The Cooperative Learning Theory

Cooperative learning is a method intended to encourage a high level of cognitive understanding. It provides an opportunity for students to co-operate with other students at different levels of ability in the classroom. This style of learning encourages students to innovate, create, and collaborate, resulting in a unique and successful learning atmosphere (McCracken, 2005).

Research on cooperative learning has resulted in a teaching method in which small groups or partners of varying ability levels work together to maximize learning strengths and achieve shared goals (Moore, 1995). Two theoretical perspectives govern the philosophies of most

researchers regarding cooperative learning: The first suggests that learning occurs when students interact. Wheelock & Hawley (1992) found that males frequently attempt to collaborate with others of equal capabilities to complete assigned tasks for reasons of encouragement. Wheelock & Hawley (1992) also found that females often collaborate with other females with equal abilities because they are responding to a social interaction established in their relationships. The second perspective to cooperative learning sheds light on the notion that differences in abilities among learners can reflect a greater development of learners' understanding (Hoffman, 2002). Teachers often notice that students are motivated to collaborate in tasks with partners of higher ability (Davin, & Donato, 2013).

Cooperative learning enhances student communication skills. It can also improve relationships among peers and minimize disruptions in the classroom. Research has reported that cooperative learning in the classroom may promote academic achievement, critical thinking, positive attitudes toward the subject, higher self-esteem and mutual respect among learners (Pettit, 2011). Students who are bored during class or lose interest due to the complexity of the lesson often disrupt the class. In classrooms with cooperative learning, the problem of negative behavior is decreased when students engage in productive tasks provided by the teacher (McDougall, 2013). Encouraging students of equal abilities to cooperate with each other may motivate students to demonstrate their knowledge mutually, providing students the opportunity for deeper understanding (McDougall, 2013). However, when cooperative learning is structured between students of different capabilities, it may benefit social interaction in student-to-student relationships and build social development (Moore, 1995).

To apply cooperative learning method effectively in the classroom, students and teachers need to understand what cooperative learning is (Johnson, Johnson, & Smith, 1998). Teachers have

to know how to encourage cooperative learning in the classroom and which social skills are important to be practiced and developed (Johnson, Johnson, & Smith, 1991). Teachers may need to obtain pedagogical as well as practical knowledge of cooperative learning before they start to teach because unmastered CL techniques may do more harm than good (Jacobs, 2006).

2.3.1 The Effect of Cooperative Learning on Students' Achievement

Many previous studies were conducted to examine the effectiveness of cooperative learning on learners in different fields of education. Between 1970 and 1999, approximately 77% of the research on cooperative learning and student achievement was conducted at primary school levels. During the same period, less than 24% of the research focused on the achievement of college students (Johnson, Johnson, & Stanne, 2000). Previously, Johnson, Johnson, and Smith (1998) reported that studies were conducted between 1924 and 1997 investigated the effects of cooperative, individualistic and competitive learning methods on students' achievement in college learning settings. Approximately, 55% of the studies reported on the effects of all three learning methods on the achievement of students of 18 years or older. Results indicated that cooperative learning promoted higher individual achievement than individualistic and competitive learning.

Fiechtner and Davis (1984) selected a sample of college students enrolled in upper-division speech communication and business policy courses at two major southwestern universities. Using a survey, they questioned the students about their classroom group experiences in college classes. The survey covered areas such as group structuring, types of activities, two types of class assignments: in-class and out of class, and methods of grading. The findings provided some insight into how college students work in groups on class assignments. Responses to the Fiechtner and Davis (1984) survey showed that 78% of students displayed positive attitudes toward group experiences in the class. Moreover, the type and number of group activities made a considerable

difference in students' perception of the learning process. The types of group learning activities mentioned in the survey were research projects, class presentations, written reports, and group exams. The survey showed an increase in the number of these types of group activities produced various effects. In terms of assignments, it also showed that when more class time was devoted to group work, students spent more time working together outside of class and created more positive group experiences.

Joritz-Nakagawa published a study on the implementation of cooperative learning in a university-level English reading course in Japan and reported that cooperative learning in her class had positive results. For instance, her students commented that they felt a sense of achievement and increased self-confidence after their group project (Joritz-Nakagawa, 2006). Joritz-Nakagawa believed that students enjoyed the reading course since the class structure with cooperative learning created opportunities for communication and interaction between students in the class, an enjoyable experience. Moreover, cooperative learning enabled the students to have ownership of and authority over their decision-making processes when they were accomplishing tasks in groups, in addition to the stimulating and challenging global topics, the students were to learn.

2.4 Learners' Motivation for Learning a Foreign Language

Learning a foreign language can be difficult in first language (FL) settings, where authentic language input may be unavailable outside the classroom. In this case, motivation to learn the language plays a significant role in the learner's journey to success.

Motivation has been suggested by researchers as one of the main variables that determine the level and success of learning a second language. Gardner (1985, p. 63) defines L2 motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced". Interestingly, Dornyei (2001) has noted that the teacher plays a central role in motivating learners to learn the language. In his view, motivation may be

the reason for selecting a particular activity, the willingness to persist in it, the effort which is invested in it, the teacher's charisma, approachability and methods may influence all three components which parallel with learners' goals and the maintenance of the learning effort.

Learners have various reasons for learning and acquiring any foreign language, which may also influence their motivation. Many researchers have attempted to define motivation to learn a second language, resulting in various theories, such as the socio-educational model (Gardner, 1985), according to which learners' motivation to learn the second language is influenced by integration and attitude toward learning. Integration is the learner's attitude toward the second language group of people and interest in learning the language in which they communicate. A learner's attitude toward learning the target language can be influenced by the mode of the language course and by the teacher. In the socio-educational model, a learner's motivation to learn a second language consists of three elements: (1) effort that the learner provides to achieve a goal, (2) desire to learn the language, and (3) attitude toward learning the language (Allothman & Shuqair, 2013).

Teachers can enhance students' motivation by providing enjoyable learning experiences (Karlsson, 1996). Increased student motivation may enhance learning which facilitates increasing students' achievement because students are consciously and practically engaged in the learning experience (Barry & King, 1993; Galloway, Rogers, Armstrong, & Leo, 1998). Therefore, it is important for teachers to search for appropriate approaches to teach English, especially in an environment in which English language is rarely used outside the classroom. It would be helpful for teachers to use instructional methods that enhance the English learning capacity and proficiency of their students.

While the motivation of EFL students to learning English has been investigated by some researchers in the Arab world, few studies exist on the constructivist approach. Alothman and Shuqair (2013) have studied motivation for English language learning by eliciting observations of researchers in the area, who reported that methods which are generally used to teach English do not usually focus on the students' motivation. Nevertheless, they report that learning which includes problem-solving tasks has helped learners be interested in the language that they need to acquire by involving them in the learning process, resulting greater motivation to learn English Alothman & Shuqair (2013).

2.4.1 Aspects of Motivation

Motivation to learn a foreign language has two significant aspects; these are instrumental motivation and integrative motivation (Gardner and Lambert, 1972).

2.4.1.1 Instrumental Motivation

Learners with an instrumental motivation have a practical reason to learn a foreign language such as earning a high salary or enrolling in college. For example, many college-level language learners have an instrumental motivation to learn a foreign language to fulfill a college language requirement.

2.4.1.2 Integrative Motivation

An integratively motivated learner has the desire to learn a second language to understand the second language speakers. He or she may be interested in the culture of speakers of that language, or in a part of it, such as music, art, or dance. For example, some Arabic speakers may be motivated to learn English, so they can live abroad easily.

2.4.2 Determinants of Learner Motivation

Motivation is the most significant factor in students' performance and achievement in learning (Gardner, 1985). There are some determinants which may affect the learner's success in learning. These determiners can be summarized as: interest, classroom environment, and society.

2.4.2.1 Interest

The teacher can create an interesting lesson to motivate students by using different new techniques and approaches. For instance, the teacher may apply cooperative and constructive learning methods which may be an effective tool to create an interesting lesson, especially to learn a second language.

2.4.2.2. Classroom Environment

The teacher should make the classroom a stimulating, active, and enjoyable place to learn and practice language skills, instead of the classroom environment being serious and formal. For instance, role-play or acting out short skits using partial costumes or wigs can be very fun and provide practice in L2. Also, it is important to integrate humor into the learning environment too.

2.4.2.3. Society

The society surrounding the learner may have a considerable influence on his or her attitude towards learning a specific language. When students enter the classroom, they may bring with them the prevailing societal attitude towards the second language, which can be positive or negative. Some Arab-speakers may associate English with Western cultural mores that they consider anti-Islamic, for instance, and this will affect their attitude towards the language. The influence of the home society is reduced when the learner is living in the society of the speakers of L2; one of the reasons why language courses are often taught abroad.

2.4.3 Types of Motivation

Deci and Ryan (1985)- in the self-determination theory- distinguish two basic components of motivation based on the different reasons or goals behind an action—intrinsic and extrinsic motivation.

2.4.3.1 Intrinsic Motivation

Intrinsic motivation is internal and occurs when learners accomplish something out of desire. Learners may be engaged in activities to satisfy their interests. Moreover, learners may work on the task because there is some reward for completing it, such as a prize, a higher payment, or grades in the case of students.

Students who have intrinsic motivation are inclined to persevere in intricate problems and acquire knowledge from their mistakes (Walker, Greene, & Mansell, 2006). Intrinsic motivation is essential and significant for the process by which the person's new knowledge is assimilated into prior knowledge.

2.4.3.2 Extrinsic Motivation

Extrinsic motivation refers to external factors which lead learners to behave in a certain way to achieve important goals. This type of motivation may be the tendency to participate, or not, in activities because of factors which are not linked to the activity. These factors may be an anticipation of reward or punishment, like passing or failing the exam or earning higher or lower grades (Vansteenkiste, Lens, & Deci, 2006). Extrinsic motivation can force learners to do something they do not enjoy. Teachers should use motivational techniques and strategies to increase students' effort toward achieving their goals, especially with students who are not intrinsically motivated.

In sum, intrinsic motivation is the motivation to do any task because the task itself is interesting and enjoyable. Extrinsic motivation, on the other hand, is the motivation to accomplish a task as a means of achieving a target or a specific goal.

2.4.4 Motivation and Language Learning

Motivation is an essential part of learning, and it can have significant impact on whether the L2 student is successful or not. According to Gardner (1885), it is necessary for the learner to have something to anticipate as a reason to achieve the goal. In the case of EFL learners, attainment of fluency could be the goal. Cook (2000) has reported that the performance of some learners of foreign language is better than others since they are better motivated. Ellis (1994, p. 508) believes that motivation can be fostered by the teacher, saying “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students, lack of motivation”. Cook (2000) states that acquisition of any language is different for each learner because there are three main factors which influence language acquisition: age, personality, and motivation. The latter is the most significant among the factors that affect language acquisition. Ellis (1994, p. 715) sees motivation as “the effort which learners put into learning an L2 as a result of their need or desire to learn it”. Likewise, Lightbrown and Spada (2001, p.33) believe that motivation in second language acquisition is a complicated force which can be described by “learners’ communicative needs and their attitudes towards the second language community”.

Considering the role of motivation in the teaching process can be effective and helpful. The teacher’s awareness of learners’ attitudes and relating them to the teaching process may provide a guide to more useful and more effective methods for teaching a language. For instance, foreign language teachers have known that relating the L2 to music popular and contemporary to learners

is useful and effective. Briefly, motivation can be defined as a physical, psychological or social need which encourages learners to reach or achieve goals, fulfill their needs, and feel satisfied with achieving their aims. Undoubtedly, the language teacher has a significant role augmenting or diminishing the motivation for learners to learn the language.

2.4.5 Relevant Studies on Motivation and Language Learning

Many studies have been undertaken to investigate the relationship between motivation and learning language and to discuss the effect of motivation factors on the learning process. For instance, Yang (2012) conducted a simple study on 20 Master students in Malaysia, aimed at measuring students' attitude and motivation towards learning L2 and investigating the reasons behind differences in levels of acquiring and learning English. Results showed that students were highly motivated towards learning English since they were highly invested in their English proficiency. Some learners are motivated to learn English to obtain a job in their fields and some of them learn English since they prefer people who speak English and their cultures. In a 2011 study, Latifah, Mansor, Ramli, Wardah, & Ng Man examined the correlation of motivation, attitude, anxiety, and instrumental orientation with university students' performance in English. The sample consisted of 757 university students in Open University Malaysia. Findings showed that there was a relationship between students' performance and their motivation and attitude, in which motivation and attitude had a positive effect on performance. In a similar study with 112 English-major students at Umm Al-Qura University in Saudi Arabia, Alsamadani & Ibnian (2015) found that students' motivation and attitude were directly correlated with their grade point average (GPA). In other words, students who were highly motivated and had a positive attitude towards learning English had high GPAs in English.

To conclude, learners' motivation towards learning a language is complex and challenging. Also, encouraging Arabic L1 speakers to learn English, because of the religious, cultural and syntactical differences, is not easy. However, it is possible to enhance students' motivation by various means.

2.5 The 5Es Model

The constructivist theory may be applied to many different teaching models, one of which is the 5Es. Based on the constructivist approach, Roger Bybee developed the instructional model of learning called the "Five Es" in 1997. It depends on providing a way for learners to construct an accurate understanding of a new concept based on existing knowledge, because instruction may not be effective when teachers explain a new concept without connecting it to students' prior knowledge. The 5Es model promotes experiential learning by motivating and encouraging students to learn new information by depending on their existing experience.

In addition, the 5Es method incorporates the cooperative learning approach, which provides learners the opportunity to use group work for better results in the classroom. Cooperative learning may be useful to apply the 5Es model in classrooms since learning as individuals encourages students' tendency to hide their knowledge or experiences, and not share with other learners (Johnson & Johnson, 1990).

The 5Es instructional model focuses on dealing with the learning process as a collection of experiences, explorations, explanations, and evaluations. This learning model consists of five phases: engagement, exploration, explanation, elaboration, and evaluation. Herein, I will elaborate on each phase.

2.5.1 Engagement

In this phase, learners are exposed to new concepts, and it is expected for them to connect these concepts with existing experiences to have a deep understanding (Bybee, 2009). According to İşcan (2014), in this phase, the learners should be given activities that would arouse their curiosity, exhibit their prior knowledge, and reveal their interest in the new concept, since the primary purpose of this phase is to capture learners' imagination (Swanage & Lane, 1999). The implementation of this phase is successful if students are actively motivated to inquire and learn (Bybee, 1997). Asking an open question, showing students a clip with an event related to the topic, and acting out a problematic situation are all activities to engage the students into the topic.

2.5.2 Exploration

This phase focuses on acquiring an accurate understanding of the concept to avoid misconception and to generate new ideas and results (Bybee, 2009). For instance, learners can answer questions about the new concept (İşcan, 2014). It is designed to provide to students some practical experiences, allowing them to build on their existing concepts and skills. In this phase, students are effectively exploring new concepts.

2.5.3 Explanation

At this stage, learners are supposed to critically explain their ideas and understanding to others after exploring new ideas and engaging them with the prior experience (Bybee, 2009). The teacher may provide an explanation of the new concept to direct the learners to a deeper understanding (İşcan, 2014). It gives the opportunity for students to explain their findings. These explanations obviously need to be connected to the engagement and exploration activities (Swanage & Lane, 1999). Essentially, students are involved in a learning environment that motivates them to explain their concepts and understandings.

2.5.4 Elaboration

This phase encourages learners to apply what they explored and understood to develop a deeper understanding of the concept (Bybee, 2009). The teacher's role in this phase is to concentrate on elaborating on learners' understanding and skills (İşcan, 2014). Thus, students have the opportunity to extend their existing knowledge of concepts to other contexts in different situations.

2.5.5 Evaluation

Students, in this phase, have the opportunity to evaluate their understanding and participate with their teachers to assess their achievement and development (Bybee, 2009), providing a clear picture of how learners understood and enhanced their prior experience and knowledge. Their understandings may also be evaluated more formally.

2.6 Relevant Research on the 5Es Model

Since Rodger Bybee put forward the 5Es model in 1997, many have investigated the application of this model. The 5Es model has been widely applied in science and social fields. Moseley and Reinke (2002) applied the 5Es in their lessons through activities in which students had to develop cartoons and stickers to change people's attitudes towards the environment and its problems. Keser (2003) designed a constructivist learning medium based on the 5Es regarding Electromagnetic Induction and applied it to high school classes. Results showed that the model was appropriate structure for the application. Likewise, Boddy, Watson, and Aubusson (2003) and Newby (2004) applied the 5Es model to teach students in primary school. They found that the 5Es model made the class interesting and funny, increased student interest in lessons, and raised the order of students' thinking. Ögeyik (2009) published a study entitled "Using the 5E Model in History Education: A Sample Study for English Language Teaching Classes" in which the

researcher applied the 5Es model to teach History classes and found that it increased motivation and success among learners.

In the English learning context, Cazibe Yiğit (2011) conducted a study on 70 students studying English at Trakya University in Turkey to investigate the effect of the 5Es model on students' achievement and motivation towards writing. Results indicated that the applied program had a positive effect on students' achievement and motivation towards writing.

The progression of the 5Es can be followed in a single lesson and also on a larger scale throughout the curriculum. Each lesson taught using the model can incorporate aspects of some phases, and each phase should be evident in the implementation of the unit as a whole (Bybee, 1997).

In sum, applying the 5Es model of learning based on both the constructivist and cooperative learning approaches can be a new model to teach English to EFL learners in Saudi Arabia. According to Carr et al. (2006), English learners, as learners in other fields, should have the opportunity to connect their prior knowledge with the new one. A suitable way to build this connection may be the application of the 5Es model of learning.

2.7 Summary

The aim of this study is to investigate the relationship between female EFL female learners' academic achievement and the use of the constructivist approach, by means of the 5Es model. Although there exist studies to investigate the relationship between the 5Es method of teaching and academic achievement in science, few studies in the Saudi context have explored the effectiveness of applying this model to EFL learners. This is a gap which the present research aims to begin to address.

CHAPTER THREE - METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the research design and analyses performed to answer the research questions as follow:

Research question 1. Are there any significant differences between the scores of the experimental and control groups on post-tests of Saudi female EFL students' motivation and achievement?

Research question 2. Are there any significant differences between the mean scores of the pre- and post-tests of motivation and achievement of the experimental group of Saudi female EFL students, the experimental group having received the treatment of instruction using the 5Es model?

In the following sections of this chapter, the researcher discusses the research plan, data collection methods and procedures, data analysis, and provides summary of the chapter.

3.2 Research Design

A quantitative methodology was used for this study. For the experimental group, the researcher designed a program of teaching based on the 5Es model to be followed for ten weeks during the first semester of the academic year 2017-2018, focusing on the four language skills: reading, writing, listening, and speaking. Students' proficiency level was evaluated by a pre-test and a post-test. In addition to the program and the achievement test, the researcher used Gardner's Attitude / Motivation Test Battery (AMI) (1960) questionnaire to collect data.

3.2.1 Statistical Method.

The researcher performed a *t*-test, Pearson correlation coefficient, Cronbach's Alpha and Split-half (Spearman-Brown) to analyze the data. The *t*-test was used to check the reliability of the pre and post-tests. Pearson correlation coefficient was used to verify content validity of the useable questionnaire. Cronbach's Alpha and Split-half (Spearman-Brown) was used to check the reliability of the questionnaire.

3.2.2 Variables.

The independent variable for this study was the teaching program used to investigate the effectiveness of the 5Es model on learners' achievement and motivation toward learning English.

The dependent variables in this study were: 1) the students' achievement on EFL exams and 2) the students' motivation to learn English. To measure these variables, the students' scores on English Language Center (ELC) end-of-semester final exams were used. For this exam, students took a listening test with 10 multiple-choice questions based on audio materials, answered 10 questions testing their understanding of a reading comprehension passage, a further 10 questions on grammar and vocabulary, wrote a paragraph, and took a speaking test. The listening and speaking test were prepared for each group by the researcher whereas the reading portions were constructed by the ELC Testing Unit, based on the students' textbook *English Unlimited Special Edition 1* (Doff, 2015). The experimental group of students and the control group took the same exams.

3.3 Pilot Study

Forty-nine female students in their first year at Taif University were randomly chosen from the College of Science for the pilot study. Their ages ranged from 17 to 23 years old, $M = 18.592$, $Sd = 2.030$. All of them were Saudis. The aim of the pilot study was to determine the amount of

time required to complete the questionnaire and to determine the validity and the reliability of the motivation questionnaire. Also, it was conducted to determine the weaknesses and strengths of the questionnaire and to examine the suitability of the statistical analyses used to analyze the collected data of the main study.

3.4 Participants of the Main Study

The study was conducted in the 2017-2018 academic year on female students in their first year at the College of Science in Taif University. The sample consisted of 119 students who were randomly divided into an experimental and a control group. Their age ranged from 18-23 years, $M = 18.740$, $SD = 1.004$. The experimental group consisted of 58 students aged 18-20 years, $M = 18.655$, $SD = 0.947$, whereas the control group consisted of 61 students aged 18-23, $M = 18.200$, $SD = 1.057$. All the participants were enrolled in an obligatory English course of 6 hours per week.

3.5 Instruments for Data Collection

Data were collected using quantitative methods. a standardized survey with 5-point Likert-like responses, and English achievement tests.

3.5.1 Motivation Questionnaire for the Current Study

To measure motivation for this study, a questionnaire was used that featured a 5-point Likert-like scale, which 27 statements were adapted from the original 7-point Likert-scale format of Gardner's Attitude/ Motivation Test Battery (AMI) (1960). This questionnaire, adopted by many researchers to identify L2 motivation, featured choices from 'Strongly Disagree' to 'Strongly Agree' (Gardner, 1960). Fifteen items were added by the researcher to the Gardner questionnaire to be more appropriate for EFL Saudi university students and the 5Es program. The added items are: 7, 8, 9, 13, 14, 18, 19, 20, 24, 25, 29, 30, 34, 35, and 42. The motivation questionnaire is a set of questions to identify the increase or decrease of learners' motivation toward learning English

after receiving the treatment of 5Es instruction. In the first part of the questionnaire, participants provided demographic and personal information (name, age, major, and level). In the second part, 42 items were divided into nine categories to facilitate the analysis. Each item was presented with a 5-point Likert scale and participants were asked to circle or check one of the five given points (1= strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree, 5= strongly agree).

The questionnaire was translated into Arabic by the researcher, and the translation was reviewed by two ELC faculty members at Taif University who are specialized in translation. The precision of the translation was important and verified to avert any confusion in comprehension because the participants are beginners in EFL.

The nine categories of the motivation questionnaire are: instrumental motivation (social factor) (3 items), integrative motivation (social factor) (6 items), extrinsic motivation (attitudinal factor) (5 items), intrinsic motivation- self-confidence- (attitudinal factor) (6 items), external encouragement (impact of social factor on attitudinal factor) (5 items), intrinsic motivation- integrative orientation- (attitudinal factor) (5 items), extrinsic motivation (teacher and peer students) (5 items), recapitulation of instrumental/integrative motivation (3 items), and self-assessment of the use of English outside the class, motivation and the English class (4 items).

The questionnaire items that measured instrumental motivation (social factor) were 1, 2, and 3. Items that measured integrative motivation (social factor) were 4, 5, 6, 7, 8, and 9; items that measured extrinsic motivation (attitudinal factor) were 10, 11, 12, 13, and 14. As for intrinsic motivation- self-confidence- (attitudinal factor), items were 15, 16, 17, 18, 19, and 20. External encouragement (impact of the social factor on attitudinal factor) items were 21, 22, 23, 24, and 25. Intrinsic motivation- integrative orientation- (attitudinal factor) items were 26, 27, 28, 29, and 30. Extrinsic motivation (teacher and peer students) items were 31, 32, 33, 34, and 35. Recapitulation

of instrumental/integrative motivation items were 36, 37, and 38. Finally, self- assessment of the use of English outside the class, motivation and the English class items were 39, 40, 41, and 42.

3.5.1.1 Validity of Questionnaire on Motivation

To verify content validity, the questionnaire was submitted to 2 experts from the ELC and Foreign Language Department to verify that each item belonged to its dimension, and to correct items if an adjustment was required. To verify its construction validity, the researcher performed the calculation of Pearson's correlation coefficient, as show in Table 3.1 below:

Table 3.1

Item-total correlation for Motivation towards Learning English (n=49 students)

Instrumental Motivation (social factors)		Intrinsic Motivation (self- confidence)		Extrinsic Motivation (teacher and peers)	
Item #	R	Item #	R	Item #	R
1	0.746**	15	0.037	31	0.634**
2	0.772**	16	0.752 **	32	0.579**
3	0.822**	17	-0.141	33	0.725**
Integrative motivation		18	0.854**	34	0.766**
4	0.635**	19	0.878**	35	0.805**
5	0.565**	20	-0.132		
6	0.527**	External encouragement		Recapitulation of instrumental	
7	0.647**	21	0.711**	36	0.669**
8	0.651**	22	0.538**	37	0.799**
9	0.584**	23	0.803**	38	0.741**
Intrinsic motivation instrumental orientation		24	0.660**		
10	0.397**	25	0.767**		
11	0.688**	Intrinsic motivation – Integrative orientation		Self-assessment of the use English outside the class	
12	0.645**	26	0.730**	39	0.679**
13	0.629**	27	0.747**	40	0.709**
14	0.735**	28	0.809**	41	0.600**
		29	0.827**	42	0.735**
		30	0.621**		

r: Pearson correlation coefficient

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level.

As illustrated in Table 3.1, all items have a significant correlation with the total score at level 0.01. Three items (15, 17 and 20) do not correlate significantly with the total score of their dimension, so they were omitted. The final number of the measurement items is 39 items, indicating validity for the measurement.

5.1.1.2 Reliability of the Questionnaire on Motivation Towards Learning English

The researcher calculated the reliability of the questionnaire by two methods: Cronbach's Alpha and Split-half (Spearman-Brown) as shown in Table 3.2 below:

Table 3.2

Reliability of the instrument to measure motivation towards learning English

S	Dimensions	Cronbach's Alpha	Split-half
1.	Factor 1	0.664	0.763
2.	Factor 2	0.634	0.764
3.	Factor 3	0.610	0.667
4.	Factor 4	0.773	0.838
5.	Factor 5	0.741	0.812
6.	Factor 6	0.798	0.803
7.	Factor 7	0.734	0.852
8.	Factor 8	0.700	0.702
9.	Factor 9	0.618	0.771
	Total score	0.852	0.913

As shown in Table 3.2, the reliability coefficient was very high for both Cronbach's Alpha and Split-half as the coefficients were 0.852 and 0.913 respectively, indicating that the reliability

for the total score of motivation in learning English measurement is high. For dimensions methods, Cronbach's Alpha coefficient ranged from 0.610 to 0.798, and for Split-half it ranged from 0.667 to 0.852. Coefficients for both methods are high.

3.5.2 English Achievement Test

The achievement test used in this study was divided into three parts: a listening test, a speaking test, and reading & writing test. To avoid subjectivity on part of the researcher the reading and writing portions of the third test (both pre and post-test) were constructed by the Testing Unit of the ELC, comprised of assigned, experienced, male and female teachers from Taif University.

3.5.2.1 Listening Portion of the Midterm and Final Exams

The researcher designed listening assessments for the midterm and the final. There were five multiple-choice questions to be answered on the midterm and ten multiple-choice questions on the final. The listening assessments were administered by the researcher before the reading and writing exams. For both the experimental and the control groups were divided into two groups to maintain quiet and so two different versions of the test could be used. Although audio materials were taken from the course packet, the questions were different from the exercises in the book, making comprehension truer. The students had to read the questions before listening; the recording was only played twice.

3.5.2.2 Speaking Portion of the Midterm and Final Exams

The researcher designed speaking assessments for the midterm and the final. Each comprised two parts: (1) the student had to respond to questions about general personal information; and (2) respond to questions about a specific topic chosen from those suggested in the course book. Speaking assessments were administered by the researcher before the reading and writing exams. For both the experimental and the control groups, the researcher assessed the

students' speaking ability in both the experimental and the control groups by asking open-ended questions, thus enabling students to display understanding of the topic, language use, fluency, and accuracy. Although the topics were taken from the course book, the open-ended questions were not those proposed in the book.

3.5.2.3 Reading and Writing Portions of the Midterm Exam

The reading and writing portions of the midterm and the final were constructed by the Testing Unit of the ELC at Taif University. One hour was allocated for both reading and writing exam. The possible total of 20 points for the midterm reading and writing exam were divided as follows: reading comprehension - 5 questions; language – 10 questions (vocabulary - 5 questions and grammar - 5 questions); and writing – 2 questions. Each question in a multiple-choice format was allocated 1 point except for the writing test which was divided into two parts: (1) put the parts of a sentence in the correct order with 1 point and (2) write a paragraph worth 4 points. The text for the reading comprehension was taken from the course book. Two versions of the same exam were prepared, in which the questions were identical, but the multiple-choice answers were scrambled.

3.5.2.4 Reading and Writing Portions of the Final Exam

The reading and writing portions of the final exam were constructed by the same ELC Testing Unit as at the midterm; however, 2 hours were allocated (for both reading and writing exam) for their completion at the end of the academic semester. There were 30 points for the reading section of the exam, divided as follows: reading comprehension - 10 questions; language – 20 questions (vocabulary - 10 questions; and grammar - 10 questions). Each question in a multiple-choice format was allocated 1 point. In addition to the reading section, the writing section was worth 10 points. The writing portion consisted of one question for putting the elements of a

sentence in the correct order, one on finding a mistake with 1 point for each and writing a paragraph worth 8 points. In general, the final exam was based on content from the course book. Although the reading comprehension text was chosen from the course book, the questions were different from the exercises in the book. Two versions of the final exam were prepared, on which the questions were identical, but the multiple-choice answers were scrambled.

The English achievement tests assessed learners' development; in the experimental group through implementation of the 5Es model, and for those who received traditional instruction in the control group.

3.5.3 The 5Es Program

The same lessons from the course book were taught to both groups, with two different methods for ten weeks; each group received 20 sessions, two sessions per week, for two hours each session. The traditional method was used to teach the control group, while the 5Es learning model was applied in the experimental group's classes. The experimental group students were given materials such as worksheets, flashcards, PowerPoint presentations, audios, pictures, posters...etc., which were prepared by the researcher according to the 5Es learning model, besides the course book which was designed to teach English through the 5Es model. The materials and the course book were designed to encourage students to ask, think, explore and search to learn new information depending on the existing experience. The researcher chose 20 different topics from the coursebook which were: introduce yourself, where you live, families, where you work, describe a street, time, if you are free, what you like and don't like, describe a restaurant or café, how people spend their free time, things in shops, how much things are, what clothes you wear, your daily routine, how to get to places, weekend and holidays, what you did last weekend, where

you were, a place you visit, and months and weather. Both the experimental group and the control group were instructed by the researcher.

3.6 Research Procedures and Data Collection

This study is a quantitative study for which a total of 119 female students were randomly selected from beginner-level English in the College of Science. Data were collected from the Learning Motivation questionnaire and from their grades on their midterm and final English exams.

The Learning Motivation questionnaire was administered to all the participants by the researcher before and after the treatment of the instruction by the 5Es model (to the experimental group) or the instruction by traditional methods (to the control group). First, the researcher explained the concept of learning motivation to the students, assured them that their participation was only for research and that their responses would not affect their grades in any way. Then, she encouraged the participants to read the statements carefully and pay attention to the Likert-like scales. The students' achievement data were obtained from their grades on the midterm and final exams for their English class. A *t*-test was used to compare between experimental and control groups.

3.7 Summary

In sum, the objective of this study was to investigate the effect of using the 5Es model on first-year EFL students' achievement and on their motivation towards learning English. In order to achieve the aims, the researcher adopted a quasi-experimental design by dividing the sample into a control group who received traditional English instruction, and into an experimental group who received instruction using the 5Es model. Both groups completed pre- and post- achievement

tests and pre- and post- questionnaires on motivation. A pilot study was conducted prior to the study to confirm the validity and reliability of the adopted questionnaire.

CHAPTER FOUR - FINDINGS

4.1 Introduction

This study was conducted to investigate the effectiveness of applying the 5Es model on EFL learners' achievement and on their motivation toward learning English. The findings of the data analyses are reported in the following pages of this chapter.

4.2 Research questions

This research proposed to pursue answers to the following two research questions:

- 1) Are there significant differences between the scores of the experimental group and those of the control group on the post-tests measuring the English achievement and motivation of female Saudi EFL students? Hypothesis 1 (H_1) is that there are statistically significant differences between the post-tests of the control and experiment group. The alternate null hypothesis (H_0) is that there are no differences or that they are not statistically significant.
- 2) Are there are significant differences between the mean scores of the pre- and post-tests of motivation and English achievement for members of the experimental group? To answer this question, hypothesis 2 (H_2) is that there are statistically significant differences between the mean scores of the experimental group's pre- and post-test. The alternate null hypothesis (H_0) is that there are no differences or that they are not statistically significant.

The sample of this study included 119 female students whose age ranged from 18-23 years $M=18.740$, $SD= 1.004$. The sample population ($n = 119$) was chosen randomly from the first-year cohort of the College of Science of Taif University, all of whom were enrolled in an obligatory English course. The participants were divided randomly into two groups: the experimental group ($n_1 = 57$) and the control group ($n_2 = 61$).

Table 4.1

Comparison between control and experimental groups on the pre-test on achievement, motivation, and its factors

Study Variables	Group	<i>n</i>	Mean	Std. Deviation	<i>T</i>	Df	Sig
Achievement	Experimental	58	45.638	9.803	1.518	117	.132
	Control	61	48.279	9.171			
Social factors	Experimental	58	13.397	1.589	.189	117	.850
	Control	61	13.344	1.425			
Integrative motivation	Experimental	58	26.638	2.808	.557	117	.578
	Control	61	26.377	2.282			
Instrumental orientation	Experimental	58	19.672	4.240	1.254	117	.212
	Control	61	20.492	2.773			
Self-confidence	Experimental	58	9.138	2.868	.358	117	.721
	Control	61	8.967	2.309			
External encouragement	Experimental	58	19.707	3.151	.739	117	.461
	Control	61	19.328	2.413			
Integrative orientation	Experimental	58	20.259	3.645	.076	117	.940
	Control	61	20.213	2.853			
teacher and peers	Experimental	58	22.379	2.427	1.588	117	.115
	Control	61	21.639	2.646			
Recapitulation of instrumental	Experimental	58	11.793	2.015	.502	117	.617
	Control	61	11.590	2.369			
Self-assessment	Experimental	58	15.448	3.135	.730	117	.467
	Control	61	15.820	2.377			
Total score of motivation	Experimental	58	158.431	13.774	.292	117	.771
	Control	61	157.771	10.817			

Table 4.1 shows no differences between the control and the experimental group in achievement, motivation and its factors in pre-tests. This result means that there was equivalence between the control and experimental groups before starting the treatment of 5Es program.

4.3 Findings Concerning Research Question 1

4.3.1 Test of hypothesis one

The hypothesis corresponding to the first research question is that there are significant differences between the experimental group's mean scores and the control group's mean scores on the post-tests of the EFL female Saudi students' motivation and achievement in favor of the experimental group. To test this hypothesis, the researcher performed an Independent Samples *t*-test, and the results are reported in Table 4.2 below:

Table 4.2

Difference between the mean scores of the experimental and the control groups on the post-tests of achievement, motivation and its factors

Study variables	Group	N	Mean	Std. Deviation	<i>t</i>	df	Sig. (2-tailed)
Achievement	Experimental	58	52.276	10.767	3.627	117	.000
	Control	61	45.656	9.114			
Social Factors	Experimental	58	14.069	.934	5.415	117	.000
	Control	61	12.623	1.818			
Integrative Motivation	Experimental	58	28.293	1.854	4.884	117	.000
	Control	61	25.869	3.319			
Instrumental Orientation	Experimental	58	22.190	2.424	5.679	117	.000
	Control	61	18.475	4.384			
Self-Confidence	Experimental	58	10.500	2.265	2.830	117	.005
	Control	61	9.082	3.111			
External Encouragement	Experimental	58	21.759	2.964	5.229	117	.000
	Control	61	18.672	3.444			
Integrative Orientation	Experimental	58	22.586	2.111	5.007	117	.000
	Control	61	19.885	3.555			
Teacher and Peers	Experimental	58	23.517	2.550	2.589	117	.011
	Control	61	22.344	2.394			
Recapitulation of Instrumental	Experimental	58	13.310	1.769	3.464	117	.001
	Control	61	12.098	2.031			
Self-Assessment outside class	Experimental	58	17.086	2.364	3.794	117	.000
	Control	61	15.1640	3.094			
Total Score of Motivation	Experimental	58	173.310	10.161	7.813	117	.000
	Control	61	154.213	15.759			

Table 4.2 shows that there exist statistically significant differences between the mean scores of the experimental and control groups on post-tests of the students' achievement $t(117) = 3.627, p \leq 0.001$, in favour of the experimental group. For social factors $t(117) = 5.415, P \leq 0.001$, for Integrative motivation $t(117) = 4.884, P \leq 0.001$, for instrumental orientation $t(117) = 5.579, P \leq 0.001$, Self-confidence $t(117) = 2.830, P \leq 0.005$, External encouragement $t(117) = 5.229, P \leq 0.001$; integrative orientation $t(117) = 5.007, P \leq 0.001$; for teacher and peers $t(117) = 2.589, P \leq 0.01$; for Recapitulation of instrumental $t(117) = 3.464, P \leq 0.001$, for Self-assessment of the use of English outside the class $t(117) = 3.794, P \leq 0.001$ and for total scores of motivation $t(117) = 7.813, P \leq 0.001$. This refers to the effectiveness of the 5Es program that was used with this sample and the content of each session was suitable for the learners' level. In view of these findings, for research question 1, hypothesis 1, or H_1 is accepted and the corresponding null hypothesis, H_0 , is rejected. The following Figure 4.1 illustrates these values:

Figure 4.1

Means for motivation and its factors for the experimental and control groups in post-test.

4.4 Findings Concerning Research Question 2

4.3.2 Test of hypothesis two

The hypothesis corresponding to the second research question is that there are significant differences between the mean scores of the pre- and post-tests of the experimental group's motivation and achievement in favor of the post-test. To test hypothesis 2 corresponding to this research question, the researcher performed a paired sample t-test and the results are shown in Table 4.3 below:

Table 4.3

The difference between the pre-test and post-test mean scores for the experimental group of the achievement, motivation and its factors

Study variables		Mean	<i>n</i>	Std. Deviation	Mean of paired differences	<i>t</i>	df	Sig. (2-tailed)
Achievement	Pre-test	45.638	58	9.803	6.638	5.208	57	.000
	Post-test	52.276	58	10.767				
social factors	Pre-test	13.397	58	1.589	.672	2.602	57	.012
	Post-test	14.069	58	.934				
Integrative motivation	Pre-test	26.638	58	2.808	1.655	4.039	57	.000
	Post-test	28.293	58	1.854				
Instrumental orientation	Pre-test	19.672	58	4.240	2.517	4.474	57	.000
	Post-test	22.190	58	2.424				
Self-confidence	Pre-test	9.138	58	2.868	1.362	3.073	57	.003
	Post-test	10.500	58	2.265				
External encouragement	Pre-test	19.707	58	3.151	2.052	3.521	57	.001
	Post-test	21.759	58	2.964				
Integrative orientation	Pre-test	20.259	58	3.645	2.328	4.133	57	.000
	Post-test	22.586	58	2.111				
teacher and peers	Pre-test	22.379	58	2.427	1.138	2.584	57	.012
	Post-test	23.517	58	2.550				
Recapitulation of instrumental	Pre-test	11.793	58	2.015	1.517	4.338	57	.000
	Post-test	13.310	58	1.769				
Self-assessment	Pre-test	15.448	58	3.135	1.638	3.566	57	.001
	Post-test	17.086	58	2.364				
Total score of motivation	Pre-test	158.431	58	13.774	14.879	6.907	57	.000
	Post-test	173.310	58	10.161				

As shown in Table 4.3, there exist statistically significant differences between the mean scores of the pre-tests and post-tests of achievement and motivation of the members of the experimental group of EFL female Saudi students; $t(57) = 5.208$, $p \leq 0.001$ in favor of the post-test. In addition, there are significant differences between the mean scores of the pre- and post-tests of social factors $t(57) = 9.021$, $p \leq 0.001$ in favor of the post test. as well as on their` factors of motivation: for social factors $t(57) = 2.602$, $p \leq 0.01$, for Integrative motivation $t(57) = 4.039$,

$p \leq 0.001$, for Instrumental orientation $t(57) = 4.474, p \leq 0.001$, Self-confidence $t(57) = 3.073, p \leq 0.01$, External encouragement $t(57) = 3.521, p \leq 0.001$; integrative orientation $t(57) = 4.133, p \leq 0.001$; for teacher and peers $t(57) = 2.584, p \leq 0.01$; for Recapitulation of instrumental $t(57) = 4.338, p \leq 0.001$, for Self-assessment of the use of English outside the class $t(57) = 3.566, p \leq 0.001$ and for total scores of motivation $t(57) = 6.907, p \leq 0.001$. These results indicate to the effectiveness of the 5Es program used with the members of the experimental group. Therefore, for research question 2, hypothesis 2 (H_2) is accepted and the corresponding null hypothesis, H_0 , is rejected. The results also show that the content of each session was suitable for the learners' level. The following Figure 4.2 illustrates these values.

Figure 4.2

Means for achievement, motivation and its factors for the experimental group in pre-test and post-test.

4.5 Summary

In this chapter, the researcher attempted to analyze all data needed to answer the two research questions: (1) Are there any significant differences between the experimental group scores and the control group scores on the post-tests of the EFL female Saudi students' motivation and their achievement? and (2) Are there any significant differences between the mean scores of the pre-tests and post-tests of the EFL female Saudi students' motivation and their achievement for the experimental group? Some major findings emerged from the analyses of the data. As a conclusion for this chapter, these are some of the major results:

1. The two hypotheses of this study were accepted and the alternate null hypotheses were rejected.
2. There were statistically significant differences between the experimental group and the control group on the post-tests of the students' achievement and motivation in favour of the experimental group, which affirm the effectiveness of the 5Es program treatment applied to the experimental group. The content of each session was suitable for the learners' level.
3. There were statistically significant differences between the mean scores of the pre-tests and post-tests of the experimental group of EFL female Saudi students' achievement and motivation, in favor of the post-test.

CHAPTER FIVE – DISCUSSION AND CONCLUSION

5.1 Introduction

The aim of this study was to examine the contribution of 5Es model instruction to the achievement of Saudi EFL learners and to their motivation toward learning English. As suggested in Chapter 1, this study increases extant research-based information on instructional methods that may be suitable to teach to Saudi EFL students with better results. The 5Es model may be employed to encourage students to assume more responsibility for their own learning as opposed to traditional instructional methods where the students depend totally on their teachers and receive passively. The 5Es model of learning is based on the constructivist approach according to which students construct their own knowledge by adding new material to information they already possess by engaging in activities that promote self-exploration, cooperative social activity, discourse and debate. In the 5Es model of instruction, the teacher is not the only source of new information for the students, as they are encouraged to actively participate in their own learning.

This study is devoted to discover the application of the 5Es model in the context of Saudi universities and how much this model affects Saudi EFL learners' achievement and motivation towards learning English. To assess the effectiveness of the 5Es model, the researcher designed a teaching program which was applied to an experimental group of participants, while an equivalent control group received teaching by traditional methods without the 5Es model.

5.2 The 5Es Model and EFL Learners' Achievement and Motivation

From the analyses of the data, it appears that in the beginning, participants in the control group of EFL students were equivalent to those in the experimental group of students in both English achievement and motivation. After 20 sessions of instruction, the students received the

treatment of instruction following the 5Es model displayed statistically significant more achievement and motivation towards learning English than those who had received traditional instruction whereby the teacher only generates and transfers new information to the students.

It can be concluded that there is a relationship between the use of constructive and cooperative learning, represented by the 5Es model, and improvement in EFL learners' achievement and motivation. Even though this study was limited to female, first-year Saudi EFL learners and cannot be generalized to all Saudi EFL learners, there, nevertheless, exists a strong possibility that the model could be useful in all EFL classes in Saudi Arabia. Enlightening teachers about the positive effects of the use of the 5Es model on students' motivation toward learning English, and consequently their learning performance and achievement, may be beneficial. This concurs with the findings of some studies concerned with constructive learning such as Kim (2005), Aharony (2006), and Selcuk, et al., (2007). After using the constructive approach for nine weeks, Kim (2005) had found that constructive teaching is more effective than traditional teaching to teach Mathematics at the elementary level. Aharony (2006) and Selcuk, et al., (2007) had concluded that high achievers use constructive learning strategies more frequently than low achievers, adopting deeper strategies than superficial ones made up of the ways to complete the task fastest without having an in-depth interest in it.

Furthermore, the results of this study also support the conclusions of studies on cooperative learning such as Fiechtner and Davis (1984) and Joritz-Nakagawa (2006). In the survey of Fiechtner and Davis (1984), 78% of students displayed positive attitudes toward group experiences in class and a considerable difference in their perception of the learning process. Also, Fiechtner and Davis (1984) found that an increase in the number of group activities produced other related effects. For instance, when more class time was devoted to group work, students spent more time

working together outside of class and created more positive group experiences. After the implementation of cooperative learning in a university-level English reading course, Joritz-Nakagawa (2006) found that the students enjoyed the reading course more since the class structure with cooperative learning created opportunities for communication and interaction between students in the class, to constitute an enjoyable experience.

As for motivation, by eliciting observations of researchers in the field, Alothman and Shuqair (2013) showed that learning which includes problem-solving tasks may encourage learners to be interested in the target language and hence involve them in the learning process, which can result in a more positive motivation to learn English.

5.3 Conclusion and Summary of Findings

This study aimed to investigate the effectiveness of the 5Es model on Saudi EFL learners' achievement and motivation toward learning English. Findings can be summarized as follow:

1. There are indeed statistically significant differences between the scores of the experimental and control group on post-tests of the EFL female Saudi students' motivation and achievement, leading to the conclusion that teaching with the 5Es model is more effective than traditional methods.

2. There are indeed significant differences between the mean scores of the pre- and post-tests of the participants of the experimental group of female Saudi EFL students' motivation and achievement, leading to the conclusion that teaching with the 5Es model can bring about better results than traditional methods.

The study was carried out at Taif University, Taif, Saudi Arabia, using students in their first academic year from the College of Science as participants. The study employed qualitative methods to gain information about Saudi learners' achievement level after applying the 5Es model

as well as their motivation toward learning English. To test the study hypotheses, various data collection tools were used. The researcher collected the scores of ELC midterm and final exams on the four language skills: speaking, listening, writing, and reading and a motivation questionnaire was completed to measure the students' motivation toward learning English before and after teaching with the 5Es model. Then, the collected data was analyzed using standard statistical procedures.

To construct a response to the first research question, statistics were calculated to examine differences in the achievement and motivation between the control group and the experimental group. The results of the *t*-test showed significant differences between the experimental group mean scores and the control group mean scores on the post-tests of the students' achievement ($t = 3.627$) in favor of the experimental group. In addition, results indicated that there are differences between the mean scores experimental group mean scores and the control group mean scores on the post-tests of the motivation and its factors in favor of the experimental group. For social factors ($t = 5.415$), for integrative motivation ($t = 4.884$), for instrumental orientation ($t = 5.579$), self-confidence ($t = 2.830$), external encouragement ($t = 5.229$); integrative orientation ($t = 5.007$); for teacher and peers ($t = 2.589$); for recapitulation of instrumental ($t = 3.464$), for self-assessment of the use English outside class ($t = 3.794$) and for total scores of motivation ($t = 7.813$).

To respond to the second research question, the data collected to test H_2 was the motivation questionnaire completed by the experimental group and their scores of the ELC midterm and final exams which included speaking, listening, writing and reading portions. The results of the *t*-test showed significant differences between the mean scores of the pre- and post-tests of the EFL female Saudi students achievement ($t = 5.208$), in favor of the post-test. Moreover, there are significant differences between the mean scores of the pre- and post-tests of the EFL female Saudi

students' factors of motivation: for social factors ($t = 2.602$), for integrative motivation ($t = 4.039$), for instrumental orientation ($t = 4.474$), self-confidence ($t = 3.073$), external encouragement ($t = 3.521$); integrative orientation ($t = 4.133$); for teacher and peers ($t = 2.584$); for recapitulation of instrumental ($t = 4.338$), for self-assessment of use of English outside class ($t = 3.566$) and for total scores of motivation ($t = 6.907$), leading the researcher to the conclusion that the 5Es model of instruction does indeed affect motivation in a positive direction.

To conclude, the learning of Saudi EFL university-level female students is enhanced when teachers use constructivist-based methods in their classrooms. The 5Es model, being a constructivist approach to teaching, is effective to increase Saudi students' learning achievement in English and also increased their motivation to acquire English. Therefore, the 5Es model should be added to the teachers' repertoire of teaching methods.

5.4 Pedagogical Implications of the Study

Based on the results and the conclusion, this study seems to raise some implications regarding using the 5Es model of teaching and learning in EFL contexts. There is a need for ongoing development in the area of English language teaching among EFL teachers. Teachers should be encouraged to integrate the 5Es model in their teaching effectively at all levels. Introducing more materials, tools, and technological resources may help to fill the current learning gap that is mainly a result of traditional strategies. Hence, it should be stressed that the teachers should be motivated to be open to use supplement materials and resources that support teaching English.

5.5 Recommendations for Further Research

The aim of this study is the contribution to the field of applied linguistics by investigating the contribution of the 5Es to enhance EFL learning in Saudi Arabia. However, further research is needed to further enrich the teachers' toolbox.

1- It would be useful to conduct similar studies to investigate the effectiveness of the 5Es model in the teaching of Saudi students at different levels of education (i.e., elementary, intermediate, high school and different levels of undergraduates and graduates). As Saudi students begin EFL in elementary school and the results are universally poor, perhaps the 5Es model of teaching could be effective at levels other than one investigated by the study.

2- It would be interesting to design a similar program using different curricula and general achievement tests to overcome the limitations of this study. For instance, the existence (or lack of one) of a gender difference could be investigated.

3- It would be useful to train teachers on the use of the 5Es model in an effective way in the EFL context

5.6 Suggestions for Future Research

This study is limited to the first level students at Taif University. Thus, it is difficult to generalize the results. Future research needs to explore the 5Es model and practice teaching using the model in all universities at Saudi Arabia. A larger sample size would make the findings more generalizable. Also, it would be worthwhile to design a test and a program focusing on a particular language skill rather than the whole language to enhance the improvement of this skill.

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APPENDIX A
MOTIVATION QUESTIONNAIRE

Name: _____ Age: _____

Major: _____ Level: _____

Dear student/

Below are some statements which are related to the study of motivation in learning English. Please mark (✓) the one answer for each statement that most closely corresponds to your opinion.

This information will be used for scientific research only, Thank you for your participation

	Strongly disagree	Disagree	Uncertain	Agree	Strongly Agree
Instrumental motivation					
1) Knowing English will be helpful for my career.					
2) I need to know English to enter university.					
3) English will broaden my future options. (broaden = bredda, vidga)					
Integrative motivation					
4) English helps/will help me meet foreigners.					
5) English helps/will help me learn about other cultures, values and thoughts.					
6) English helps/will help me in my travels overseas.					
7) English helps/will help me to understand the native speakers' lifestyle in English countries.					
8) Learning English helps me to express my knowledge to English speakers e.g. explain directions to English speakers.					
9) Learning English helps/will help me to imitate native speakers accent and expressions that they use.					
Extrinsic Motivation - instrumental orientation					

10) English is essential for personal development.					
11) Others will have a better opinion of me if I speak English.					
12) Knowing English gives me a feeling of success.					
13) Learning English broadens my thinking towards the world.					
14) English helps/will help me to be aware of different global issues and events					
Intrinsic Motivation: self- confidence					
15) When someone speaks to me in English, I tend to be nervous.					
16) Speaking English in front of people is difficult.					
17) I do not like to pronounce difficult words.					
External encouragement					
18) My family /friends encourage me to learn English.					
19) I get help to do my homework or get things explained to me outside the class.					
20) Outside the class, I watch films, listen to songs or read in English.					
21) Practicing English with native speakers refines my language skills.					
22) Interesting materials encourage me to learn English e.g. books, stories, movies...etc.					
Intrinsic motivation –integrative orientation					
23) I study English because I like it.					
24) If I could not go to Taif University, I would learn English by myself.					
25) Learning English is easy.					
26) Learning English is interesting.					
27) Learning English is important for me.					
Extrinsic Motivation (Teacher and peer students)					
28) In an English class, the teacher's personality is important.					

29) In an English class, the teacher's method (= way of teaching, the activities) is important.					
30) In an English class, the group is important.					
31) The way of teaching English affects my learning.					
32) The class environment affects my learning.					
Recapitulation of Instrumental/integrative motivation					
33) I learn English for practical purposes (e.g., get a job).					
34) I learn English to know more about the world.					
35) I learn English to communicate with others.					
Self- assessment of the use of English outside the class					
36) Outside the class, I use English.					
37) I am motivated to learn English.					
38) I wish my English class would be different.					
39) I talk to my family/ friends about new things that I learn in English class.					

Thank you

APPENDIX B

ARABIC VERSION OF MOTIVATION QUESTIONNAIRE

الاسم: _____ العمر: _____

التخصص: _____ المستوى: _____

عزيزتي الطالبة/

فيما يلي مجموعة من العبارات المتعلقة بدراسة دوافع تعلم اللغة الإنجليزية، وأمام كل عبارة مجموعة من الخيارات، الرجاء وضع علامة (✓) أمام الخيار الأقرب لرأيك.

هذه المعلومات ستستخدم للبحث العلمي فقط، شاكرة لك مشاركتك.

لا اتفق بشدة	لا اتفق	غير متأكد	اتفق	اتفق بشدة	
البعد الأول					
					(1) تعلم اللغة الإنجليزية ومعرفتها سيفيدني في مهنتي.
					(2) أحتاج تعلم اللغة الإنجليزية للالتحاق بالجامعة.
					(3) ستوسع اللغة الإنجليزية فرصتي المستقبلية.
البعد الثاني					
					(4) يساعدني / سيساعدني تعلم اللغة الإنجليزية في التعرف على الأجانب.
					(5) تساعدني / ستساعدني اللغة الإنجليزية في التعرف على الحضارة الأجنبية وقيمها وأفكارها.
					(6) تساعدني / ستساعدني اللغة الإنجليزية أثناء سفري للخارج.
					(7) تساعدني / ستساعدني اللغة الإنجليزية في فهم طريقة حياة الناطقين باللغة الإنجليزية الأصليين في البلدان المتحدثة بها.
					(8) يساعدني تعلم اللغة الإنجليزية في إيصال معرفتي للمتحدثين باللغة الإنجليزية مثال: شرح المواقع والاتجاهات.
					(9) يساعدني / سيساعدني تعلم اللغة الإنجليزية في محاكاة اللهجة والمصطلحات التي يستخدمها الناطقون باللغة الإنجليزية الأصليين.

البعد الثالث					
					(10) تعتبر اللغة الإنجليزية أساسية في التطور الشخصي.
					(11) تحدثي باللغة الإنجليزية سيتترك انطباعاً جيداً عني لدى الآخرين.
					(12) الإلمام باللغة الإنجليزية يمنحني الشعور بالنجاح.
					(13) تعلم اللغة الإنجليزية يوسع مداركي تجاه العالم.
					(14) يساعدني/ سيساعدني تعلم اللغة الإنجليزية في الإلمام بمختلف القضايا والأحداث العالمية.
البعد الرابع					
					(15) أشعر بالتوتر عندما يتحدث معي أحد باللغة الإنجليزية.
					(16) من الصعب التحدث باللغة الإنجليزية أمام الأشخاص الغرباء.
					(17) لا أفضل نطق الكلمات الصعبة.
البعد الخامس					
					(18) عائلتي وأصدقائي يشجعونني على تعلم اللغة الإنجليزية.
					(19) أحصل على المساعدة لحل واجباتي أو شرح بعض الأمور خارج الفصل.
					(20) خارج الفصل، أشاهد الأفلام واستمع للأغاني وأقرأ الكتب الإنجليزية.
					(21) ممارسة اللغة الإنجليزية مع الناطقين بها يصفق مهاراتي اللغة لدي.
					(22) المواد الممتعة تدفعني لتعلم اللغة الإنجليزية مثال: الكتب، القصص، الأفلام، إلخ.
البعد السادس					
					(23) أدرس اللغة الإنجليزية لأنني أفضلها.
					(24) سأتعلم اللغة الإنجليزية بنفسني في حال لم ألتحق بجامعة الطائف.
					(25) تعلم اللغة الإنجليزية يعتبر سهلاً بالنسبة إلي.
					(26) تعلم اللغة الإنجليزية ممتع.
					(27) تعلم اللغة الإنجليزية مهم بالنسبة إلي.
البعد السابع					

					(28) شخصية المعلمة في الفصل مهمة لتعلم اللغة الانجليزية.
					(29) أسلوب المعلمة (طريقة التدريس، الأنشطة) في الفصل مهم لتعلم اللغة الإنجليزية.
					(30) تعلم اللغة الإنجليزية ضمن مجموعة داخل الفصل أمراً هاماً.
					(31) طريقة تدريس اللغة الإنجليزية تؤثر على تعلّمي لها.
					(32) تؤثر البيئة التعليمية داخل الفصل على تعلّمي للغة الإنجليزية.
البعد الثامن					
					(33) أتعلّم اللغة الإنجليزية لأغراض عمليّة مثل: الحصول على وظيفة.
					(34) أتعلّم اللغة الإنجليزية لأتعرّف أكثر على العالم.
					(35) أتعلّم اللغة الإنجليزية للتواصل مع الآخرين.
البعد التاسع					
					(36) استخدم اللغة الإنجليزية خارج الفصل.
					(37) أنا متحمّسة لدراسة اللغة الإنجليزية.
					(38) أتمنى أن يكون درس اللغة الإنجليزية مختلف.
					(39) أخبر عائلتي وأصدقائي عن كل جديد أتعلّمه في فصل اللغة الإنجليزية.

شكراً جزيلاً.

APPENDIX C

SAMPLES OF SESSIONS FOLLOWING THE 5ES PROGRAM

Session (1):

Topic: Introducing Yourself

1- Displaying visual materials for people who meet each other for the first time and asking the students about what those people are doing.

2- Posting new vocabulary and key words on the board which are related to the lesson topic.

*The conversations between students will increase their comprehension of the topic and related vocabulary before using books.

3-Displaying a photo of a famous person and asking students to give some information about that person.

4- Displaying a photo of unknown person then the students will form questions which will help them to know some information about that person (name, place of living, age, nationality, job ... etc.). The students' responses will uncover their current knowledge about the topic.

5- Asking students to walk around the classroom and finding other students to introduce themselves to each other.

6- Designing assessments that are appropriate for students' level of language proficiency.

* Worksheet

*Asking students in groups to act as if they meet for the first time, so they will introduce themselves to each other.

* Playing a record from the book and asking students to do the exercises.

Session (2):

Topic: Where do you live?

- 1- Displaying picture of some places on projector and asking students to produce one word to describe each picture. The pictures are: picture of house, office, airport, school, restaurant.
- 2- Posting Students' words on the board.
- 3- Eliciting from students which is the suitable place for people to live in? (from the five pictures above).
- 4- In groups, asking students to draw a picture of a house or a flat on a poster; then, posting their drawings on different places in the classroom.
- 5- In the same group, asking students to walk around the classroom and use sticky notes to write some adjectives which describe the drawings. Then, discussing what they wrote.
- 6- In pairs, asking students to describe their own houses or flats to each other. The other student has to write notes about what she heard.
- 7- Asking each pair to write a short paragraph about where their partners live (**note:** the students already have the knowledge of writing sentences using verb To Be and present simple).
- 8- Asking pairs to exchange their paragraphs and check each other's writing by using a provided check list:

Writing Checklist:

	The <u>s</u> on the third person singular e.g. She <u>uses</u>
	A capital letter at the beginning of a sentence
	A capital letter for names, cities, countries, languages,
	A capital letter for 'I'

	Spelling
	Correct using of the articles a, an, the
	Linking words e.g. and, but, however
	Full stops (.) at the end of sentences
	All sentences have a subject and verb
	The verb to <i>be</i> and to <i>have</i> is used correctly

9- Design assessments that are appropriate for students' level of language proficiency.

* Worksheet

* Play a record from the book and ask students to do the exercises.

Session (3):

Topic: Where are you?

1- As a revision for the previous lesson, asking students to describe their houses.

2- Displaying a picture of a room in a house; then asking them to do the worksheet according to what they saw in the picture:

- * There is a chair T F
- * There is a laptop T F
- * There are cars T F
- * There is a bed T F
- * There are books T F
- * There are trees T F

3- Asking students to divide the statements above into two groups: singular and plural.

4- Asking students to circle similar words which are repeated in the statements above: There, is, and are.

5- Eliciting the form of the sentence There is and There are from students and writing them on the board:

*There + is + singular

*There + are + plural

6- Asking students to open their books on page (22) and giving them 30 seconds to look at the four pictures of streets using there is, there are, and adjectives for describing places.

7- Asking students in groups to look at the map on page (23) and asking them to find three cafés through reading three different descriptions of those cafés.

8- Asking students to circle any prepositions of place in the three descriptions above (near, next to).

9- Playing track 1.41 from the coursebook; then asking students to complete the conversation on page (23).

10- Asking students in pairs to look at the same map and asking them to imagine that they are in one place on the map; they have to tell each other where they are:

STUDENT A: Where are you?

STUDENT B: I'm in

STUDENT A: Where is that?

STUDENT B: It is

11-Design assessments that are appropriate for students' levels of language proficiency.

*Asking students in groups to act as if they want to meet in a place, so they will practice the language.

* Playing a record from the book and asking students to do the exercises.

Quiz Sample

QUIZ (Things in Shops)

SCIENCE STREAM

EPA

1438/1439

STUDENT'S NAME: _____ STUDENT'S ID: _____ SN: _____

A. Choose the correct answer:

1. These _____ white trousers.

- a. are b. have c. is d. has

2. How much _____ jeans?

- a. are these b. is these c. are this d. is this

3. She _____ black color, but she doesn't yellow.

- a. didn't like b. like c. doesn't like d. likes

4. choose the odd word:

- a. cup b. carpet c. coat d. lamp

B. Write the plural from these words:

Pen	Watch	Magazine	postcard

C. Writing: Put the words in the correct order:

1. are/ How/ dresses/these/much/?

2. at/ carpet/ Look/ red/ this/!

3. wears/ sometimes/She/ at university/ t-shirt/.

Good Luck