

OBSTACLES OF SCIENCE TEACHERS USE TO 5E's LEARNING CYCLE INCORPORATED WITHIN MCGRAW_HILL SERIES AT PRIMARY STAGE IN RIYADH

TAHANI S. BIN BAKHEET

Science Teacher

SALEH A. ALABDELKAREEM

Associate Professor of Science Education, C&I Dep.,
College of Education, King Saud University

***ABSTRACT_** This study aims to identify the obstacles facing female teachers in using the 5E's learning cycle that incorporated within the McGraw_Hill series. The researchers used the descriptive approach, and applied a questionnaire as a tool. The sample consists of (100) female science teachers from the elementary schools in Riyadh. The important results are: (i) The obstacles associated with the academic content that stand against the use of 5E's, that the content is stronger than the students' abilities. (ii) The obstacles associated with the learning time, that some skills within the curriculum need more than a lecture. (iii) The obstacles associated with the educational environment, that the classroom libraries are empty from the references that associate with modern subjects of study. (iv) The most proper method to overcome the obstacles, that the curriculum should suit with the number of lectures during the academic year. The recommendations include: (i) The lecture time should fit using the modern teaching strategies, (ii) Minimizing the teachers' careers burden that may limit the application of these strategies, (iii) The sufficient training hours for the teachers on teaching by using these strategies.*

***KEYWORDS:** Obstacles, 5E's, teaching science, McGraw_Hill, elementary school.*