

**Influence of 5E Instructional Model on Students’  
language reading motivation and attitudes**

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**ABSTRACT**

This study examined the extent of utilization of the 5E Instructional Model and its influence on students’ engagement in English, particularly focusing on reading motivation and attitudes. Using descriptive-correlational design, the study measured the implementation of the 5E phases—Engage, Explore, Explain, Elaborate, and Evaluate—and found consistently high to very high utilization across indicators. Collaborative exploration, concept explanation, critical questioning, and application of concepts in varied contexts were identified as the most strongly implemented practices. The results affirm that teachers make extensive use of inquiry, problem-solving activities, alternative explanations, and performance-based assessments, all of which are central to constructivist pedagogy. These findings align with existing literature emphasizing the role of the 5E Model in promoting student-centered learning, deepened conceptual understanding, and real-world application. Regression and correlation analyses further revealed that the use of the 5E Instructional Model significantly predicts and positively influences students’ engagement in English ( $p < .001$ ), with a regression coefficient of  $\beta = 0.647$ . This suggests that increased implementation of the model leads to higher learner engagement, motivation, and active participation. Students demonstrated greater enjoyment of lessons, improved attendance, heightened creativity, and stronger involvement in academic tasks. These results reinforce the effectiveness of the 5E Model as an inquiry-based approach that supports autonomy, critical thinking, and collaboration—factors that contribute to improved reading motivation and more positive attitudes toward English learning. The study highlights the importance of sustaining and enhancing 5E-based instruction to foster deeper engagement and meaningful learning experiences in language education.

**Keywords:** 5E Instructional Model, reading motivation, English language, motivation, attitude.

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## INTRODUCTION

Education serves as the foundation through which learners are equipped with the knowledge and competencies needed to navigate an increasingly scientific and technologically driven world. In the MATATAG curriculum, the English subject is intended to develop literate Filipino learners who are informed, socially engaged, responsible decision-makers, and capable of applying practical knowledge with significant societal and environmental impact. De Castro (2021) emphasizes that English education prepares individuals for the “Age of Artificial Intelligence” by strengthening language literacy, comprehension, and the essential skills needed for active citizenship. Similarly, the Department of Education (2012) underscores that English education provides students with daily-life knowledge, critical thinking, and life skills to meet everyday challenges. Within this framework, language reading comprehension becomes central to learners' holistic development, enabling them to build knowledge, attitudes, and skills that contribute to personal growth and future readiness (DepEd, 2023). Recognizing this importance, educators are called upon to ensure that learners receive appropriate literacy support aligned with national standards.

Despite these goals, persistent challenges in English reading comprehension remain evident among Filipino students. Cruz (2019) notes a continuing lack of critical thinking skills in reading, which hinders students' ability to analyze texts beyond surface-level recall. Results from the Programme for International Student Assessment (PISA) reveal that the Philippines ranked lowest among 79 countries in reading in 2018 and only slightly improved to 76th out of 81 countries in 2022. These results highlight a severe national concern, especially in rural and isolated areas where students often struggle to analyze texts deeply, relying primarily on recognition and recall skills. PISA results further reveal that less than a quarter of Filipino learners met minimum proficiency levels in reading, mathematics, and science (PISA, 2022). The implications of these findings point to the urgent need to strengthen instructional pedagogy—particularly approaches that train students to generate ideas, explore multiple perspectives, and develop metacognitive awareness to produce well-supported conclusions.

The literature further suggests that limitations in pedagogical approaches contribute to poor reading comprehension outcomes. Marubio (2022) argues that the absence of varied teaching methods and classroom models impedes learning, particularly among 21st-century learners who require more dynamic and responsive instruction. When teachers select methods that do not match students' characteristics, motivation declines, resulting in disengaged and fatigued learners. Conversely, varied and student-centered learning strategies can cultivate motivation and promote a more conducive and enjoyable learning process (Cerdoñez, 2021). As such, achieving learning goals requires thoughtful integration of instructional strategies that sustain student interest while addressing literacy needs.

To respond effectively to societal demands and the evolving nature of English education, instructional delivery must be refined and recalibrated. Despite numerous reforms, English instruction in the Philippines continues to face substantial challenges, as reflected in consistently low PISA performance. Even with intensified preparations after the 2018 results, national scores in 2022 showed minimal improvement. The average performance remained significantly below global standards, with the Philippines ranking just above countries that experienced declines in performance. These outcomes stress the need for transformative and innovative teaching practices, particularly those that challenge traditional and stereotypical modes of instruction. Teachers, as

mandated by the K to 12 Curriculum, must adopt meaningful and practical strategies that promote literacy, develop essential skills, and enhance reading comprehension to meet global expectations.

One promising pedagogical framework that aligns with these needs is the 5E Instructional Model. Increasingly adopted worldwide, this model supports English curriculum reforms by fostering active and meaningful learning through its five phases: Engage, Explore, Explain, Elaborate, and Evaluate (Akuma & Callaghan, 2023). The K to 12 English curriculum similarly advances comprehensive language learning by emphasizing understanding, practical application, performance of literacy skills, and the development of values and attitudes (Gomez, 2021). The 5E model aligns with these domains by promoting shared responsibility between teachers and students and encouraging concrete learning experiences. Its learner-centered approach enhances cognitive, affective, and psychomotor development, making it suitable for addressing gaps in reading comprehension and higher-order thinking skills.

With the implementation of the MATATAG curriculum, significant instructional changes are positioned to strengthen English education further. Decongested learning competencies, emphasis on spiral progression, and a shift toward innovative and inquiry-based teaching represent key improvements. Pagulanan (2023) highlights that English instruction has moved away from purely traditional approaches toward more explorative and student-centered strategies that enhance reading comprehension and critical thinking. The 5E Instructional Model, in particular, provides a systematic yet flexible structure that encourages active engagement, deeper understanding, and meaningful application of reading concepts. By integrating this model into reading comprehension instruction, educators can create transformative learning experiences that promote sustained interest and long-term literacy development.

Grounded in these premises, the present study investigates the influence of the 5E Instructional Model on students' language reading motivation, attitudes, and comprehension skills. Given the persistent national struggle with reading literacy and the call for instructional innovation, this study aims to determine how the 5E model may contribute to improved learning outcomes and foster greater engagement among learners. Through this inquiry, the research seeks to support both teachers and students in enhancing literacy practices that are responsive to current educational demands and positioned to elevate the country's overall reading proficiency.

### Statement of the problem

The study was conducted to determine the influence of the 5E instructional model on students' reading motivation and attitudes in Balibago Integrated High School, Division of Santa Rosa City, Laguna. Specifically, it aims to address the following research questions:

1. What is the level of utilization of the 5E instructional model in English 10 in terms of engagement, explanation, exploration, elaboration, and evaluation?
2. What is the level of students' engagement toward the English subject?
3. Is there a significant influence between the level of utilization of the 5E instructional model in teaching English 10 and the students' engagement in English?

## METHODOLOGY

The researcher used the cross-sectional research design as the primary method of this research. A cross-sectional study is a type of research design in which the researcher collect data from Grade 10 students from Balibago Integrated High School at a single point in time. In cross-sectional research, the researcher observed variables without influencing them. Furthermore, cross-sectional research design is of large value in providing facts on which scientific judgements is based. They provide essential knowledge about the nature of objects and persons; they play a large part that the development of instrument for the measurement of many things; instruments that are employed in all types of quantitative research as data-gathering instrument for instance the survey questionnaire.

Moreover, a cross-sectional study is a type of observational research that analyzes data of variables collected at one given point in time across a sample population or a pre-defined subset (Luther, 2020). This method will be used in determining influence of 5E Instructional Model on Student's Language Reading Motivation and Attitudes among the Grade 10 students in Balibago Integrated High School (BIHS).

In this study, every indicator such as Engagement, Explanation, Exploration, Elaboration and Evaluation and the influence of 5E Instructional Model on student's English language reading motivation and attitudes will be given descriptive presentation in the instrument to best quantify results among the respondents of this study.

The respondents of the study were the Grade 10 students in Balibago Integrated High School, Division of Santa Rosa, Laguna. They were composed of one hundred students (100) from the morning class shift. Simple random sampling was appropriate for this study. As defined, simple random sampling is a type of nonprobability sampling in the quantitative research study in which the researcher will use his non-judgment scheme in the selection of sample members (De Belen, 2015). Furthermore, according to Fraenkel and Wallen (2015) and Birion and De Jose (2016), simple random sampling is used to select a sample that the researcher believes, based on prior information and knowledge of the sample respondents, provided the data needed in the study. In this research, the influence of 5E Instructional Model on Student's English Language Reading Motivation and Attitudes among the Grade 10 helped the researcher in determining their utilization in the classroom setting and instruction and its influence. Moreover, the selected 100 Grade 10 students will be based on the premise that these participants are having maintained sets of experiences in the implementation of 5E Instructional Model in the classroom and can be easily reached by the researcher since they are under supervision and instruction in the English class.

The instrument used in this study was a descriptive survey questionnaire which is subdivided into different parts. There is only one survey instrument to be used in this study intended for the student participants. The modified survey questionnaire measured the influence of 5E Instructional Model to student's language reading motivation and attitudes among the Grade 10 students after Gejda (2006) conducted her study regarding "5E Instructional Model in the Science Classroom: A Survey on Teachers' Practice".

The instrument to be used in this study will directly answer on the current practice of utilization of the 5E Instructional Model in the classroom. The modified test items are systematically prepared by the researcher with a set of questions and deliberately designed to elicit responses from respondents or research informants for the purpose of collecting data or information.

The researcher validated instruments with the help of academic head and program coordinator to ensure the accuracy of the data used for this research. It was submitted to the Master Teacher for revision and validation. Validity and reliability testing of the research instrument was done. Experts in English and Coordinator validated the instrument with the use of four criteria: (a) conformity with the objectives, (b) clarity and construction, (c) level of difficulty, and (d) relevance and suitability. Test items which failed to meet the criteria will be rejected. The test items will then be modified to satisfy the validation criteria. The researcher undergone the test questionnaire to ten (10) public students of other section yet on the same level to further analyze the validity and reliability of the test questions. The researcher will obtain a validation certificate as one of the Appendices. These will be administered to Grade 10 students from the pilot testing school that serves as dry run. The data to be obtained will be analyze to address the specific problems of the study. Statistical tools such as frequency, mean and percentage will be used to get the Mean Percentage responses (MPS) of the students.

The questionnaire was administered to the respondents. The researcher will personally conduct the survey and will retrieve the papers after the survey is taken by the respondents, it will be tallied, computed, and interpreted. The following statistical methods will be used by the researcher in making the analysis and interpretation of data:

The Weighted Mean. The weighted mean will be used to determine the level of utilization of the 5E Instructional Model in English instruction in terms of engagement, explanation, exploration, elaboration, and evaluation and the level of influence of 5E Instructional Model on student's language reading motivation and attitudes towards English subject.

Pearson r. It shall be used to determine if there is a significant relationship between the level of utilization of 5E Instructional Model in English instruction in the classroom and the level of influence of 5E Instructional Model to student's language reading motivation and attitudes.

## RESULTS AND DISCUSSION

### Extent of use of the 5E Instructional Model

Drawing from the data gathered from the student respondents who participated in the study, the results reflect how the 5E Instructional Model was utilized by teachers during English 10 instruction. As described in the methodology, the study employed a quantitative descriptive–correlational design using a validated survey questionnaire that measured the extent of 5E utilization across its phases, alongside indicators of engagement and attitudes. Based on the responses analyzed, the overall extent of utilization of the 5E Model was found to be high ( $M = 4.26 \pm 0.384$ ), indicating that teachers consistently implemented the model's key features in their instructional practices. Among the indicators, facilitating brainstorming activities to generate multiple perspectives or solutions obtained the highest mean ( $M = 4.51$ ), reflecting very high utilization. This demonstrates the teachers' strong emphasis on encouraging idea generation, exploratory dialogue, and active participation—an approach aligned with Librada's (2021) assertion that students engage more deeply when new content resonates with their prior experiences. Furthermore, providing relevant information that connects lesson content to students' existing knowledge also received a very high rating ( $M = 4.49$ ), suggesting that scaffolding and

contextualization were systematically practiced. Problem-solving activities similarly obtained a high mean score ( $M = 4.46$ ), confirming that opportunities for critical thinking and analytical tasks were consistently integrated into lessons, supporting Gallardo's (2020) claim that the 5E Model fosters meaningful knowledge construction through inquiry and active learning. Overall, the results affirm that the model was implemented in a manner that fosters student-centered learning, ownership of knowledge, and self-regulation—outcomes consistently emphasized in the literature (Librada, 2021; Gallardo, 2020).

#### Use of the 5E Instructional Model in terms of exploration

The Exploration phase of the 5E Model also demonstrated a high level of utilization ( $M = 4.36 \pm 0.362$ ), emphasizing teachers' commitment to promoting discovery and inquiry-based learning. Collaborative activities received particularly high ratings ( $M = 4.60$  and  $M = 4.55$ ), revealing that students frequently engaged in group discussions, peer questioning, and reflective dialogues. This finding is in line with Galman's (2019) argument that exploration provides learners with opportunities to form hypotheses, test ideas, and take initiative in the inquiry process. The use of questioning strategies to spark curiosity also received a high mean ( $M = 4.49$ ), reflecting how teachers intentionally stimulate inquiry by prompting students to investigate and think deeply—consistent with Tudavia's (2020) emphasis on curiosity-driven questioning as central to inquiry learning. By relating exploration tasks to real-life contexts, teachers further promoted experiential learning, which enhances conceptual retention and student engagement. These results reinforce the literature affirming that the Exploration phase nurtures learner autonomy, inquiry, and self-directed meaning-making (Galman, 2019; Tudavia, 2020).

#### Use of the 5E Instructional Model in terms of explanation

The Explanation phase was reported to have a very high overall mean ( $M = 4.50 \pm 0.420$ ), indicating that teachers effectively guided students toward conceptual understanding. Students frequently engaged in articulating their explanations ( $M = 4.66$ ), justifying ideas ( $M = 4.60$ ), and demonstrating mastery by defining and clarifying concepts ( $M = 4.57$ ). These practices are consistent with Marquez's (2019) view that allowing learners to verbalize their understanding facilitates evidence-based reasoning and strengthens conceptual clarity. The consistently high scores for justification tasks ( $M = 4.56$ ) suggest that critical thinking and synthesis were actively promoted through guided discussion and teacher feedback. The findings affirm that the Explanation phase was implemented in accordance with constructivist principles, transitioning learners from exploration to concept formation and supporting cognitive processing, metacognition, and higher-order thinking (Marquez, 2019).

#### Use of the 5E Instructional Model in terms of elaboration

The Elaboration phase also reflected very high utilization ( $M = 4.54 \pm 0.682$ ), indicating that teachers effectively extended learning by encouraging students to apply concepts in new or varied contexts. The highest rating in this phase concerned allowing students to consider alternative explanations ( $M = 4.97$ ), suggesting that teachers frequently encouraged higher-order reasoning and conceptual flexibility. Similarly, tasks requiring learners to apply knowledge in unfamiliar situations received mean scores ranging from 4.61 to 4.63, reflecting strong

implementation of transfer-based learning. Luna (2021) emphasized that elaboration deepens understanding by helping students refine and connect new knowledge with existing frameworks, and the present findings support this claim. Through hands-on activities and authentic application, students developed enhanced critical thinking, problem-solving, and transfer skills—hallmarks of meaningful and constructivist learning.

#### Use of the 5E Instructional Model in terms of evaluation

The Evaluation phase recorded a very high extent of use ( $M = 4.58 \pm 0.376$ ), showing that teachers consistently assessed learning through varied and performance-based tasks. Regular assessment of students' knowledge ( $M = 4.81$ ) and their performance in complex English tasks ( $M = 4.70$ ) indicates alignment with competency standards and lesson objectives. High ratings for assessing the ability to apply new concepts ( $M = 4.69$ ) further suggest that assessment practices extended beyond memorization, focusing instead on deeper understanding and practical application. These findings echo Forough's (2018) assertion that inquiry-based evaluation supports reflective thinking, evidence-based reasoning, and conceptual refinement. The Evaluation phase, therefore, appears to be effectively implemented to sustain ongoing learning and reflective practice.

#### Level of engagement

Student engagement was found to be high ( $M = 4.32 \pm 0.423$ ), reflecting strong learner involvement in English classes using the 5E Model. The highest indicator was consistent attendance ( $M = 4.76$ ), suggesting that students valued and looked forward to their learning experiences. Enjoyment of lessons ( $M = 4.70$ ) and the development of creativity ( $M = 4.64$ ) highlight how the 5E Model fosters an interactive, motivating, and engaging classroom environment. These outcomes support Cilindro's (2021) argument that engagement enhances collaboration, critical thinking, and active participation. As students shift from passive listeners to active knowledge constructors, their overall investment in learning increases. Thus, the findings underscore the model's effectiveness in promoting creativity, participation, and collaborative learning.

#### Relationship between the use of the 5E Instructional Model and engagement

Correlation analysis revealed a significant relationship between the overall extent of 5E utilization ( $p < .001$ ) and student engagement ( $p = .029$ ). This indicates that higher implementation of the 5E Model corresponds with higher student engagement levels. The results align with Castañas (2021), who emphasized that inquiry-based instruction fosters motivation, active involvement, and collaborative learning. Duque (2020) similarly noted that the 5E Model repositions the teacher as a facilitator, enabling students to take ownership of their learning—an arrangement that naturally enhances engagement. The findings confirm that the 5E Instructional Model meaningfully influences engagement by promoting autonomy, inquiry, collaboration, and real-world relevance.

## Influence of the 5E Instructional Model on engagement

Regression analysis further demonstrated that the 5E Model significantly predicts student engagement ( $F = 18.9, p < .001$ ). The regression coefficient ( $\beta = 0.647, p < .001$ ) indicates that for every unit increase in the extent of 5E utilization, engagement rises by 0.647. This supports claims in the literature that the 5E Model strengthens reasoning, active inquiry, and conceptual understanding, leading to higher levels of motivation and learner independence (Castañas, 2021; Duque, 2020). The findings affirm that the model fosters deeper comprehension, enhances autonomy, and promotes a dynamic learning environment. Overall, the results validate the positive and significant influence of the 5E Instructional Model on student engagement, reinforcing its relevance in developing meaningful, student-centered, and inquiry-driven English instruction.

## CONCLUSION

The findings of the study affirm that the 5E Instructional Model, originally designed to promote social interaction and collaborative inquiry among learners, has evolved into a highly effective paradigm for strengthening students' inquiry-based skills, particularly in English instruction where investigation, questioning, and meaning-making are central to language and reading development. As demonstrated in the results, students of diverse backgrounds benefit from the structured yet flexible nature of the model, which enables them to build on prior knowledge, deepen their understanding through exploration and elaboration, and articulate their learning during explanation and evaluation phases. This process not only enhances their comprehension but also cultivates long-term academic abilities that contribute to greater confidence and independence in learning.

The study further confirmed a positive and significant relationship between the extent of the 5E Model's utilization and the level of student engagement, emphasizing that the model directly influences how actively students participate in English classes. Despite challenges such as limited resources and the substantial preparation time required to design 5E-aligned lessons, the model's hands-on and inquiry-focused nature provides meaningful learning experiences that foster deeper cognitive processing, improved retention, and stronger connections between concepts and real-world contexts. These advantages explain why engagement levels were consistently high among respondents and why the 5E Model emerged as a strong predictor of student involvement and motivation.

Given these outcomes, it becomes clear that the 5E Instructional Model should be valued and integrated across academic levels and disciplines as a foundational approach to student-centered learning. Embedding this model into regular school curricula supports the development of critical thinking, conceptual understanding, and sustained engagement—qualities essential for learners navigating increasingly complex academic and societal demands. As the study suggests, adopting the 5E Model more widely offers schools an opportunity to cultivate interactive, meaningful, and inquiry-driven learning environments where students are not only engaged but also empowered to take ownership of their learning.

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