

The Effect of 5ES Model in Developing Fifth Graders' English Vocabulary Learning and Their ` Motivation

DALAL FANAR ABDULBAQI
Tikrit University , College of Islamic Sciences
dalal.f.abd@tu.edu.iq

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Abstract

Students in Iraq, who study using traditional methods, face difficulties in understanding the language. Textbooks and teachers are considered secondary resources in constructivist and collaborative learning, where the focus is on student interaction and building connections between what they already know and what they are learning. This research examines how the 5Es educational framework affects the motivation of fifth-grade students and their ability to acquire new English vocabulary. It may contribute to research on the 5Es model and its impact on the motivation and success of students learning English as a foreign language. A total of 100 fifth-grade students studying English as a foreign language participated in the study. They spend six hours weekly learning English, focusing on reading, writing, listening, and speaking. There were 65 students in the control group and 35 in the experimental group. The experimental group participated in a 10-week program consisting of 20 sessions developed by the researcher using the 5Es instructional model. Learners can use the 5Es framework to build a deep understanding of an unfamiliar topic from start to finish. In comparison, the control group was taught by the researcher using the traditional method. The results showed that the experimental group achieved significantly greater progress than the control group. The experimental group also demonstrated statistically significant improvements in both their motivation and their learning of English vocabulary between the pre- and post-tests.

Key Words: 5Es model, fifth graders, English vocabulary learning, and motivation.

1.Introduction

In recent years, English has emerged as the de facto worldwide language. When English is taught in Saudi Arabia using the more conventional, teacher-centered approaches, pupils often fall into the trap of making the same mistakes over and over again. In the past, educators placed a greater emphasis (e.g., writing, speaking, and utilizing the language in context). The constructivist and cooperative learning approaches, in contrast, do not rely solely on teachers or textbooks but instead encourage students to learn from one another and make connections between previously learned material and new concepts. The purpose of this research is to examine how the 5Es can be used to improve fifth-graders' motivation and retention of English vocabulary.

Educating students by just relaying what the teacher tells them is no longer considered effective. Students need to take on more responsibility for their own education in favor of the traditional teacher-centered model. Important learning approaches that focus on the student as the primary agent in the educational process include the constructivist and cooperative models. The main advantage of the constructivist approach over the traditional one (Kim, 2005p207-220:) is that it gives the learner more agency in the process of constructing, explaining, forming, and improving his knowledge. For instance, the constructivist method encourages students to draw their own conclusions rather than relying on the teacher to relay information. It also positions students as the primary actors in the educational process. According to(Kim ,2005:p207-220), the constructivist approach is best understood as a learning-teaching process rather than its antithesis.

Furthermore, the researcher is looking for innovative approaches to teaching English to Iraqi students in fifth grade in light of the challenges these students encounter. The 5Es model of learning is one strategy that draws from constructivism and cooperative learning approaches and can be applied to teach any language.

1.1 Research Objectives

This study attempts to determine the development of the fifth grade students in English vocabulary learning and motivation;

1. To determine the development of the fifth grade students in English vocabulary learning.

2. To determine the development of the fifth grade students in their motivation..

1.2 Research Questions

This research looks at how the 5Es model helps students improve their listening, reading, writing, and speaking abilities. As a result, the following questions guide the research in this article:

1. Are there any statistically significant in the development of the fifth grade students in English vocabulary learning?
2. Are there any statistically significant in the development of the fifth grade students in their motivation?

2. Literature Review

2.1 English Vocabulary Learning

Vocabulary is the cornerstone of language study, yet it also creates roadblocks. Thus, one's vocabulary will in fact affect one's linguistic competence. Just as "without grammar little can be conveyed," (Wilkins, 1972:p9-10), so too "without vocabulary nothing can be conveyed." Vocabulary is essential for the acquisition of all language skills, from hearing and speaking to reading and writing. As a result, expanding one's lexicon is crucial for students of a foreign language, as doing so has been shown to lead to greater gains in fluency. However, research on the acquisition of a broader vocabulary was given scant attention in the 1950s and 1960s. Researchers, academics, educators, and professionals in the field have been increasingly curious about it in recent years. Many scholars in the field of second language acquisition (SLA) have stressed the significance of vocabulary. The following citations illustrate their viewpoints on the importance of vocabulary learning. Without a large vocabulary, Carthy argues, it doesn't matter how well a pupil learns grammar or how well they master the sounds of an L2, they won't be able to communicate effectively in the target language. Laufer further enlightened us by saying that "no text comprehension is possible, either in one's native language or in a foreign language, without understanding the text's vocabulary" (Laufer, 1988:p275). The need of studying a wide range of English vocabulary has also been highlighted by a prominent Chinese scholar. It's equivalent to saying, "That building is short on supplies."

2.2 Motivation

It can be challenging to learn a foreign language in a first language (FL) environment, because exposure to native speakers and natural conversation may not be readily available. Success in this scenario is heavily dependent on the learner's desire to learn the language. Research has pointed to motivation as a key factor in how much and how well a second language is learned. Motive for learning a second language (L2Motivation) is defined by Gardner (1985, p: 63) as the effort put in and the level of enjoyment gained by the learner as they progress toward their goal of fluency in the target language. Dornyei (2001) argues that the teacher is the single most influential factor in inspiring language acquisition. His research suggests that a teacher's charisma, affability, and methods can have a significant impact on all three components of motivation, which in turn influence students' goals and the maintenance of their learning effort.

There are several factors that can influence a student's motivation to learn a new language. The socio-educational model (Gardner, 1985), for example, suggests that learners' motivation to study the second language is influenced by integration and attitude toward learning, two factors that have been the focus of numerous attempts to characterize second-language learning motivation. Learning a second language requires an open mind and a genuine desire to communicate with the people who speak it. A student's outlook on the language-learning process is susceptible to the course's delivery method and the instructor. According to the socio-educational paradigm (Alothman & Shuqair, 2013p:123), there are three components that make up a learner's motivation to acquire a second language: (1) the effort that the learner puts out to accomplish a goal, (2) the desire to acquire the language, and (3) the attitude toward acquiring the language.

Teachers can boost students' enthusiasm for learning by making class activities interesting and engaging (Karlsson, 1996). A higher level of student motivation has been linked to higher levels of learning and, consequently, student accomplishment (Barry & King, 1993; Galloway, Rogers, Armstrong, & Leo, 1998). As a result, educators must actively seek out effective methods of instructing English, which is especially crucial in settings where the language is infrequently spoken outside of school. Teachers could do their pupils a favor by employing teaching strategies shown to increase their ability to learn and use English.

Some scholars in the Arab world have looked into what keeps EFL students going, although there is a dearth of literature on the constructivist method. Researchers in the field told Alothman and Shuqair (2013) that traditional methods of teaching English do not emphasize the importance

of students' intrinsic motivation to learn the language. Problem-based learning, however, has been shown to increase students' enthusiasm to learn English by keeping them engaged in the material and the process, according to research conducted by Alothman and Shuqair (2013).

2.2.1 Aspects of Motivation

Both instrumental and integrative motivation are important in the process of picking up a new language (Gardner and Lambert, 1972).

2.2.1.1 Instrumental Motivation

Students who are primarily motivated by the prospect of financial gain or educational advancement have an instrumental motive for their language study. Many college-level language students, for instance, are primarily motivated to study abroad in order to satisfy a language requirement.

2.2.1.2 Integrative Motivation

A person who is interactively driven to acquire a second language does so because they want to communicate with native speakers of that language. A person may wish to learn a language out of an interest in the culture of the language's speakers. Some native Arabic speakers, for instance, may be inspired to study English in order to facilitate their relocation to a new country.

2.2.2 Importance of Learner Motivation

According to Gardner (1985), intrinsic motivation is the single most important predictor of academic success. The success of the learner might be influenced by a number of factors. These factors can be summed up as follows: curiosity, the nature of the classroom, and the larger social context.

2.2.2.1 Interest

Using novel strategies and methods, teachers can produce engaging lessons that inspire their pupils. To make learning a second language more engaging, a teacher can, for instance, employ cooperative and constructive learning approaches.

2.2.2.2. Classroom Environment

Instead of having a serious and official atmosphere in the classroom, the instructor should make it a lively, energetic, and engaging place to learn and practice language skills. Exercising one's L2 skills through activities

like role-playing or performing short plays while wearing wigs or only half of a costume may be a lot of fun. The use of humor in the classroom is also highly recommended.

2.2.2.3. Society

The learner's outlook on language study may be profoundly impacted by the culture in which he or she is immersed. Students can carry either a favorable or negative social attitude toward the target language into the classroom with them. Some Arab speakers may have a negative impression of English because of its association with Western cultural mores they view as anti-Islamic. One reason why language classes are frequently offered abroad is that the learner's home culture has less of an impact when they are immersed in the culture of the L2 speakers.

2.2.3 Types of Motivation

Within the framework of the self-determination theory developed by Deci and Ryan (1985), the distinction between intrinsic and extrinsic motivation is drawn.

2.2.3.1 Intrinsic Motivation

When students do well because they want to, they are motivated intrinsically. Students are free to pursue their individual passions and interests in the classroom. In addition, learners may be motivated to work on the assignment because they stand to gain anything from its successful completion, be it bragging rights, a higher salary, or better grades. Intrinsically motivated students are more likely to persist through difficult issues and learn from their failures (Walker, Greene, & Mansell, 2006p:1-6). Assimilation of new information into existing knowledge relies heavily on the individual's intrinsic desire.

2.2.3.2 Extrinsic Motivation

Learning is influenced by extrinsic motivation when students are prompted to take action by reasons outside of themselves. The inclination to join (or abstain) in an activity for reasons that have nothing to do with that activity is an example of this type of motivation. Expectations of success or failure in an exam, or of receiving higher or lower grades, are examples of such factors (Vansteenkiste, Lens, & Deci, 2006p:19-31). Learners may be coerced into performing tasks they dislike due to the use of extrinsic motivation. Students who lack intrinsic motivation are more likely to benefit from teachers' use of motivational approaches and procedures.

In conclusion, intrinsic motivation can be defined as the drive to complete a task just because doing so will be rewarding in and of itself. In contrast, extrinsic motivation refers to the drive to complete an action because doing so would lead to the attainment of an external reward or consequence.

2.2.4 Motivation and Language Learning

The level of motivation an L2 student has will have a major impact on how well they learn. Gardner (1885) argues that in order for a student to be motivated to reach their objective, they must be given a glimpse of what lies ahead. Learners of English as a Foreign Language (EFL) may have fluency as an end goal. Some language learners are more successful than others, according to research by Cook (2000), because they are intrinsically more driven to succeed. "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," Ellis (1994, p. 508) writes in support of the idea that teachers can help to inspire their students. According to Cook (2000), there are three key characteristics which influence language acquisition, and these are a learner's age, personality, and motivation. The latter is the single most influential aspect of language learning. "the effort which learners put into learning an L2 as a result of their need or desire to learn it," writes Ellis (1994, p.715), is an example of motivation. Similarly, "learners' communicative needs and their attitudes towards the second language community" (Lightbrown & Spada, 2001, p.33) are what Lightbrown & Spada believe best describes the motivational drive behind second language learning.

Including students' intrinsic motivation in lesson planning might yield positive results. Teachers can gain insight into their students' motivations and how they see the learning process by paying attention to the beliefs and values their students have about language learning. Teachers of other languages, for instance, have long appreciated the benefits of connecting the target language (L2) to students' interests and passions through, say, modern pop music. Motivation, in a nutshell, is any factor—biological, psychological, or social—that pushes students forward toward their goals and ultimately leaves them feeling fulfilled. Without a doubt, the instructor of a foreign language has a crucial impact in either increasing or decreasing the students' desire to study that language.

2.2.5 Past Studies on Motivation

There have been a lot of discussions and studies about how motivation affects language learning and how it relates to the learning process. Using

a small sample of 20 Malaysian Master's degree candidates, Yang (2012) measured the students' attitude and motivation towards studying L2 and uncovered the causes of disparities in levels of acquisition and learning of English. The results demonstrated that students had a high level of motivation to learn English because they placed a high value on their English skills. Some students study English because they need it to find work, while others do it because they want to surround themselves with people who speak English and appreciate their culture. Motivation, attitude, anxiety, and instrumental orientation were all studied in relation to English proficiency among college students by Latifah, Mansor, Ramli, Wardah, and Ng Man in 2011. The 757 participants were all undergraduates at Open University Malaysia. The results indicated a positive correlation between students' levels of motivation and attitude and their academic achievement. Similar results were observed by Alsamadani & Ibnian (2015):p185-198, who surveyed 112 English majors at Umm Al-Qura University in Saudi Arabia, linking students' motivation and attitude to their GPA. Students who were enthusiastic and committed to their English studies typically fared well in the subject.

The motivation of language students is difficult to pin down for a number of reasons. It's also not easy to persuade native Arabic speakers to study English, what with the religious, cultural, and syntactical distinctions between the two languages. But there are ways to increase kids' enthusiasm for learning.

2.3 The 5Es Model:

The constructivist theory can be used with a variety of instructional strategies, including the 5Es. The "Five Es" educational paradigm was created by Roger Bybee in 1997 and is based on the constructivist approach to learning. Instruction may not be effective when teachers convey a new concept without tying it to students' prior knowledge, so it's important to give them a way to build an accurate understanding of the topic from scratch using what they already know. The 5Es framework encourages students to draw on their own prior knowledge and experiences in order to gain new insights. The 5Es strategy also involves the cooperative learning approach, which gives students the option to work in groups to boost their academic performance. Students who learn independently are more likely to keep to themselves and not share what they have learned (Johnson & Johnson, 1990), suggesting that cooperative learning could be an effective way to implement the 5Es approach in the classroom. Understanding learning as a sequence of experiences, explorations, explanations, and evaluations is central to the 5Es teaching paradigm. There are five stages

to this learning model: introduction, investigation, explanation, expansion, and assessment.

2.3.1 Engagement

Students are expected to make connections between the new information they have been given and their prior knowledge and experiences in order to fully grasp the material (Bybee, 2009.p24). The primary goal of this phase is to catch learners' imaginations (Swanage & Lane, 1999), thus şcan (2014) suggests giving them exercises that will pique their interest in the new topic, show off what they already know about it, and get them thinking critically about it. If pupils are eager to learn and ask questions, this phase will be a success (Bybee, 1997). To get students interested in the material, you can pose a rhetorical question, play out a challenging scenario, or show them a video clip of a relevant event.

2.3.2 Exploration

In this stage, you'll learn the subject thoroughly so you can avoid common misunderstandings and come up with novel solutions (Bybee, 2009.p24). şcan (2014) suggests having students respond to questions based on the novel material. Its goal is to give students real-world experiences that will help them put what they've learned into practice. At this stage, kids are actively investigating unfamiliar ideas.

2.3.3 Explanation

After students have investigated new concepts and actively participated in their existing knowledge, they move on to the critical explanation stage (Bybee, 2009.p24). Teachers can facilitate students' grasp of novel concepts by providing explanations (şcan, 2014.p975-978). It allows them to defend their research in front of their peers. These clarifications should relate back to the investigation and participation processes (Swanage & Lane, 1999). Students are actively engaged in a classroom setting that encourages them to articulate their thinking.

2.3.4 Elaboration

At this stage, students are urged to put into practice what they have learned in order to acquire a more thorough grasp of the concept (Bybee, 2009.p42). At this stage, the teacher should focus on developing students' knowledge and competence (şcan, 2014.p975-978). This affords pupils the chance to apply what they've learned in one setting to another.

2.3.5 Evaluation

In this stage, students reflect on their learning and collaborate with instructors to evaluate progress and success (Bybee, 2009), painting a clear picture of how students comprehended and built upon previously acquired information. In addition, formal assessments of their knowledge are possible.

2.3.6 Past Studies on The 5Es Model

Since Rodger Bybee proposed the 5Es concept in 1997, many have looked at its usefulness. There have been many successful scientific and societal applications of the 5Es concept. Moseley and Reinke (2002) integrated the 5Es into their classroom by having students create cartoons and stickers to raise awareness about environmental issues. Keser (2003) adapted the 5E framework to the teaching of electromagnetic induction in secondary school classrooms, creating a constructivist learning environment. The findings validated the model's logical framework as suitable for the task at hand. Both Boddy, Watson, and Aubusson (2003) and Newby (2004) used the 5Es pedagogy with elementary school children. Students were more engaged, they laughed more, and their thinking was more organized after using the 5Es model, which was proven to be both entertaining and effective in the classroom. Geyik (2009) published a study titled "Using the 5E Model in History Education: A Sample Study for English Language Teaching Classes" in which he adapted the 5Es model for use in teaching History and found that it improved student engagement and performance.

Cazibe Yiit (2011) studied 70 English majors at Trakya University in Turkey to see how the 5Es model affected their academic performance and their interest in writing. The results showed that the implemented program increased student achievement and enthusiasm for writing. The 5Es can be taught in sequence, either in a single lesson or over the course of a whole unit. Each element of the model can be integrated into individual lessons, and all phases should be visible in the unit's execution (Bybee, 1997). In conclusion, a novel method for teaching English to foreign language students in Saudi Arabia may be the 5Es model of learning, which draws from constructivism and cooperative learning. Learners of English, like learners of any other subject, benefit from having opportunities to make connections between their prior and new information, as stated by Carr et al. (2006). The 5Es model of education could be used as a bridge to make this connection.

3. Methodology

3.1 Research Design

This research was conducted using a quantitative approach. The study's experimental group will participate in a 10-week reading, writing, listening, and speaking program based on the 5Es paradigm during the first semester of the 2023-2024 school year. The researcher used Gardner's Attitude / Motivation Test Battery (AMI) (1960) questionnaire to assess students' levels of knowledge before and after the intervention. A convenience sample of 100 fifth graders participated.

4. Findings and Discussions

This study was conducted to determine the effect of the 5Es model in developing the fifth grade students' in English vocabulary learning and their motivation. In this chapter, the researcher attempted to analyze all data needed to answer the two research questions: (1) Are there any statistically significant in the development of the fifth grade students in English vocabulary learning? (2) Are there any statistically significant in the development of the fifth grade students in their motivation? Some major findings emerged from the analyses of the data. As a conclusion for this chapter, these are some of the major results:

To answer research question (1): there were statistically significant development between fifth grade students' English vocabulary learning and motivation, which affirm the effectiveness of the 5Es program treatment. The content of each session was suitable for the learners' level. Figure 4.1; shows the result;

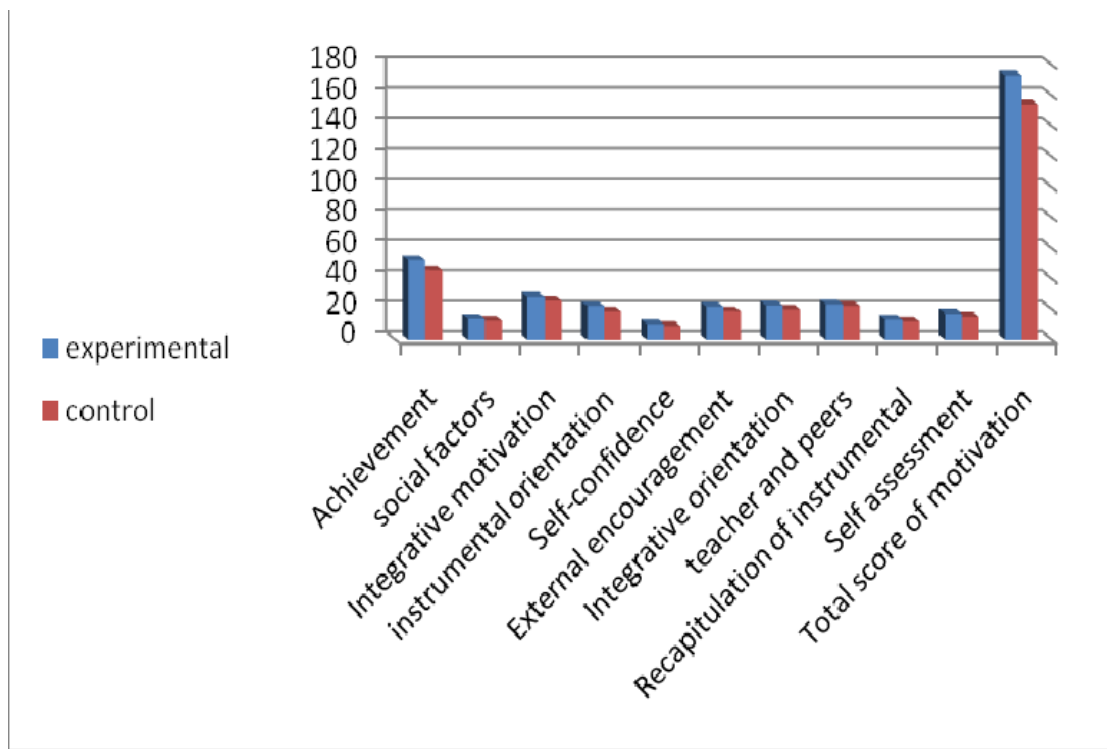


Fig 4.1 Statistically Significant Development Between Fifth Grade Students’ English Vocabulary Learning and Motivation

To answer research question (2): there were statistically significant development between the mean scores fifth grade students’ English vocabulary learning and motivation. Figure 4.2; shows the results:

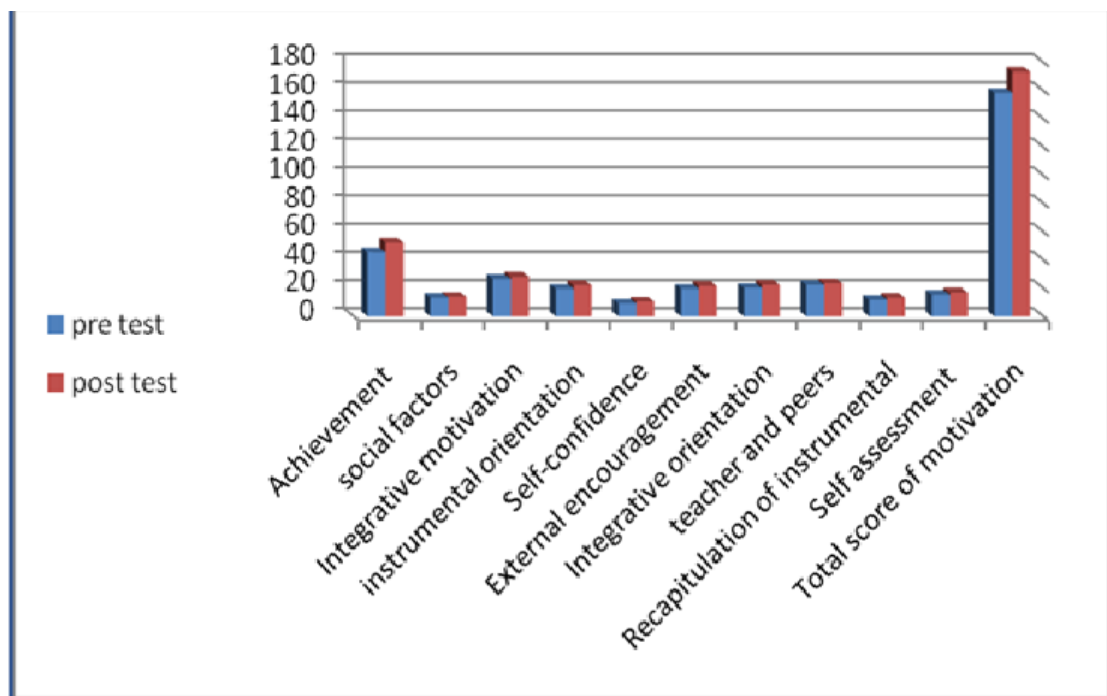


Fig 4.2: Statistically Significant Development Between The Mean Scores of Fifth Grade Students’ English Vocabulary Learning and Motivation.

Conclusion

The purpose of this research is to examine the feasibility of implementing the 5Es model with fifth graders and the extent to which doing so influences students' vocabulary acquisition and interest in English as a second language. The 5Es model's efficacy was determined by comparing the outcomes of an experimental group taught using the model to those of a control group taught using more conventional approaches.

Data analyses suggest that at first, participants in the control group of fifth graders were on par with those in the experimental group of students in terms of their ability to learn new English vocabulary and their level of motivation to do so. Students who were taught using the 5Es model showed statistically significant improvements in vocabulary acquisition and motivation after 20 sessions of instruction compared to students who had been taught using the more conventional method, in which the teacher merely generates and transfers new information to the students.

The 5Es paradigm, which emphasizes group work and problem solving, has been linked to increased motivation and retention among EFL students acquiring English vocabulary. There is a good chance that the model could be effective in all EFL classes in Iraq, despite the fact that this study only involved students in fifth grade and cannot be applied to students in other grades. The 5Es strategy has been shown to improve students' motivation to study English, which in turn improves their learning performance and achievement. The results of studies on constructive learning, such as Kim (2005), Aharony (2006), and Selcuk et al. (2007), are consistent with this view. Kim (2005) used the constructive approach to teach primary school mathematics for nine weeks and found that it was more effective than the standard technique. Both Aharony (2006) and Selcuk, et al. (2007) found that high achievers are more likely to engage in constructive learning practices, such as asking questions and seeking clarification, than low achievers are.

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أثر نموذج E5s في تنمية تعلم المفردات في اللغة الانجليزية لدى طلاب الصف الخامس
متوسط وتحفيزهم

م.م دلال فخر عبد الباقي

جامعة تكريت/كلية العلوم الاسلامية

dalal.f.abd@tu.edu.iq

الملخص

في السنوات الاخيرة , برزة اللغة الانجليزية كلغة الاعمال الدولية الفعلية ولغة الانترنت المشتركة , مما دفعة العديد من المؤسسات التعليمية الى اعطاء قيمة كبيرة لتدريسها. تعد الكتب المدرسية والمعلمون من الموارد الثانوية في التعلم البنائي والتعاوني , حيث ينص التركيز على تفاعل الطلاب مع بعضهم البعض واقامة روابط بين ما يعرفونه بالفعل وما يتعلمونه . يبحث هذا البحث في كيفية تأثير الاطار التربوي ES5 على دوافع طلاب الصف الخامس وقدرتهم على اكتساب كلمات انجليزية جديدة. وبالمثل , قد يضيف الى البحث حول نموذج Es5 وتأثيراته على الدافع ونجاح الطلاب اللغة الانجليزية كلغة اجنبية . تم تسجيل ما مجموعه 100 طالب في الصف الخامس من طلاب اللغة الانجليزية كلغة أجنبية في الدراسة . يقضون 6 ساعات كل أسبوع, لمدة فصل دراسي واحد , في تعلم اللغة الانجليزية من خلال التركيز على القراءة والكتابة والاستماع والتحدث . كان هناك 65 شخصاً في المجموعة الضابطة من قبل الباحث بالطريقة التقليدية على نفس الاطار الزمني . في الاختبارات اللاحقة التي تقيس دافعية الطلاب واكتسابهم للمفردات الانجليزية في الصف الخامس , أظهرت النتائج أن المجموعة التجريبية أحرزت تقدماً أكبر بكثير من المجموعة الضابطة . كما أظهرت المجموعة التجريبية تحسناً كبيراً احصائياً في كل من دافعتهم وتعلمهم للمفردات الانجليزية بين الاختبارات السابقة واللاحقة .

الكلمات المفتاحية: نموذج Es5, طلاب الصف الخامس, تعلم المفردات الانجليزية, والدافعية