

**EFFECTS OF 5E LEARNING CYCLE MODEL ON GRADE EIGHT  
STUDENTS' LEARNING ACHIEVEMENT AND CHEMICAL  
COMMUNICATION ABILITY, BHUTAN**

**BY  
UGYEN NAMGAY**

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The purpose of this study was to investigate the effects of the 5E Learning Cycle Model on the eighth grade students' learning achievement and chemical communication ability. The 5E Learning Cycle Model is an instructional strategy based on constructivist approach comprising five stages namely Engagement, Exploration, Explanation, Elaboration and Evaluation. One group pretest-posttest experimental design was used with purposive sampling whereby a section consisting of 26 students was chosen from three sections of grade eight at Langthel Lower Secondary School. The experiment was conducted for six consecutive weeks. The instruments used were lesson plans based on the 5E Learning Cycle Model, achievement test and questions to check the chemical communication ability. Descriptive statistics and paired samples t-test were used to analyze the collected data. The findings showed that the 5E Learning Cycle Model made significant difference in students' learning achievement and chemical communication ability.

Student's Signature:.....  


Thesis Advisor's Signature:.....  
