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The Effect of Teaching Approaches in Drawing Students Attention and its Impact on the Learning Process

A Case Study of First year middle school students at Bachir Ibrahimi and Foudil Iskender Middle schools

Dissertation Submitted in Partial Fulfillment of the Requirements for "Master" degree in Applied Linguistics

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Dedication

To the dearest people of my life my parents who supported me

Moving to my brothers and my little sister Chaimaa

To my best friend and colleague Amel who was with me since the beginning

To all my friends especially Amira Benali and Nawel Bouezmlal

To my middle school English teacher Miss Semana for making me love the language

Finally, to all those forgotten by my pen, who helped me to finish this work

To you dear readers…

Asmaa

Dedication

This work is dedicated to:

All my family

My parents, for their support and prayers

My lovely sisters: Afifa, Amira, Sidrat El Mountaha and Assil

I owe my gratitude to all my friends for the countless hours of listening, laughing, Encouraging and caring they provided.

To my friends that I always felt lucky to have them in my life: Bouchnnefa Kaouther, Kaci Ines and Boudekara Farah

To my coworker Ferhat Asmaa

To the best teacher I have ever had: Toumach AbdeLghani

And to all who helped me to finish this work

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List of Abbreviations

EFL: English as a Foreign Language.

ESL: English as a Second Language.

GTM:Grammar Translation Method.

EUA: European University Association.

SRT: Sequential Reaction Time.

RT: Reaction Time.

SCL: Student-centerdness Learning.

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The Effect of Teaching Approaches in Drawing Students' Attention and its Impact on the Learning Process

A Case Study of First-year Middle School Students at Bachir Ibrahimi and Foudil Iskender Middle Schools

By Ferhat Asmaa and Safar Bouni Amel

Abstract

A large number of students face difficulties in understanding the information they receive from their teachers during the lesson, and those difficulties are due to the lack of attention. It is well-established that attention is a vital component in every student's learning process; if they pay attention to the lesson, they will understand it and vice versa. This study explores the effect of the different teaching approaches in drawing students' attention and how they impacts their learning process. In this context, teaching approaches are defined as a collection of principles, beliefs, or ideas about the nature of learning, implemented in the classroom. Any language teaching strategy is based on a theoretical understanding of what language is and how it may be learned. To answer the research questions and to test the formulated hypotheses, a survey was distributed to a population of 47 male and female 1st-year students, plus their teachers who were asked to answer 21 questions; an interview was conducted with two teachers and three open questions dedicated to students. The responses were analyzed using the mixed method (qualitative and quantitative). The findings showed several factors that affect students' attention as it revealed the need to change in both program and the used methodologies.

Keywords*:* Attention, Teaching approaches, learning process.

Introduction:

Attention is considered an effective segment of learning. It is the factor that leads to a good understanding of the lesson and a fruitful outcome on the part of the student, and as Styles (1997) points out, attention is critical in the learning process, because it transports whatever knowledge is being addressed to consciousness and contributes to cognitive processing. Paying attention in the classroom is not an easy task; as it appears, students can easily become distracted due to various factors that affect their focus during the lesson, and it is up to the teacher to know how to keep his students focused. Many strategies and methodologies have been reviewed, criticized, and improved in order to benefit students by making them more attentive, open-minded, and ready to learn and receive, such as the student-centered-learning method, which is a learning method in which students choose not only what they will study, but also how and why they will study it. Learner responsibility and activity are at the forefront of the learning environment, as opposed to the focus on teacher supervision and coverage of academic content seen in traditional, didactic instruction.(Rogers, 1983).

Statement of the Problem:

During lessons, a student must be attentive and focused on understanding the information he receives, analyzing it, evaluating it, and memorizing it despite the difficulties he may face in trying to keep paying attention. Here lies the teacher's role in selecting the proper teaching method to draw his students' attention and keep them engaged in the classroom. Student-centered learning methodology, for instance, is structured to match particular students' and groups' distinct learning needs, interests, goals, or cultural contexts, and places the student at the center of the lesson. This study investigates the factors that cause students to lose focus while the teacher is explaining.

The Aim of the Study:

This study explores the effect of teaching approaches in drawing students' attention and its impact on the learning process of first-year middle school students. It also intends to help teachers use different approaches to keep their students active and attentive during the lesson, despite the difficulties they may face.

Research Questions:

This research addressed the following questions:

- What are the factors that make students lose attention during the lesson?
- What are the different strategies and methodologies that help the teacher sustain the students' attention? What can they do as a form of reinforcement?

  -How do students react?
- What effect does the Student-Centered Learning method have on students' attention?
- How can attention impact the learning process?
- What are students' preferable methods of studying?

Hypotheses:

To answer the research questions, those hypotheses have been formulated:

- Students can lose attention easily; it may be due to external disturbances (out of the classroom) like noises, fights... or due to boredom.
- There may be specific strategies and method that have to be used and used by the teacher to keep his learners focused and attentive. The teacher's reinforcement can be either by rewarding or by punishing the student.

  -The majority of students will accept rewards while reacting negatively to punishment.
- Student-centered methodology can help the student feel independent and responsible, as he will be the one to decide how to study and how the method he chooses will affect his learning positively, as well as how it will make studying easy and fun for him.
- Attention is vital in learning. With it students can understand, memorize, solve problems and evaluate
- The Student-Centered Learning methodology could be one of the preferable methods that keep their attention; by engaging them in different activities, keeping them active, encouraging them to think critically, and putting them at the center of the learning process.

Limitations of the Study:

There were several limitations in the study. First, there was a lack of prior research studies and reliable data, so books, doctoral dissertations, master's theses, and online journals were used. The second major limitation to the study was the pandemic we are living. Therefore, we could not have much time to study our subjects or conduct the survey as programmed because of corona virus (COVID-19) and the division of students into two groups. The third and final is related to the quality of audio and written responses, where we had to translate and extract the needed information from them to answer our questions.

Significance of the Study:

This research might be helpful to both teachers and learners, as it aids them to shift their learning and teaching method to a more effective one, where teachers can maintain their students' attention and students can be more attentive to the learning process.

Definition of Terms:

Attention: according to Kendra Cherry (n.d.), attention is the ability to actively process specific information in the environment while turning out details; it is limited in both capacity and duration. So it is vital to effectively manage the intentional resources available to make sense of the world it controls access to consciousness, and it is essential for learning.

Teaching Approaches: Md.Emanul Hoque (2016) states that teaching approaches are a collection of principles, beliefs, or ideas about the nature of learning implemented in the classroom. An approach is a perspective on teaching and learning. Any language teaching strategy is based on a theoretical understanding of what language is and how it may be learned.

Student Centered-Learning Methodology: Instructor–centered learning approaches, according to Harden and Crosby (2000:335), are those that focus on the teacher passing knowledge from expert to the beginner. They characterize student-centered learning as focusing on students' learning and "what students do to achieve this, rather than what the teacher does.

Learning Process: A phase that people go through to gain new information and skills that can eventually affect their beliefs, choices, and behaviors.(Diana Chalil , 2014)

The Theoretical Part:

Literature Review :

Chapter one:

Attention in Relationship with Learning and Teaching

Learning and Attention:

Attention:

Psychologists define attention as the following:

William James (1890) notes: "everyone understands what attention is. It is the clear and vivid possession of one of what appears to be multiple simultaneous potential objects or trains of thought by the mind. The meaning is focalization, focus, and consciousness. It entails a separation from certain aspects in order to work with others effectively".

According to William, paying attention helps people understand, conceive, differentiate, and recall things better, and speed up their reactions.

Attention is the ability to actively process specific information in the environment while turning out details; it is limited in both capacity and duration. So, it is crucial to effectively manage the attentional resources available to make sense of the world. It controls access to consciousness and is essential for learning. (Kendra Cherry, n.d.)

The tendency to concentrate on specific items while ignoring others is the general definition of attention. Attention is selective, controllable, and restricted. It's the process by which external stimuli turn into internal representations that become conscious. It is characterized as the capacity to process relevant information in the world while generating details effectively. It is a self-evident term or concept that we all encounter at some stage in our lives.

Varieties of Attention:

According to Cohen (2014), these varieties are done by considering the many ways the term and concept of attention has been incorporated into our current cultural and experiential lexicon.

-Focused Attention: The term focused attention refers to the amount of information selected at a given time relative to the temporal-spatial constraints of the situation. There are numerous examples of focused attention.

-Divided Attention*:* It is possible to pay attention to multiple sources at the same time. Divided attention is complex because of the interference created by competing stimuli. Although evidence now suggests that people have some capacity for simultaneous divided attention, this capacity is fairly limited.

-Sustained Attention: The term sustained attention refers to the fact that attentional performance varies as a function of the temporal characteristics of the task. It may tax an individual for very different reasons than short-duration tasks that require the detection of a stimulus among a multitude of distracters.

-Effortful Attention*:* Some types of attention are much more effortful than others. Generally, tasks that require controlled processing require greater effort. Such tasks are also more apt to demand conscious awareness. Furthermore, the effortful demands of tasks influence the capacity to perform multiple tasks.

-Intention and Directed Attention: Attention is normally thought of as a process that prepares the individual for optimal sensory intake, analysis, and integration. Yet response-based factors play a significant role in governing the other attentional processes that we have discussed. Usually, attentional selection occurs relative to response demands". (PP.5-6)

Selective Attention:

Astheimer and Sanders, 2012; Astheimer et al., 2014; Piazaza and Dehaene, 2004; Steven and Bavelier, 2012, state that selective attention is the ability to concentrate on the appropriate stimuli in the face of distorting counting data, has been suggested as a fundamental skill for learning and educational achievement.

Brodeur and Pond (2001) also suggest that attention is crucial to nearly all cognitive functions because it allows one to focus on valuable information while avoiding disruptive, unimportant stimuli. Because the amount of available attention capacity is limited, selective attention prevents the information possession system from becoming overburdened.

Attention and Awareness

Attention and awareness are closely related principles that can work at different stages of language learning. *A*s Carr and Curran *(1994)* put it, *"if you are conscious of something, then you are attending to it... and if you are attending to something, then you are conscious of it"(p. 219).* It is essential to differentiate between learning and knowledge to comprehend the

role of awareness in learning. According to Reber (1989), even specialists have been confused by these definitions. Implicit learning, according to him, is "the mechanism by which information about the rules governing the meanings of the stimulus system is learned independently of conscious attempts to do so" (p, 219). In comparison, explicit learning occurs when the learner is aware of and fully engaged in input processing. The distinction between learning and understanding is then made.

The Relationship between Attention and Learning:

Some studies have been conducted concerning the relationship between attention and learning:

Kruschke (2000) says that the ability to pay attention is a vital component of learning. It has been proposed that paying attention to lessons helps the learning process because it significantly affects students' immediate reactions.

Styles (1997) also points out that attention is essential in the learning process as it carries whatever knowledge is being addressed to consciousness and contributes to cognitive processing.

Since attention is influenced by both top-down and bottom-up, there are two approaches to guiding students' attention: focusing on learners' motivation and working on stimulus. This indicates that the system should be able to think about both reactive and deliberative/motivational factors that underlie attention and their interactions. (Claudia.R, Thierry.N, 2006)

Lahaderne (1968) analyzed data from four to sixth-grade classrooms to see whether children's attention in class was related to their attitudes toward school or their achievement and ability. A positive association was discovered between tests of student concentration, achievement, and intelligence test scores. As a result, although all students in a classroom may have been subjected to stress, the degree to which they react to recognition tends to be linked to a generating capacity predictor rather than an attitudinal one.

According to Brown et al, (2014), and Benassi et al, (2013), when students are not involved, their interest begins to fade. When one's concentration fades, so does one's ability to think. There is a mountain of data to support the notion that deep processing contributes to improved learning as a product of motivated pupils.

Factors that Affect Students' Attention:

Several factors could influence students' attention, which are listed below:

According to the United States Department of Health and Human Services Public Health (1994), there are five responsible for insufficient attention:

1-Families are unstable and abusive.

2-Minor head trauma or undetectable brain injury caused by early infection and birth complications.

3-A lower degree of activation in areas of the brain was detected by a PET (Positron Emission Tomography) scanner that monitored brain activity.

4-Scientists state that drugs during birth, chemicals, biology, and mothers' use of smoke, alcohol, or drugs during pregnancy all affect nerve cell connections.

5-In terms of genetic effects.

Hirsch (2001) states that students' attention can be affected by their concerns, motivation, time management, procrastination, study skills, and academic anxiety.

According to Ghazi (2000), in order to make students pay attention for an extended period of time, the educational goals must be changed regularly. Experiments have revealed that the learning task necessitates specific mechanisms and procedures, and that; what corresponds to the person's needs, preferences, and prior expressions attracts attention.

A number of environmental factors that influence students' attention were highlighted by Rosenshine (1977). He examined several teaching techniques that affect students' attention, such as: academic involvement, individualization, classroom environment, seating, work materials, students' choice, and verbal interaction.

Rogoff (1990) emphasized the importance of investigating the relationships between parents' teaching activities and children's interest and self-regulation in the classroom while the instructor centers the child's attention on the issue, provides the task's aim, simplifies the task, gives guidance, and supports him with what is relevant to his level of competence and progress.

The Relationship between Teaching Strategies and Students:

The relationship between the teacher and his students plays a huge role in influencing students' behavior inside the classroom:

According to (Hismanoglu, 2000; Mccombs and Whistler, 1997), learners become more active and engaged in the learning process and learn much better when their teachers use different teaching strategies in the classroom.

Shull (1986) sees that teaching strategies increase student engagement, and students remember what they do rather than what they memorize, so, it is all up to teachers' creativity.

Kumar (2007) stated that, in order to create an active classroom, teachers should use teaching strategies because when the class is active, students will be active. Bernaus et al (2009) claimed that students' achievements and motivation in learning English are affected by the teaching and motivational strategies that teachers use in the classroom.

Taylor and Parsons (2011) Students' attention also refers to a student's willingness, need, desire, and compulsion to participate in and be successful in the learning process. Students' attention is the centralization of concentration, labor, and psychic energy in the face of an object; in this case, the students' attention to the learning process in the classroom. This is associated with concentration, willingness, and the desire to learn.

Teacher's Strategies in Keeping Students Attention:

Strategies and techniques are the main components of a good and successful lesson. According to Harrell and Jordan (2004), teaching strategies are "the approaches that can be used across curricular areas to support students' learning". These strategies must suit the needs of the principal and the teacher and must be appropriate for the students' needs and abilities (Picard, 2004).

According to us, as students, a successful lesson is the one in which every aspect is enjoyable and during which we can all be attentive while enjoying our experience. According to what we have read, attention is a mind-muscle that must be trained in order to be controlled. (p.4)

According to Santrock (2011), a teacher's strategy is a way of making decisions about a course, an individual class, or even an entire curriculum, starting with an analysis of key variables in the teaching situation. These variables incorporate the characteristics of the learners, the learning objectives, and the teacher's instructional preferences. Once these variables have been analyzed, informed decisions can be made about the course content, structure, methods of assessment, and other key components. Teachers' strategies refer to methods used to help students learn the desired course content, and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy. Assessment of the learning capabilities of students provides a key pillar in the development of a successful teaching strategy. Effective teaching entails acquiring specific information about students and using that knowledge to support certain course design and classroom teaching; effective teaching includes integrating the three main components of instruction: learning goals, tests, and instructional activities; and effective teaching entails acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching. (p.2).

The notion of "learning styles," which first appeared in the scientific literature in the 1970s, was the first to explain the theory that people learn in various ways broadly. The learning style is described by Keefe and Ferrel (1990) as:

"...a gestalt combining internal and external operations derived from the individual's neurobiology, personality, and development, and reflected in learner is behavior."

In essence, this means that each person has a unique set of learning preferences influenced by a variety of genetic and environmental factors.

There are currently more than 70 different models for determining learning types, the majority of which depend on tests to assess a person's learning classification (Slater, 2007).

Dunn's (1978) Visual, Auditory, and Kinesthetic (VAK) model (later popularized by Fleming) is arguably the best recognized.

Visual: Overhead slides, PowerPoint presentations, handouts, games, diagrams, role-playing

Auditory*:* Recorded audio, lectures, discussions, music, role-playing, games.

Kinesthetic: Active exploration, activities involving movement, games,

Role playing

One of the best strategies to keep a student's attention is:

The series of ten tried-and-true methods for holding students' attention is based on a combination of Partin (1987) and Levy (2012).

1. Teach relevant materials: The materials should be adapted to the students' preferences and needs. For example, English lessons can include believable examples and situations that are specifically related to the language and relevant to the student's life. While both professional and everyday vocabulary should be emphasized, an additional effort should be made to ensure that the terminology is not outdated. Furthermore, university students studying technical majors will often respond positively to occasional lessons directly applicable to their field of study. One well-received English class example: a scientific journal discussion for chemistry majors.

2. Show enthusiasm: An enthusiastic teacher contributes to an optimistic, positive classroom atmosphere, which keeps students engaged in the lesson. Enthusiasm can be conveyed by using an upbeat tone of voice and movement: moving around the classroom or doing hand gestures while speaking can help express a feeling of enthusiasm for the topic at hand.

3. Use a sense of humor: The use of humor will help students be more attentive and feel at ease. Stressed students have trouble listening and paying attention—a well-placed joke will put them at ease while still keeping them alert and ready to learn. A sense of humor can also help to boost a lesson's "fun-factor," turning a dry subject into something more engaging.

4. Teach at an appropriate level of difficulty: Lessons should be delivered at a suitable rate for the students' needs. The best lesson is a continuation of knowledge that the students already know from a previous lesson. Students are engaged with new data, and they must understand how to relate the given material to what they have previously learned.

5. Use variety when teaching: Lessons can be created using a combination of auditory, visual, and kinesthetic approaches to retain student concentration and take advantage

of learning interests. This would help students avoid frustration and inattention while also increasing knowledge retention.

6. Carefully plan and structure lessons, but maintain flexibility: Lessons should be well-organized and prepared. The learning goals should be stated at the start of class to understand what they should expect from the lesson. Students will create uncertainty and clear up suspicions by concluding the lesson with a short summary of what was discussed and how it corresponds to the initial goals. However, lessons are essential for effective teaching. The program should also allow for some flexibility, as surprising activities can interrupt class and provide opportunities for exciting teaching.

7. Encourage student participation: For students to pay attention in class, they must be involved. Although passive listening is often necessary, it may also be a source of diversion. Lessons can be designed to encourage student engagement, such as writing on the board, performing skits, or collaborating in groups.

8. Minimize criticism and maximize positive reinforcement: Criticism may negatively impact student attendance, so it's best to stop it wherever possible. Any negative emotions involved with class attendance will reduce voluntary student participation in lessons and create a negative environment. Good encouragement, such as rewarding student effort and comprehension, is recommended instead. Of course, some restraint is needed since an overabundance of constructive feedback can dilute the importance of the teacher's compliments.

9. Make the lessons clear: Lessons should be explained in a way that students can grasp quickly. This means that level-appropriate vocabulary is used, and sentences are pronounced clearly and expressively.

10. Divide learning tasks into smaller sub-skills: Lessons can be broken down into smaller chunks so that students are not distracted by the scope of a tough lesson. The sub-lessons should be delivered in sequential order and at a manageable size, to ensure that students have the requisite context to comprehend the lesson.

Attending to names: calling a student’s name has tremendous power to capture his/her attention. As it is considered to be one of the effective strategies (Stephanie Yuhl, 2010, p.46)

According to McIntosh, Herman, Sanford, McGraw, & Florence (2004), the teacher uses four strategies to get students' attention during the transition. Those are hissing, sounding, singing, and clapping.

Transition in Measuring Attention:

Providing students with classroom activities is one of the most crucial aspects of the transition. One of the elements that fall under the category of classroom management is transition. In the classroom, a transition shifts from one task to the next, such as when the teacher provides explanations and then instructs the students to hold discussions or do something else. Because scaffolding requires teachers to set up multiple activities within a single lesson, transitions frequently occur during the process, making it difficult for the instructor to keep track of them all. There is a good chance that you will have behavioral issues and waste time. Having students' attention is important for dealing with transition issues. Students' attention is important because they would not be able to understand or obey the teacher's instructions if they are not paying attention.

Traditional and the Non-Traditional Method:

Teaching strategies are classified into two types: traditional and nontraditional. In our country, only traditional methods are used, where a student is asked to keep quiet and listen, memorize and answer, without considering each student's capacity or their needs. Despite the advance of technology and the development of various educational systems worldwide, our country remains dependent on the old program with no innovation or a slight change in which the student is taken as the center of interest. The same methodology and strategy are used to teach students at various stages (elementary, middle school, high school, and university). Students are restricted to a program where they sit for more than 4 hours listening and recording, then regurgitate without giving any space for creation or criticism. Seeing a teacher who controls the entire lesson as superior that can't do any wrong as expecting all students to be passive like robots, all the same, with no slight increase in their critical thinking, is "the explicit method". The implicit method or the non-traditional one came as a reaction to it.

Chapter two:

Teaching Approaches:

Explicit Method:

Mustapha Shahrokhi (n.d) stated that explicit knowledge is also known as conscious knowledge, or knowledge that a person is aware of and can naturally express. "Explicit knowledge is characterized as knowledge about language (that is deliberately acquired), which includes syntactic and semantic rules, vocabulary, etc., and this language knowledge relates to explicit constructs and is therefore explicit knowledge," De Graaf and Housen (2009).

Explicit teaching is where teachers use conscious or overt techniques to educate students while they are aware that they are learning (Richards, & Schmidt, 2002). Language exercises such as teaching memorization strategies and hypothesis creation are examples of explicit learning. or also testing *selective attention, triggering prior experience, summarizing, asking, and drawing inferences* are just a sample of the language learning techniques that EFL teachers are encouraged to teach directly (Chamot, Barnhardt, El-Dinary, & Robbins, 1999) As a result, strategy training can be thought of as a method of explicitly educating students how to use language acquisition and language use techniques in the classroom. Seliger (1975) discovered that immigrant adult ESL learners in the United States were more able to remember rule information after it was directly presented. Seliger's thesis was accepted by Reber (1976), who added that the number of variables to be learned and the salience of the critical features of the new feedback were important considerations for explicit teaching. To summarize, concrete language learning strategies taught in the EFL classroom would provide students with a direct understanding of language learning strategies, which is one of the most valuable individual skills. When students are able to recognize autonomy in their learning, explicit teaching of language learning techniques may be minimized. Implicit learning can be encouraged by carefully scaffolding techniques teaching and allowing for understanding and memorization. Students must first become aware of methods, have reason to use them, and have reason to engage themselves in language learning with some implicit degree of reflection in a deliberately structured and organized training of explicit teaching (e.g. MacIntyre, & Gardner's (1994) route model of language learning).

MA Kim Greene (n. d) states that instruction is a method of teaching students skills or principles by simple, formal instruction. It aids in the clarity of lessons by demonstrating to students how to begin and complete an assignment, as well as providing enough time for preparation, self-awareness, and internalization.Explicit teaching is a method of providing children with straightforward, formal instruction, ranging from kindergarten through high school. It aids in the clarity of lessons and demonstrates to students how to begin and complete an assignment. For the whole class, you can use clear instructions. You may also use it to pre-teach or re-teach a skill to a single student or a class.

When you use explicit instruction, you follow a set of sequential steps:

1. Identify a clear, specific objective.
2. Break the information into chunks.
3. Model with clear explanations.
4. Verbalize the thinking process.
5. Provide opportunities to practice.
6. Give feedback.

Teachers who use explicit teaching offer students rules to follow and make deliberate attempts to understand. According to Oxford (1990), established explicit teaching will help students understand the learning techniques they use, learn to think about performing the target language with new strategies, self-evaluate the strategies they use, and practice moving information to newer activities.

Traditional Teaching Methods:

One of the well-known methods is the grammar-translation method:

-Grammar translation method (GTM): (the classical method) is a method that was initially used to teach dead languages and their literature like Latin and Greek involving little or no spoken communication or listening comprehension

It is a method of foreign or second language teaching that uses translation and grammar study as the main teaching and learning activities.

The principles of grammar-translation:

- To be able to read literature written in the target language
- To be able to translate from one language to another
- To be conscious of first language rules and memorize language rules as well

Characteristics:

- In this method, classes are taught in the students' mother tongue, with a little active use of the target language.
- Vocabulary is taught in the form of an isolation word list.
- Elaborate explanations of grammar are always provided.
- Grammar instruction provides the rules for putting words together; instruction focuses on the form and inflection of words.
- Little attention is paid to the content of texts
- Drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa
- Little or no attention is given to pronunciation

Techniques:

- Translation: the students will read passages that are related to the target language which have the same vocabulary and grammar rules. Using
- word in a sentence: The students will have the ability to put new words in new sentences that they form by their knowledge of
- the gaps: giving students different sentences with a blank in the middle and asking them to fill it with a certain word that matches the grammatical
- antonyms: giving the students some words and then asking them to give their synonym or antonym

Advantages:

It is an easy method that helps in building vocabulary as it saves teacher's labor. Comprehension is easily tested and grammar is easily taught.

Disadvantages*:*

It is an unnatural method that teaches the target language by rules; it neglects speech as it makes students passive. GTM is based on translation, yet there is no exact translation and it is uninteresting, so it has a low potential for attracting attention.

Another method is named Bloom's taxonomy:

Armstrong, P (2010) notes that Bloom's Taxonomy of Educational Objectives is among the most commonly used methods of grouping standards of knowledge. Bloom's Taxonomy expresses the level of competence needed to achieve each observable student result using a multi-tiered scale. By organizing observable student results in this manner, we will choose acceptable classroom evaluation strategies for the course.

According to Bloom et al. (1956), the primary goal of developing taxonomy of educational objectives is to improve communication. In their initial thinking about the project, they saw it as a way to improve the sharing of ideas and materials among test staff and other people involved in educational testing and curriculum creation.

He adds that the educational objectives are explicit formulations of how students are supposed to improve due to the educational experience. That is, the changes they can make in their thoughts, emotions, and behavior. Several potential developments can occur in students as part of learning events, and although the school's time and money are limited, only some of the implications can be achieved.

Bloom et al (1956) suggested the following classifications:

- *Knowledge*: "involves remembering particulars and universals, remembering procedures and procedures, or remembering a sequence, form, or setting."
- *Comprehension:* "refers to a form of comprehension or apprehension through which the person understands what is being conveyed and can apply the information or concept being transmitted without actually applying it to other material or seeing its full implications."
- *Application:* refers to the "use of abstract concepts in specific and realistic contexts."
- *Analysis:* represents the "removal of a discourse into its constituent components or parts in order to make the relative structure of ideas transparent and/or the relationships between ideas articulated explicit."
- *Synthesis:* includes the "joining of components and pieces to form a whole."

- *Evaluation:* incites "decisions on the importance of materials and processes for specific purposes."

Criticism:

Many educators and psychologists have criticized bloom's original taxonomy he developed in 1956 as the following:

Bloom's taxonomy, which represents characteristics of 1956, is no longer applied in today's world. Educators now have a better understanding of how learning occurs and how teachers preach. In this situation, the taxonomy's shortcomings and the need for an acceptable framework to become learner-centered become apparent. (Startalk, 2009).

Marzano (2000) points out one critique of Bloom's Taxonomy when designing his own taxonomy of educational priorities. The Taxonomy's framework, which progresses from the most basic level of understanding to the most complicated level of assessment, is not validated by science.

According to Anderson (2000), almost all dynamic learning tasks necessitate multiple cognitive abilities. Bloom's Taxonomy, like any statistical model, has advantages and disadvantages. The most significant value is that it has taken a critical topic of thought and built a system around it that professionals can use.

Theory and approaches, including constructivism, meta-cognitive abilities, and self-regulated learning, influence the teaching environment by promoting independent learning and the cognitive and perceptual necessity of controlling the learning process. These ideas and methods demonstrate the importance of taxonomy revision (Amer, 2006).

According to Krathwohl (2002) in taxonomy, the knowledge standard includes both noun and verb forms. Whereas the goal dimension, described as a noun form, is located in the broad frame bottom steps of the knowledge stage, the cognitional method, described as students understanding and recalling the knowledge, is located in the narrow frame top steps of the knowledge step. As a result of that information phase, the predicted two-dimensional characteristics become unilateral. Within the constraints of the cognitional method, the

unilateral frameworks of the taxonomy fail. Students are asked to know and recall information in the knowledge-sized taxonomy. While this abnormality has been updated in the revised taxonomy, it is still unidirectional since it considers the verbal part of the cognitional process.

Implicit Method:

The scientific study of unconscious cognition has been profoundly integrated, with metaphysical and philosophical discussions about the essence and roles of consciousness over the last few years (Baars 1997; Flanagan 1997; French & Cleeremans 2002). This gradual incorporation can be seen as part of a more significant attempt to incorporate what Flanagan (1992) referred to as the "natural system" for understanding consciousness, which is a triangulated methodology that seeks to use the collective forces of phenomenology, psychology, and neuroscience to establish a naturalistic context within which to understand consciousness. Reber (1967) wrote that implicit learning is a process in which "information is abstracted out of the environment... without recourse to explicit strategies for responding or systems for recoding the stimuli" (p. 863).

According to Ellis (1994), "Implicit learning is the mechanism by which information about the underlying nature of a dynamic stimulus environment is acquired spontaneously, easily, and without conscious operations."

Implicit learning is a central characteristic of human consciousness, basically the mechanism of obtaining tacit (implicit) information (Cleeremans, Destrebecqz, & Boyer, 1998; Dienes, 2012; Perruchet, 2008; Shanks, 2005; Reber, 1993).

For Reber (1967), implicit learning is described as learning that appears to happen based on empirical patterns in feedback but is not verbalized.

Implicit learning is characterized as learning that occurs without meaning or knowledge of the topic of education at the time of assessment (Williams 2009).

According to Seger (1994), implicit learning is the acquisition of semi-abstract intelligence with no comprehension of what has been learned. Three different stimuli structures (visual, order, and function) and three different conditional evaluations of response modalities are used in Implicit Learning experiments (conceptual fluency, efficiency, and

prediction and control). Implicit learning relies on attentional and working memory processes and requires only a limited amount of attention. Implicit learning produces implicit information in the form of symbolic representations rather than verbatim or aggregate representations. When analyzing different stimulation mechanisms, it illustrates assumptions and dissociations.

Early in the study of psychology, scholars became interested in studying without being aware of it (Hull 1920; Jenkins 1933; Thorndike & Rock 1934). As Brandstädter (1991) points out, arguing about the role of consciousness in psychology has been a hot subject for over a century (James, 1892; Wundt, 1896), and demonstrations of learning without phenomenal knowledge have piqued researchers' interest ever since. (1934) Discussion of learning "without awareness of what is being learned or intent to learn it" or Jenkins' (1933) "learning that occurs in the absence of specific intent to learn it" and the definition of implicit learning as"... designating cases where some knowledge is acquired without intention to learn, capable of influencing behavior unconsciously (Cleeremans & Jiménez 1998).

Reber (1993) defines implicit learning as a "situation neutral induction mechanism" that leads to the acquiring of "abstract information" about an environment's structure. Lewicki et al. (1989) suggest that implicit learning contributes to abstract representations that maintain a domain's underlying structural characteristics while abstracting from explicit surface information, which is consistent with the rule-induction hypothesis. The rule-induction theory proposes that the (unconscious) acquisition of laws that catch covariance patterns of physical stimuli, rather than capturing information of a particular episode, underpins implicit learning's abstract essence.

It appears that the use of a secondary task detracts from teaching in certain implicit learning tests. Consider the sequential reaction time (SRT) task as an alternative. This task is particularly well-suited for studying the role of focus in unconscious learning since it requires relatively low-level perceptual-motor capacity learning and can easily be paired with a number of parallel attention-demanding tasks. In this task, a target, such as a dot, appears on a computer screen in one of many possible locations, and the individual presses an answer key assigned to that location as quickly as possible. The goal, rather than occurring at random through a series of trials, follows a predictable sequence of places, and the question is whether participants learn this sequence (implicitly). A rise in RTs on this transition series indicates that participants have understood more about the training sequence and are using their

information to predict the target position on each trial, which is calculated chronometrically by adjusting the sequence after a number of training blocks. As a result, rapid RTs are achieved... Cohen, Ivry, and Keele (1990: Exp. 4) used this task to find proof that a parallel tone-counting task decreased sequence-learning. In a dual-task group, transitioning from the training sequence to the transition sequence (which was actually a random sequence) had only a minor effect on RTs, but in a single-task group, the switch resulted in a significant rise in RTs. Contrary to the proposal, this seems to mean that implicit sequence learning requires a lot of effort. The tone-counting challenge sapped participants' attentional energy, leaving them unable to remember the desired sequence.

The Difference between Implicit and Explicit Methods:

While these two techniques are debatable, they are the foundations of most grammar teaching practices. These methods are commonly used in our schools. Naturally, teachers' approach in their classrooms varies depending on the subject, and different approaches result in different lesson plans. As a consequence of this distinction, separate teaching approaches emerge (Deng & Lin, 2016). These approaches have an effect on students' grammar skills as well as how they use the grammar structure in their writings. Because they study the structure indirectly or explicitly, they are more likely to include it in their writings, and these two tactics have a strong effect on grammar usage. It is unavoidable to see the impact of these two strategies on writing as they are creating grammar topics.

Ellis (1994) makes a broad distinction between implicit and explicit teaching, stating that implicit teaching is natural and allows people to use the language automatically and fluently, while explicit teaching is verbal and involves learning something consciously.

The students are explicitly instructed in the teaching first, although the implicit teaching may be presented differently (Erlam, 2003, p. 250).

Explicit instruction should automatically focus on the rules while teachers perform the assignment, not the rules, and learners focus on the task rather than the rules in implicit instruction (Hulstijn, 2005; Norris & Ortega, 2000).

Implicit learning can usually be conducted in the midst of concomitants requiring resources and hence counts as an automated operation, unlike explicit learning.

According to Claudia (2012):

Explicit and implicit learning are difficult to define in the absence of supporting evidence. It may be said that their meaning is based on the case in question and the dependent condition. Listed below are some agreements between Explicit and Implicit Learning. We would exert less effort for implicit learning than for explicit learning. In contrast to overt learning, implicit learning only provides us with neutral or doubtful suggestions or recommendations. In terms of decision-making, implicit learning does not have an identical and consistent direction as compared to overt learning. Explicit learning is more aware and often effective in providing good suggestions or guidance than implicit learning. Implicit learning occurs when a person is ignorant of, or ignores specific criteria that serve as the foundation for making a decision. In implicit learning, the learner finds it difficult to express his acquired knowledge and is unsure how to express his obtained concepts or knowledge, while in overt learning, it is simple to verbalize and reflect what the learner gains and what must be verbalized. Implicit learning is fast-paced and characterized by systematic, methodology approaches and implicit control, whereas explicit learning is slow-paced, logical, algorithmic, and conscious control styles.

On one hand, explicit learning is assumed to be a part of a discussion, on the other hand, knowing from reading, speaking to others, lectures, and recording is thought to be a part of a discussion. Learning occurs due to simulations and the acquisition of content from theater programs, role-playing, and life experience. The explicit approach is helpful for solving brick by brick problems. Unlike the implicit method, it does not require the general matrix, as the velocity and displacement nodes can be counted directly with the central integration system of difference.

EUA (2018) noted that there is a renewed emphasis on institutions educational purpose among the numerous recent changes to higher education in Europe. Parallel to this, there is a generally acknowledged paradigm shift from teaching to learning, which is supported by the debate surrounding the necessity for education providers to focus on student learning and success. This method, also known as student-centered learning, states that the desired learning objectives define education provision and all of its elements and the most appropriate learning process, rather than the education offered to determine the student's learning (p.4).

Student-Centered Learning:

According to Edwards (2001), putting learners at the center of the learning process and addressing their needs is a positive phase in which learner-centered interventions ensure that people learn what is vital about acceptable learning methods. Human and educational capital waste is avoided because learners are no longer required to understand what they already know or can do but what they are intrested in.

According to Eleanor Duckworth's (2009) study results on student-centered learning, students concentrate more intensely and do better academically when teachers encourage them to think rather than doing the thinking for them.

She claims that teachers are increasingly focusing on the opinions of their students rather than their own as the engine that drives the intellectual life of the classroom. Partly because the learners think that way differently, and partly because teachers will see how to call on their subject matter information next—what tools to include, the next questions to ask—by paying attention to what they are thinking and doing.

Tsui (2002) states that students at SCL can form their courses and choose specific units within their study schedule. All supporters of SCL argue that rather than focusing on educating students about what to do, SCL focuses on teaching them how to think.

According to David Nunan (2013), a learner-centered curriculum has elements that are close to those used in standard curricula. However, with a learner-centered program, crucial choices about what will be learned, how it will be taught, what it will be taught, and how it will be graded will all be taken with the learner in mind. The core questions of what, how, why, and how well will be answered using information about learners and, where possible, information from learners. However, it is a mistake to believe that students attend the language classroom with the right to choose what and how they understand. Just a small percentage of students are born with the ability to make intelligent decisions about what to learn, how to learn it, and when to learn it. At this point, we must move from learner-centeredness to learning-centeredness, which is a closely related term. A learning-centered classroom helps students develop the skills they need to make critical pedagogical choices by consistently educating them on those skills. The goals in such classroom are complementary. One set of goals is preoccupied with language material, while the other is concerned with the learning process. As a result, learners are systematically trained about the skills and knowledge they would use to make good decisions about what they want to do. They know what they want to learn and how they want to do it, rather than assuming that the learner has

vital learning skills, as they arrive at the learning arrangement, the sensitive instructor recognizes that particular learners will only begin to acquire those skills during the course of instruction.

Learner-centered curricula emphasize assisting students in gaining the communicative and verbal abilities they need, to perform real-world activities, rather than teaching them the whole language. Recognition that no person (not even a fluent speaker) can master any part of the language which is implicit in this learner-centered perspective.

Characteristics of Student-Centered Learning:

According to Huba and Freed (2000)'s study of literature, student-centered learning is distinguished by the following characteristics:

- The learner/student has full responsibility, autonomy and accountability for her/his learning.
- Active involvement and participation are the heart and soul of learning on the part of the student, where the role of teacher is that of a mere facilitator/resource person.
- There is interdependence and mutual respect between the learner and teacher, aiding in facilitating holistic growth and development.
- It provides a platform for active rather than passive learning, aiding in fostering in-depth learning and understanding.
- In this form of learning, instead of students learning material that has no relevance to them or their lives, they have the opportunity to learn and use knowledge that directly relates to "enduring and emerging issues and problems in real-life contexts".
- Student-centered learning provides a platform where they must construct their knowledge through inquiry, communication, critical thinking, and problem-solving.

The Role of a Teacher in an SCL*:*

A teacher's role in a SCL setting is more of a facilitator, motivator, and guide because students are in charge of creating their own knowledge base, developing their own plans, and applying them. Cooper and Robinson (2000) propose the following informal frameworks that teachers might use to create an efficient SCL atmosphere:

- Think Pair and Share:

Deals with telling students to think about a topic for about a minute on their own, then turn to a neighbor, exchange suggestions, and randomly pick a few students to express their thoughts.

- Round table: Deals with posing a question to a group of students, after which the first student writes and exchanges his/her responses with the second student, and so on.
- Minute Papers: It is concerned with telling students two questions. The first question is about what is most obvious and relevant to the student. The second one focuses on the ones they are unsure about.

The role of students in an SCL:

Concerning the roles of students in SCL, Cannon and Newble (2000) highlight two critical roles: duty and activity.

According to Lem (2004), there are several competencies that students should fulfill and resources that they should provide in a student-centered learning process. Students should be able to do the following:

- Link different elements of a lesson's material.
- Make an action plan to learn independently
- Examine their academic progress and outcomes
- Make a connection between the lesson's content and their prior knowledge.
- Choose between important and less important information.
- Find out more about their learning process.

Koen and Santa (2010) conducted a study where they discovered that students and teachers support a student-centered learning approach. According to their findings, teaching should not be regarded as a one-way method ‘from teacher to students. Furthermore, they add that a proper education can occur through discussions, tasks, and activities that include critical thinking, all of which can occur in SCL.

Learning Strategies:

According to Lewis: There are many types and definitions of learner strategies, but essentially anything learners do to make their learning more efficient or enjoyable can be seen as a strategy.

For teaching purposes, it is helpful to realize that there are three different categories of strategies:

— Strategies that directly help with a learning task

— Strategies that help with the learning process

— Strategies that help with the social and emotional aspects of learning a language. (p.69)

1-Strategies that Directly Help with a Learning Task:

These are the types of techniques that most students use regularly, often without even understanding them. For instance, instead of putting all words into sentences that form a text, you might put them all into sentences that form a text rather than studying them one by one. Other techniques that aid in the use of the language are also examples. Those learners who are unsure about speaking in the new language, for example, could memorize such phrases (such as how to present themselves) to make it easier to strike up a conversation. Listed below are some examples.

In second language learning, the word "noticing" is sometimes used to explain the process of a learner becoming aware of something different about the language.

-Memorizing: Many school districts have abandoned the practice of memorizing large chunks of language, but despite recent instructional trends, many ELL students arrive with highly developed memorizing skills honed in their home country. These skills can be very helpful in certain areas of language learning in classrooms.

2-Strategies that Help with the Learning Process:

'Pushing non-swimmers into the pool is not the way to teach them how to swim'. Similarly, merely leading students to a self-access center where they are supposed to complete language-related tasks can be just as traumatic, particularly for those accustomed to learning from an instructor. It takes time to take control of one's language learning. As they work for that goal, the students will need preparation and support.

Students who are primarily focused on the teacher will not like learning independently. If they must, for example, go to a language lab in a different room or use a collection of tapes or reading cards set up in a distant corner of the classroom, they might feel separated from their classmates, conclude that their teacher is not doing her job properly based on their lighting, or just be scared because they do not know what is expected of them. The teacher owes it to the students to familiarize them with the tools and resources they will be using on their own before they embark on self-directed activities; training sessions with you present are a must. Instituting a buddy system to support students on a regular basis can also prove helpful, too.

Assisting the students with understanding how they think can benefit them while they are learning independently. They must understand that people learn differently: some like to read, while others prefer to listen. Some students tend to train in quiet, and others prefer music playing in the background, and as a student-centered teacher, you will want to assist them in determining how they learn best. One way to make them more mindful of the many potential solutions open to them is to encourage a review of their learning interests simply. (p.72)

3- Strategies that Help with the Social and Emotional Aspects of Learning a Language:

These techniques help students be inspired, interact with the target language, and overcome the challenges of learning a foreign language. They also assist learners in locating opportunities to practice their language and learn about a new world. When students collaborate to practice or research a subject, for example. When they move to a foreign nation, they will enter a sports club to meet native speakers. However, many EFL students avoid such scenarios out of fear of not knowing enough vocabulary to participate, or of being unable to keep up with the conversation if they do, or being ignored if they do.

Mirroring other's reactions, smiling when they smile, and looking worried when they do. Behaving like this will encourage people to include you in the conversation. (Often only two or three people are actually talking when a group of five or six are chatting, with the others simply nodding, laughing or frowning, so this is perfectly normal behavior.)

Theoretical basis for Learner-Centered Curricula:

The theory and practice of adult learning or andragogy have had a long history. HoweverBrundage and MacKeracher (1980) are two specialists in adult learning theory

whose work has been influential in language teaching circles, their book, Adult Learning Principles and Their Application to Program Planning, is regularly cited these days in the language teaching literature.

Some of the principles of adult learning identified by Brundage and MacKeracher are as follows:

- Adults who value their knowledge as a platform for more learning or who have others value their experience are stronger learners.
- Adults learn more because they are actively engaged in setting learning goals that align with their present and idealized self-concept.
- Adults also evolved systematic methods for focusing on, absorbing, and interpreting material. This is known as cognitive style.
- The learner responds to these experiences in how he perceives them, not in the manner in which the instructor introduces them.
- Adults bring an integrated collection of descriptions and thoughts for themselves to learning experiences, which affect the learning process.
- Adults are more concerned about whether they are progressing in the direction of their idealized self-concept than about whether they are achieving external goals and expectations.
- Adults who have mastered 'how to read' and can filter knowledge across various sources are more active learners.
- Adults learn better where the material is personal to their past encounters or current interests, and the learning process is essential to their lives.
- Adults learn better when new content is delivered in various sensory styles and interactions, with enough repetitions and variations on themes to allow for pattern distinctions.(Brundage and MacKeracher, 1980: 21–31)

The research surveyed by Brundage and MacKeracher in formulating their adult learning principles indicates that past life practices, current challenges, and career opportunities have a significant impact on adult learners. They are more interested in

learning to meet any immediate or not-too-distant life goals than in learning for the sake of learning. In the world of language teaching, this means that a learner-centered approach, rather than a subject-centered approach, is most likely to be in line with adult learning standards. Adult learners are less likely to believe in the "banking principle," according to research. Mastering subject matter or knowledge that might be valuable at a later date is more important than learning skills that can be used right now.

The advantages of SCL regarding students

According to Akyol and Fer (2010):

Category	
Advantages to students/learners	1. Permanent learning 2. Active involvement in the learning process 3. Motivates learning 4. Makes learner construct the knowledge by herself /himself 5. Allows learner to choose the best way for learning 6. Gives responsibility to the learner 7. Self-confidence and self-sufficiency of the learner increases 8. Provides opportunity to learn by interaction 9. Provides opportunity to learn according to his/her own learning speed 1 10. Learner can feel comfortable
Skills which learners develop through SCL	1. Entrepreneurship 2. Self-expression 3. Social communication 4. Problem solving 5. Critical thinking 6. Ability to access information 7. Creative thinking

8. Ability to transfer the knowledge to other areas

This table done by Akyol and Fer (2010) presents the advantages of Student-Centered learning method from the point of view of students, such as it keeps them actively involved in the learning process, it motivates them to learn, it allows them to choose the way that they want to learn with and it gives them responsibility and self-confidence inside and outside of classrooms. In addition to the various skills that learners develop through Student-centered learning methodology and help them in their everyday life, for instance, problem-solving, creative and critical thinking, and self-experience, and social communication.

Part two:

Chapter 01:

Methodology

This chapter deals with the procedures as well as the instruments used to carry out this study. It also describes the target population, the area where the study was conducted, and the research design and statistical methods followed in analyzing the study results.

Population:

The population of the study comprised two Middle Schools in Medea: "Foudhil Skander Middle School for Girls" and "El Bachir El Ibrahimi Middle School for Boys" in the academic year 2020/2021. The subjects of the study were 47 male and female 1st-year students plus their teachers (both female), all of them answered the questionnaire because they were in Arabic and we had the chance to explain every question. Therefore, the total number of both schools' students amount to 47 (23 males and 24 females), plus their teachers.

Table 4.1: Distribution of population according to gender:

gender	Num. of students	Percent %
Male	23	48,93%
Female	24	51,06%
Total	47	100%

Instrumentation:

The researchers developed a questionnaire (see Appendix A) to measure the student's attention, teachers' ways of drawing it and their factors affecting it as perceived by teachers. Therefore, the results of the study will be related to the degree of suitability, validity, and reliability of the instrument.

The student's questionnaire contains twenty-one statements, brought from a psychologist who is used to deal with attention. The questions were simplified in a way that any student can understand the language.

At the end of the questionnaire each student has the right to imagine how a lesson can more attractive for each and to write what was the worst and the best one they ever had.

After finishing with the students the same questionnaire has been given to the teachers to see whether they know their students and the answers would be almost relevant or not as we made an oral interview to both

Validity of Instrument:

This questionnaire is used by psychologists in order to measure the patient's attention and to see whether he/ she have a lack of attention or a disorder.

Data Distribution and Collection:

The questionnaire copies were distributed among the 1st year middle school in Medea District and were collected. The data is analyzed in both a qualitative and quantitative method (mixed method) by describing the gathered information from both questionnaires and interviews and how they affect and the phenomenon presented in this research.

Research Procedure:

A questionnaire was distributed in two clases of boys and girls middle schools in Medea.

Statistical Analysis and Data Collection:

Means, standard deviations, and percentages were used to test the hypotheses of the study, since the whole population represents the study subjects. One-way ANOVA test was not used in the analysis.

Summary:

This chapter included a description of the population and the instrument used to examine the domains. It dealt with the procedures as well as instruments used to carry out this study. It also described the population and area where the study was conducted. Finally, it also included the research design and statistical methods used to analyze the study results.

Chapter two:
Results

This chapter presents the results of the study as well as the responses to the research questions. Pertaining to the first question (that is tackled by the quantitative method), about factors that make students lose their attention during the lesson; we used the means and percentages for each item, and for the results. Several propositions were used for both genders to deliver their responses, which were as follows:

Table 5.1: For Question 01 that was about "finding a difficulty to continue with a work till they finish" the given percentage have been found

- Different colors of the tables is to make it more clear with the genders(the pink is for the girls and the blue is for the boys)

Question01	Number of answers	Percentage°
Always	1	4.16%
Often	2	2.88%
Sometime	4	16.66%
Rarely	6	25%
Never	11	45.83%

Question01	Number of answers	Percentage°
Always	1	4.34%
Often	7	30.43%
Sometime	6	26.08%
Rarely	8	34.78%
Never	1	4.34%

As we can see in both tables, distinct percentage is given for each item, and although almost the same result is shown in the first one, yet the differences started to show up in the coming items where we can say that according to the procedure used: boys often find difficulties to continue with a work till they finish, while girls rarely do.

Table 5.2: For Question 02 which is about whether they stay focus while they read, write or see:

Question02	Number of answers	Percentage°
Always	0	0%
Often	3	12.5%
Sometime	3	12.5%
Rarely	8	33.33%
Never	10	41.66%

Question02	Number of answers	Percentage°
Always	1	4.34%
Often	5	21.73%
Sometime	5	21.73%
Rarely	7	30.43%
Never	5	21.73%

From these two tables, we can conclude that boys lose their focus easily in comparison to girls.

Table 5.3: For Question 03 which says that students can lose their attention easily:

Question03	Number of answers	Percentage°
Always	5	20.83%
Often	1	4.16%
Sometime	8	33.33%
Rarely	6	25%
Never	4	16.66%

Question03	Number of answers	Percentage°
Always	1	4.34%
Often	2	8.69%
Sometime	7	30.43%
Rarely	6	26.08%
Never	7	30.43%

We can see approximate result for both genders, where almost the same result is shown in “sometimes” and “rarely”, yet a noticeable difference in the first item “always”; where girls have a higher percentage than boys. We can conclude that female pupils are more likely to loose their attention in comparison to male pupils.

Table 5.4: For Question 04 that deals with whether students face difficulties to remain attentive while being under some pressure:

Question04	Number of answers	Percentage°
Always	3	12.5%
Often	8	33.33%
Sometime	5	20.83%
Rarely	4	16.66%
Never	4	16.66%

Question04	Number of answers	Percentage°
Always	1	4.34%
Often	5	21.73%
Sometime	6	26.08%
Rarely	6	26.08%
Never	5	21.73%

According to these tables, we can notice that girls face more stress than boys when dealing with serious situations as the exam.

Table5.5: For Question 05 that suggests students cannot be serious and stop playing:

Question05	Number of answers	Percentage°
Always	1	4.16%
Often	0	0%
Sometime	1	4.16%
Rarely	5	20.83%
Never	17	70.08%

Question05	Number of answers	Percentage°
Always	2	8.69%
Often	4	17.39%
Sometime	2	8.69%
Rarely	5	21.73%
Never	10	43.47%

Based on these statistics, a different percentage is assigned to each item, with the highest percentage assigned to the last item, "never," for girls versus boys. So female pupils are more serious than male pupils.

Table 5.6: For Question 06 that is for the students who cannot stay and sit calm in class:

Question06	Number of answers	Percentage°
Always	0	0%
Often	1	4.16%
Sometime	3	12.5%
Rarely	2	8.33%
Never	18	75%

Question06	Number of answers	Percentage°
Always	3	13.04%
Often	2	8.69%
Sometime	4	17.39%
Rarely	6	26.08%
Never	8	34.78%

In this question, there is a big difference between boys and girls. Most girls chose “never” and 0% chose “always”, while only 8 boys answered with “never”. So, we can say that boys have mush more difficulties in staying calm in class.

Table 5.7: For Question 07 that suggests that students get easily bored and nervous while doing academic activities:

Question07	Number of answers	Percentage°
Always	1	4.16%
Often	2	8.33%
Sometime	4	12.5%
Rarely	10	41.66%
Never	8	33.33%

Question07	Number of answers	Percentage°
Always	1	4.34%
Often	2	8.69%
Sometime	5	21.73%
Rarely	9	39.13%
Never	6	26.08%

On these two tables, the responses of boys and girls are nearly identical; both boys and girls have the highest percentage for the item "rarely," while only one student from each gender answered "always”. Which means that getting bored and nervous while doing academic activities is lightly present amoung both male and female.

Table 5.8: For Question 08 that says that students find difficulties to sustain the same focus for the whole activity:

Question08	Number of answers	Percentage°
Always	1	4.16%
Often	4	16.66%
Sometime	1	4.16%
Rarely	7	29.16%
Never	11	45.13%

Question08	Number of answers	Percentage°
Always	1	4.34%
Often	3	13.04%
Sometime	5	21.73%
Rarely	9	39.13%
Never	5	21.73%

The difference between these two tables can be seen in the last item, where 11 girls answered "never. So, male pupils are most likely to have difficulties in staying focus for the whole activity.

Table 5.9: For Question 09 that proposes that students prefer to chat with each other rather than focus with the teacher:

Question09	Number of answers	Percentage°
Always	0	0%
Often	2	8.33%
Sometime	7	29.16%
Rarely	9	37.5%
Never	6	25%

Question09	Number of answers	Percentage°
Always	1	4.34%
Often	3	13.04%
Sometime	2	8.69%
Rarely	4	17.39%
never	13	56.52%

From the first reading, we can see that only a few people on both sides responded with "always" or "often," with the distinction being in the item "sometimes," which was chosen by girls more than boys.which means that most of pupils from both genders are serious ans conscious that they must follow the lessons.

Table 5.10: For question 10 that is for whether students do several activities without finishing or accomplishing them:

Question10	Number of answers	Percentage°
Always	3	12.5%
Often	2	8.33%
Sometime	4	16.66%
Rarely	5	20.83%
Never	10	41.66%

Question10	Number of answers	Percentage°
Always	4	17.39%
Often	6	26.08%
Sometime	3	13.04%
Rarely	6	26.08%
Never	4	17.39%

From these two tables, we can notice a high percentage of the item "never" for girls compared to boys, while the other answers were divided between the other items.

Table 5.11: Question 11 is about the difficulty that students may find while following the lessons and the teacher's instructions:

Question11	Number of answers	Percentage°
Always	2	8.33%
Often	2	8.33%
Sometime	3	12.5%
Rarely	11	45.16%
Never	6	25%

Question11	Number of answers	Percentage°
Always	1	4.34%
Often	5	21.73%
Sometime	4	17.39%
Rarely	6	26.08%
Never	7	30.43%

Data presented in this table shows a kind of similarity in "sometimes" and "never" for both genders, whereas there is a difference that can be noticed in both: "rarely" where girls' percentage is higher than boys and "often where boys number outcome girls. So, the majority of pupils from both genders are having some difficulties in following the lesson ans teachers' instructions.

Table 5.12: This table shows the answers of question 12 that is about the distractions that happen outside of the classroom and whether it can easily distract the students' attention:

Question12	Number of answers	Percentage°
Always	2	8.33%
Often	6	25%
Sometime	9	37.5%
Rarely	5	20.83%
Never	2	8.33%

Question12	Number of answers	Percentage°
Always	4	17. 39%
Often	6	26.08%
Sometime	2	8.69%
Rarely	3	13.04%
Never	8	34.78%

A noticeable difference can be seen in the answers of question 12, girls "never" percentage is lower than that of boys. So, male pupils are more likely to be distructed by external factors.

Table 5.13: Question 13 is asked to know if students understand everything they hear from their teacher or they mix up the information they receive, and the answers were as following:

Question13	Number of answers	Percentage°
Always	1	4.16%
Often	5	20.83%
Sometime	6	25%
Rarely	7	29.16%
Never	5	20.83%

Question13	Number of answers	Percentage°
Always	4	17.39%
Often	4	17.39%
Sometime	3	13.04%
Rarely	6	26.08%
Never	6	26.08%

The percentages shown in both tables show that a total of 8 boys answered with "always" and "often" unlike girls who chose mostly the item "rarely". Which means that males have more problems than females do in understanding the teachers' instructions.

Table 5.14: The next two tables present the responses of both boys and girls about whether they interrupt their teacher while explaining the lesson and speak without taking permission:

Question14	Number of answers	Percentage°
Always	0	0%
Often	0	0%
Sometime	2	8.33%
Rarely	3	12.5%
Never	19	79.16%

Question14	Number of answers	Percentage°
Always	2	8.69%
Often	1	4.34%
Sometime	2	8.69%
Rarely	4	17.39%
Never	14	60.86%

The highest percentage of both boys and girls is noticed in the item "never", 0% of girls answered with "always" while 8, 69% of boys had the same answer.

Table 5.15: Data presented in these tables show the responses of question 15 that is about students who answer questions without thinking and before the question ends:

Question15	Number of answers	Percentage°
Always	1	4.16%
Often	3	12.5%
Sometime	5	20.83%
Rarely	6	25%
Never	9	37.5%

Question15	Number of answers	Percentage°
Always	1	4.34%
Often	4	17.39%
Sometime	2	8.69%
Rarely	9	39.13%
Never	7	30.43%

A high number of girls answered with "never" and a high number of boys answered with "rarely", while the number the of students whose answer was "always" is similar in both sides. Which indicates that answering the asked questions without thinking, and before the the question ends is less frequent amoung both genders.

Table 5.16: Question 16 is if the student is not patient when it comes to respecting his turn in games or when giving answers, students responded as the following

Question16	Number of answers	Percentage°
Always	2	8.33%
Often	4	16.66%
Sometime	2	8.33%
Rarely	6	25%
Never	10	41.66%

Question16	Number of answers	Percentage°
Always	7	30,43%
Often	2	8,69%
Sometime	6	26,08%
Rarely	3	13,04%
Never	5	21,73%

The difference is noticed in “always”, 7 boys answered “always” where only 2 girls had the same answer. As for the item “never” the girls’ percentage is 2 times higher than that the one of boys.

Table 5.17: These two tables presents the answers to question 17 that is about whether students do dangerous actions inside the classroom like breaking the law or hitting someone

Question17	Number of answers	Percentage°
Always	0	0%
Often	0	0%
Sometime	0	0%
Rarely	0	0%
Never	24	100%

Question17	Number of answers	Percentage°
Always	1	4.34%
Often	0	0%
Sometime	1	4.34%
Rarely	5	21.73%
Never	16	69.56%

All girls answered with “never” while only 16 boys answered the same answer, and only one boy answered with “always”.

Table 5.18: Question 18 is almost like question 15; students are asked if they answer the teacher's questions without being sure if the answer is correct and they answered like this:

Question18	Number of answers	Percentage°
Always	3	12.5%
Often	3	12.5%
Sometime	4	16.66%
Rarely	7	29.16%
Never	7	29.16%

Question18	Number of answers	Percentage°
Always	2	8.69%
Often	3	13.04%
Sometime	5	21.73%
Rarely	9	39.13%
Never	4	17.39%

The difference is noticed in the last item where a high number of girls answered with "never" comparing to boys, 9 girls answered with "always" and "often", while only 5 boys had the same answers.

Table 5.19: In question 19 students were asked if they lose their school tools easily and if they forget to bring them:

Question19	Number of answers	Percentage°
Always	1	4.16%
Often	2	8.33%
Sometime	5	20.83%
Rarely	5	20.83%
Never	11	45.83%

Question19	Number of answers	Percentage°
Always	2	8.69%
Often	8	34.78%
Sometime	5	21.73%
Rarely	5	21.73%
Never	3	13.04%

Most boys said that they "often" forget to bring their school tools or they lose them while 11girls answered with "never", the rest of the students answered differently.

Table 5.20: These two tables show the answers to question 20 that is about whether students neglect or forget doing their home works and assignments:

Question20	Number of answers	Percentage°
Always	0	0%
Often	0	0%
Sometime	1	4.16%
Rarely	2	8.33%
Never	21	87.5%

Question20	Number of answers	Percentage°
Always	2	8.69%
Often	2	8.69%
Sometime	5	21.73%
Rarely	7	30.43%
Never	7	30.43%

In this question the girls' percentage is higher than that of boys in the item "never", 0% of girls chose "always" or "often".

Table 5.21: The last question tackled in the questionnaire is about if students could adapt with the new program and way of studying:

Question21	Number of answers	Percentage°
Always	4	16.66%
Often	5	20.83%
Sometime	5	20.83%
Rarely	7	29.16%
Never	3	12.5%

Question21	Number of answers	Percentage°
Always	3	13.04%
Often	1	4.34%
Sometime	5	21.73%
Rarely	6	26.08%
Never	8	34.78%

A high number of boys answered with "never" comparing to girls. 5 girls answered with "often".

A Summary of the Quantitative Result:

- The Analysis of the result showed that students can lose attention easily; that is due to internal and external factors:

  1- Students emphasized on the fact that they lose attention easily.

  2- The propositions given showed remarkable internal factors that affected the students' attention during the lesson:

-Students struggle to stay focused while under pressure for an exam, for example, where they should deliver their answers. This factor has an impact on both boys and girls.

-Students cannot focus and stop playing simultaneously; this is true for both genders.

-Both genders have significant difficulty following the lesson and the teacher's instructions. That results in a mixed-up set of information (the input) they receive.

3- The questionnaire highlights the main external factors found in the answers:

-Both subjects are easily triggered by distractions that happen outside the classroom.

-It is shown that boys neglect and forget about doing their homework and assignments more than girls do.

-Girls face difficulties while adapting to their new surroundings, program, and the way of studying more than boys do.

4- An internal and external factors are noticed in the students' answers:

-It is shown that both genders get easily bored and nervous while doing their school activities, as they struggle to sustain the same focus to finish a certain activity.

-Losing and forgetting school materials is a problem that is found mostly among boys rather than among girls.

Concerning the second, third, and fourth questions, they are concerned with the various strategies and methodologies that help teachers draw their students' attention and what can be done as reinforcement and how attention and attention the learning process. An observation

session took place first, and then an interview was conducted with both teachers and additional open questions for students to answer the given questions:

-Teacher's Interview:

Teacher number 01 for girls and Teacher number two is for boys

Question 01:

For how long can a student be attentive? (Low and high) and is it taken into consideration?

T.n°01: "30 min high and 15 min the low for the most disturbed once and she takes it into consideration by using breaks jokes and talking about every day's updates".

T.n°02: "the majority of the session, but attention can be low at the beginning or the last of the session, and yes I take it into consideration".

-From both answers we can say that teacher 01 is more carry and conscious about this topic more than teacher 02

Question 02:

What are the techniques used to keep students focused?

T.n°01: "Not to hard enough, there must be other ways and method changing because they get bored easily, so sometimes I use songs or educational jokes and pictures".

T.n°02: "My voice, my attitude, my charisma and my way of teaching by simplifying each lesson into small parts that can be understood easily".

-teachers in this question answered differently; teacher number 01 uses songs for example, because of her awareness; she puts her feet in the shoes of her students, while the second teacher impose her personality (by using her voice and charisma)

Question 03:

What is the method followed?

T.n°01: "No specific method and different lesson introductions, a change in methods is useful for the student's perception".

T.n°02: “A mixture between the old methods and the new one, like the use of the board, flash cards and gestures, in addition to the use of technology”

-Both teachers use a mixture of methods in order to avoid border.

Question 04:

Do you engage students in different activities?

T.n°01: “Yes, by making them learn how to speak since we are teaching a language but not too much due to the timing”.

T.n°02: “Yes, in oral and written activities”.

-teacher 01 and 02 said that they engage students in different activities, like speaking.

Question 05:

Is the program good for students?

T.n°01: “No, it is too long for 1st year middle school, it is a new language and it does not deal with the speaking skill, it is all written”.

T.n°02: “No, not at all”.

-both teacher 01 and 02 agree that the program is not good for the students, yet the first one supports her answer by saying that it overfilled with lessons but no balance for teaching the four skills.

Question 06:

Can you teach the English language with no visual aids?

T.n°01: “No, we can’t but with the lack of the potentials, all what we can do is bringing simple pictures and associating each lesson with a vivid example from real life”.

T.n°02: “My method and my experience facilitate the lesson without any visuals aids, but not all the time”.

-teacher number 01 admits her needs of visual aids yet the lack of them taught her to adapt by using pictures for example. But teacher number two says that her method and experience is enough to cover visual aids.

Question 07:

What do you use as reinforcement? (Punishment and reward)

T.n°01: “I don’t punish; a student will hate studies if you punish him. But as a reward I give verbal rewards, as encouraging them and adding points from time to time”.

T.n°02: “I do not punish, yet I reward by giving them positive feedback as well as adding some points”.

-they both hate punishment and support positive feedback.

Question 08:

If you have the authority, what would you like to change first?

T.n°01: “I would like to change the book, it is not interesting at all, as I will make a book for activities only; students waste a lot of time as they make a lot of mistakes while copying”.

T.n°02: “the program and its objective”.

-for the answer of the first teacher seems more convincing as well as precise, whereas we can notice the general answer for the second one.

Question 09:

How can you describe a successful and a failure lesson?

T.n°01: “From the look of my students; when they are satisfied as well as they can answer all my questions, and the worst lesson is when I feel interrogation makes in the head of my students”.

T.n°02: “lesson can be classified as successful when students apply it correctly and the verse versa”

- Both teachers believe that a successful lesson is measured by the student grasping of information and turning their understanding into an fruitful outcome.

Question 10:

What do you struggle with the most?

T.n°01: “the timing and the length of the program as well as the lack of potentials as I have just mentioned”.

T.n°02: “I don’t struggle with the program but I do suffer from the lack of time”.

-In one hand we can notice the contradiction of the second teacher where she does not struggle with the program yet she wants to change it. In the other hand there is a common answer for both where they have timing problem.

Question 11:

What can you say about the student’s psychology? And is attention considered to be essential in the learning process?

T.n°01: “what I can say about students psychology that is so important since it affects their learning process, and as being a teacher and a mother for each one of them; I feel responsible for asking them about the problem and helping if I can when I feel a bit change in one of them. About attention I can only say that with low or no attention there is no successful or fruitful lesson”.

T.n°02: “attention is definitely considered as an essential part of the learning process, since we can’t teach a student without getting his attention”, and for the students psychology she said and I quote and translate: “we can say nothing about their psychology; it always have been naughty, calm, shy and brilliant students in one class, each one is different, and it is up to the teacher to guide and deliver a successful lesson that is fruitful for every student”.

- Attention is essential as it depends on the teacher’s experience to frame it, as well as to take into consideration the student’s psychology while delivering certain data.

A sub question is added to question number two which compromise the reaction of students to the reinforcement. All their common answers were translated as follows:

-“The worst thing that a teacher ever done to me is beating me because of something I didn’t do”

-“If I had the chance to change something I would change Sport teacher since he likes to use violence”.

-“A good lesson can be easily understood if it is simplified”.

-“There is a lot of bullying from the part of students, as well as teachers”.

- “A bad lesson can be pictured in studying without taking any breaks”.

-“The teacher of Arabic hit me 40 times on the hand”

-“I hated the module of Science because the teacher asked me to get out of the classroom more than once”.

-“The best positive reinforcement can exist, is to have an easy and comprehensible tests and exams”.

-“The reinforcement that I really wanted to be realized, is to study Mathematics using mind games”.

-“A positive reinforcement in learning a language is by hearing and rehearsing several times till accomplish it”.

-“I have been under a lot of verbal abuse”.

-“I really love when the teacher gives us positive feedback”.

-“I don’t like when I prepare and do efforts, but the teacher can’t see it”.

-“Telling jokes and stories are one of my favorite ways to remember the lessons when I go home”.

-“Group work is what I like to learn with the most”.

-“Dividing the lesson into small chunks is helpful”.

-“Explaining and repeating while writing in the board; makes the lesson easier.”

-“I love the teacher of Science because he makes the lesson fun to learn”.

-“The bad reinforcement that can occur is when I have a bad mark”.

-“Reward the good students, and support deficit ones”.

A summary of the Qualitative Result:

1- According to the data collected from the interview several points have been highlighted that can be categorized into differences and similarities:

1-A. Differences:

-The first difference we noticed was that the teacher, 02, provided contradictory responses compared to her actions in class.

-A similar questionnaire (see Appendix 02) was given to both teachers to compare their answers with their students' answers; we found that teacher 01 knew her students better (she answered almost the same as her students).

-When it comes to methodology, we can see a difference between the two teachers: teacher 01 is more creative in her approach to teaching, whereas teacher 02 is more influenced by the old method of teaching (traditional) to the point where she neglects to use the class book.

-Teacher 01 takes into consideration how much time her students can be attentive, by using different techniques (icebreakers, for instance) to keep them ready to receive the amount of information they need, while teacher 02 imposes her personality (her voice, for example) to keep their focus.

-During the observation session, teacher 02's students were unable to follow and understand her instructions, and she did not check them out.

-Students of teacher 01 are not afraid to commit mistakes and they get corrected, compared to the students of teacher 02.

1. B- Similarities:

Along with the differences, both teachers have some similar opinions and answers that they shared with us such as:

- The short amount of time that is dedicated to giving a whole lesson, doing activities and correcting them is not enough and it should be taken into consideration.
- The class book does not cover all the information students need.

- Both teachers want to change the program (the curriculum).
- The lack of use of technology that can be very helpful in teaching modules, especially languages.

2- After visiting all students and reading their answers of the following question: what is the best and the worst lesson for you and why?. We could extract a remarkable comparison between the two genders:

- We could see discomfort in the class of boys, where there were a few signs of distraction, during the observation session. Girls who were more welcoming were the polar opposite.
- Girls were more active than boys in their interaction with their teachers.
- Boys were afraid to make errors while girls were not.
- When dealing with the questionnaire and the open questions, we noticed that the girls were curious and interested in what they were doing and why, but the boys were asking vain questions as they were mocking us.
- While reading their answers, we could feel that the boys were superficial, not organized or aware, but the girls were wiser and more critical thinkers.
- Almost all of the boys' responses were either prosaic or off-topic.
- We could understand that girls know what they need and what they want from their answers.
- Both genders did not answer all of our questions with 100% credibility.
- Since we are dealing with credibility, we have found that one in 47 subjects does not care about the teacher’s methodology or reinforcement.

After dealing with the whole population, the given data made us able to answer the asked questions: The various strategies and methodologies that help teachers maintaining students' attention include: engaging them in the lesson and using a mix of entries and breaks. The usage of different techniques and methodologies is also helpful according to what both teachers declared and that is all to avoid boredom in class, considering it as a main reason for attention decrease. Teachers deny using negative reinforcement due to its negative outcomes,

but we could find it in the students' answers. We can say that only positive reinforcement is required because it is more effective. The student-centeredness methodology can influence students' attention by making them more active and independent, which will have an impact on the learning process by developing their critical thinking skills.

Going through all these comparisons and declarations lead us to notice that both teachers and students are slaves to the book, where a teacher feels successful when finishing his program schedule on time, not caring about the students' attention as well as perception, though he/she is aware of its importance, and a student feels acceptable when getting a good mark anyhow. All teachers know that attention should be highly present while delivering specific data, yet they all blame the lack of time, poor management, and program. Using old techniques and methods in the presence of new available ones caused students' attention to decrease from one class to another, because students are attracted more to a vivid class where they can breathe and learn at the same time, not expecting each child to be a robot, receiving with no limits, each one should be taken into consideration, and that was impossible with the crowded classes, till the existence of Corona Virus, where each class was divided into two, teachers and students were more relieved. Yet, they are facing new problems such as timing.

Chapter03: Discussion, Recommendations and conclusion

Discussion:

This study aims to identify the effect of teaching approaches in drawing students' attention and its impact on the learning process. This part deals with the discussion of the findings and the relationship that can be found between them, the literature review and the research questions.

Our research shows that attention is essential in the learning process, as William James (1890) noted, it is helpful to understand, conceive, differentiate, and recall things better and speed up their reactions. According to Kendra Cherry (n.d.), attention is the ability to actively process specific information in the environment while turning out details; it is limited in both capacity and duration, which is why teachers try to find various ways to frame out their students' attention in order to support (Cohen, 2014) and what he said about "Selective Attention" together with "Focused Attention."

The result indicates that students can quickly lose their attention due to external and internal factors, such as: students find it difficult to remain attentive when they are under pressure and when they get triggered by any distraction that may happen outside of the classroom, fights for instance. This data contributes to a clear understanding of the first research question: what factors make students lose attention during the lesson? And it supports the claim of Hirsch (2001) who states that students' attention can be affected by their concerns, pressure, motivation, time management, procrastination, study skills, and academic anxiety. An additional factor that this quote can support is the boredom and nervousness students face when they do academic activities and exams.

Another factor is the difficulties that both genders, mainly boys face in following and understanding the teacher's instructions, and this happens due to their fear to ask again for an explanation or of being laughed at by their classmates. All of this has to do with the kind of class environment the teachers creates whether it is comfortable and easy-going or the opposite, this finding supports Rosenshine's experiment done in (1977) in which he examined several teaching techniques that affect students' attention, such as: academic involvement, individualization, classroom environment, seating, work materials, students' choice, and verbal interaction.

Findings of the study show that there is a difference in the methodology each teacher uses when it comes to sustaining students attention, one teacher is creative; she likes to use

icebreakers and games to keep her students involved and focused, and the other teacher is more traditional in her way of teaching as she likes to keep her students attentive by imposing her personality, her voice and her attitude. Despite the differences found between both teachers, they do have some similarities that we can sum up as the following: they both want to change the curriculum, they both think that the class book is not sufficient to cover all the lessons students need, and they both want to be able to teach using visual aids.

The study also demonstrates several differences between the genders: being active inside the classroom, the fear of committing mistakes, organization, and honesty in the answers.

In line with the hypothesis, which indicates that attention is vital in learning, and with it, students receive knowledge that helps them ameliorate their learning process, the result fits the claims of Kruschke (2000), who says that the ability to pay attention is a vital component of learning. It has been proposed that paying attention to lessons helps the learning process because it has a significant effect on students' immediate reaction, and Styles (1997) points out that attention is essential in the learning process as it carries whatever knowledge is being addressed to consciousness and contributes to cognitive processing. The research supports Partin (1987) and Levy (2012) ten tried-and-true methods for holding students' attention where most of the needed factors and conditions our candidates revealed are coordinated. Though our findings support the student-centered method, our schools still stick to the old explicit methods; where Hull 1920; Jenkins 1933; Thorndike & Rock 1934 et al. said that the supported method increases the perception of an effective learning process. Huba and Freed (2000) mentioned the characteristics of student-centered learning where it is approved that engaging students in different activities increase their activeness and critical thinking.

***Summary of the Discussion*:**

The findings of the study show a strong relationship between attention and learning. There were differences between the two teachers' methods, yet both showed the importance of the ways the teacher should use in class to draw their students' attention and create a successful communication channel. The students' answers indicate that verbal and physical punishments were widespread among teachers, used as a resort to get the students' attention and obedience. It is also found that there is a lack of teaching aids in favor of the teacher's method, despite its urgent need. Teachers are aware that the followed program is not suitable for them and the students. We attribute this to the lack of knowledge about getting students' attention together with the program followed and time management, whereas the use of violence is due to the tolerance of government.

Recommendations:

This title is earned by gathering student feedback and suggestions. Since we proposed student-centeredness as a solution, we want to work with it by making their words the focus of our investigation:

An additional question was added to the students, asking how they preferred to study, and their responses were translated as follows:

According to their responses, all students believe that materials in class, such as data displays and computers, are necessary. In addition, many of them prefer to be active and participate in class and other activities (competitions, mind games, and some are thinking about starting a newspaper to explore hobbies and talents).

Students agreed that they should reduce the number of hours spent on theory and do more experiments, such as science and physics.

Several students expressed an interest in developing their talents, such as writing, drawing, and sports.

Some proposed extra activities such as cleaning the classroom to spend more time with friends outside of studying. In contrast, others proposed silence and discipline only.

Teachers should always give positive reinforcement as it impacts the learning process of the students. The different factors that affect students' attention show their students should be considered, and teachers should know their students well to draw their attention.

They wish to start with icebreakers and study in a fun way that reduces stress and fatigue and a good relationship with every teacher.

Most students went through violence (verbal and physical) that has created a hatred of specific modules, so it should be considered.

Students stated in their responses that they want to learn to remember the given information quickly, which can be accomplished through "the student's centeredness methodology". in which a student can learn by acquiring and experimenting the most.

All of them said that a change to the program would be suitable for both teachers and students.

Rare students do not care about the teacher’s methodology and reinforcement since they only depend on themselves.

As researchers, the last recommendation is to treat every student’s attention as a mind muscle that needs to be trained and taken care of.

Conclusion:

This research aims to identify the effect of teaching approaches in drawing students’ attention and its impact on the learning process. Based on both qualitative and quantitative analysis of a questionnaire and open questions, it can be concluded that both the program and the time allotted to English are not suitable for students and their teachers. The result shows that attention can be monitored by using several methods and techniques to frame it.

The theoretical part of this research was divided into two chapters; the first chapter is dedicated to "attention in relationship with learning and teaching," and the second chapter for "teaching approaches," which suggests the students-centeredness methodology as a more effective method for a successful education. The second section is where we can extract the differences between the two genders and the teachers' methodologies.

The result showed that the educational system ignored the students' mental age and perception and imposed a demanding program and tests on the students’ behalf. Students and their teachers, in this case, face a significant struggle to sustain attention at an acceptable level that allows each student to receive the given instructions, yet it turns out to be problematic since they encounter several factors that distract them and reduce the amount of attention they need. Furthermore, teachers are aware of the program timing and management issues, and they believe that it is too much for first-year middle school students who are new and have not yet adapted to their new surroundings.

In conclusion, we can say that since attention is considered a mind-muscle and an essential element in learning that needs to be trained and taken into consideration.

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Appendices:

Appendix 01: the questionnaire for students in order to measure students' attention

مقياس التقدير التشخيصي لصعوبات الانتباه		
اسم القائم بالتقدير:	الوظيفة:	التاريخ:
عدد حصص ترددك على التلميذ:	الجنس:	
الصف:	المدرسة:	

م	الخصائص / السلوك	دائما	غالبا	احيانا	نادرا	لا تنطبق
1	أجد صعوبة الاستمرار في العمل حتى انتهائه					
2	اشرد / لا انتبه لما أسمع أو أقرا أو أرى					
3	أفقد التركيز بسهولة					
4	اجد صعوبة في الحفاظ على انتباهي في المهام التي تتطلب التركيز العالي(كالفرض مثلا)					
5	لا أستطيع أن أكون جادا. و التوقف عن اللهو					
6	أجد صعوبة في البقاء هادئا خلال الدرس او الجلوس					
7	أمل و أتعصب بسهولة خلال اداء المهام أو الأنشطة الأكاديمية					
8	أجد صعوبة في الاستغراق أو الانشغال بالعمل أو اللعب في هدوء					
9	أفضل التحدث مع صديقاتي بدل الاستماع للدرس					
10	أقوم بالعديد من المهام في ان واحد دون الاتقان أو الاتمام					
11	أجد صعوبة في متابعة الدروس و توجيهات الأستاذ					
12	أتشتت بسهولة لأي حوادث تقع خارج الدرس					
13	أتشوش و تختلط علي المعلومات المقدمة لي					
14	اقاطع و أتطفل الحديث بدون مبرر و استاذان					
15	أندفع و أجيب على الأسئلة بلا تفكير و قبل اكمال السؤال					
16	لا استطيع انتظار دوري في الألعاب و المواقف					
17	أندفع للأنشطة الخطرة دون التفكير في النتيجة(كخرق القوانين المؤسسة)					
18	اندفع دون التأكد من معرفة الاجابة الصحيحة					
19	أفقد أو أنسى أدواتي اللازمة لأداء الأنشطة المدرسية أو المنزلية أو الرياضية					
20	أهمل و لا أهتم بالمهام و الأنشطة المكلفة لي					
21	أجد صعوبة في التأقلم مع المحيط و البرنامج الجديد للمؤسسة					

Appendix 02: the same questionnaire was modified for both teachers to see whether their responses correspond to their students

م	الخصائص/ السلوك	كل القسم	معظم القسم	نصف القسم	القليل	لا احد
1	يصعب عليه الاستمرار في أي عمل حتى يتمه					
2	الشرود و التشتت و عدم الانتباه للدرس					
3	تشتت الانتباه بسهولة لأي مثيرات خارجية					
4	اجد صعوبة في الحفاظ على انتباه التلاميذ في المهام التي تتطلب التركيز العالي					
5	لا استطيع ان الزم الجدية و التحكم في القسم					
6	الصعوبة في البقاء في هدوء خلال الدرس او الجلوس					
7	الملل والتعصب بسهولة خلال اداء المهام او الانشطة الاكاديمية					
8	صعوبة في الاستغراق او الانشغال بالعمل او اللعب في هدوء					
9	التحدث الكثير و بصورة مفرطة					
10	القوم بالعديد من المهام في ان واحد دون الاتقان او الاتمام					
11	الصعوبة في متابعة الدروس و توجيهاتي					
12	التشتت بسهولة لأي حوادث تقع خارج الدرس					
13	تشوش و اختلاط المعلومات المقدمة					
14	المقاطعة و التطفل بدون مبرر و استاذان					
15	الاندفاع و الاجابة على الاسئلة بلا تفكير و قبل اكمال السؤال					
16	عدم القدرة على انتظار الدور في الالعاب و المواقف					
17	الاندفاع للأنشطة الخطرة دون التفكير في النتيجة					
18	الاندفاع دون التأكد من معرفة الاجابة الصحيحة					
19	فقدان او انسيان الادوات اللازمة لأداء الانشطة المدرسية او المنزلية او الرياضية					
20	اهمال المهام و الانشطة المكلفة					

Teacher 01 responses:

م	الخصائص/ السلوك	كل القسم	معظم القسم	نصف القسم	القليل	لا احد
1	يصعب عليه الاستمرار في أي عمل حتى يتمه		✓			
2	الشرود و التشتت و عدم الانتباه للدرس				✓	
3	تشتت الانتباه بسهولة لأي مثيرات خارجية		✓			
4	اجد صعوبة في الحفاظ على انتباه التلاميذ في المهام التي تتطلب التركيز العالي				✓	
5	لا استطيع ان الزم الجدية و التحكم في القسم				✓	
6	الصعوبة في البقاء في هدوء خلال الدرس او الجلوس				✓	
7	الملل والتعصب بسهولة خلال اداء المهام او الانشطة الاكاديمية				✓	
8	صعوبة في الاستغراق او الانشغال بالعمل او اللعب في هدوء			✓		
9	التحدث الكثير و بصورة مفرطة					✓
10	القوم بالعديد من المهام في ان واحد دون الاتقان او الاتمام			✓		
11	الصعوبة في متابعة الدروس و توجيهاتي				✓	
12	التشتت بسهولة لأي حوادث تقع خارج الدرس			✓		
13	تشوش و اختلاط المعلومات المقدمة				✓	
14	المقاطعة و التطفل بدون مبرر و استاذان					✓
15	الاندفاع و الاجابة على الاسئلة بلا تفكير و قبل اكمال السؤال		✓			
16	عدم القدرة على انتظار الدور في الالعاب و المواقف		✓			
17	الاندفاع للأنشطة الخطرة دون التفكير في النتيجة				✓	
18	الاندفاع دون التأكد من معرفة الاجابة الصحيحة		✓			
19	فقدان او انسيان الادوات اللازمة لأداء الانشطة المدرسية او المنزلية او الرياضية			✓		
20	اهمال المهام و الانشطة المكلفة			✓		

Teacher 02 responses:

م	الخصائص/ السلوك	كل القسم	معظم القسم	نصف القسم	القليل	لا احد
1	يصعب عليه الاستمرار في أي عمل حتى يتمه				✓	
2	الشرود و التشتت و عدم الانتباه للدرس				✓	
3	تشتت الانتباه بسهولة لأي مثيرات خارجية				✓	
4	اجد صعوبة في الحفاظ على انتباه التلاميذ في المهام التي تتطلب التركيز العالي				✓	
5	لا استطيع ان الزم الجدية و التحكم في القسم					✓
6	الصعوبة في البقاء في هدوء خلال الدرس او الجلوس				✓	
7	الملل والتعصب بسهولة خلال اداء المهام او الانشطة الاكاديمية					✓
8	صعوبة في الاستغراق او الانشغال بالعمل او اللعب في هدوء					✓
9	التحدث الكثير و بصورة مفرطة					✓
10	القيام بالعديد من المهام في ان واحد دون الاتقان او الاتمام				✓	
11	الصعوبة في متابعة الدروس و توجيهاتي				✓	
12	التشتت بسهولة لأي حوادث تقع خارج الدرس				✓	
13	تشوش و اختلاط المعلومات المقدمة				✓	
14	المقاطعة و التطفل بدون مبرر و استاذان					✓
15	الاندفاع و الاجابة على الاسئلة بلا تفكير و قبل اكمال السؤال			✓		
16	عدم القدرة على انتظار الدور في الالعاب و المواقف			✓		
17	الاندفاع للأنشطة الخطرة دون التفكير في النتيجة				✓	
18	الاندفاع دون التأكد من معرفة الاجابة الصحيحة		✓			
19	فقدان او انسيان الادوات اللازمة لأداء الانشطة المدرسية او المنزلية او الرياضية				✓	
20	اهمال المهام و الانشطة المكلفة				✓	

الملخص

يواجه العديد من الطلاب صعوبات في فهم المعلومات التي يتلقونها من معلميهم أثناء الدرس، وهذه الصعوبات ناتجة عن قلة الانتباه. من المعروف أن الانتباه عنصر مهم في عملية التعلم لكل طالب، إذا انتبهوا للدرس يفهمونه والعكس صحيح. تهدف هذه الدراسة إلى استكشاف تأثير مناهج التدريس المختلفة في جذب انتباه الطلاب وكيف تؤثر على عملية التعلم الخاصة بهم. في هذا السياق ، يتم تعريف مناهج التدريس على أنها مجموعة من المبادئ أو المعتقدات أو الأفكار حول طبيعة التعلم التي يتم تنفيذها في الفصل الدراسي. النهج هو منظور للتعليم والتعلم. تعتمد أي إستراتيجية لتعليم اللغة على الفهم النظري لماهية اللغة وكيف يمكن تعلمها للإجابة على أسئلة البحث واختبار الفرضيات التي تمت صياغتها، تم توزيع استبيان على 47 طالبًا وطالبة في السنة الأولى متوسط بالإضافة إلى معلميهم (كلتاهما إناث) الذين طُلب منهم الإجابة على 21 سؤالًا، وأجريت مقابلة مع كل من المعلمين، وثلاثة أسئلة مفتوحة مخصصة للطلاب. تم تحليل الردود باستخدام الطريقة النوعية والكمية. أظهرت النتائج عدة عوامل تؤثر على انتباه الطلاب حيث كشفت عن الحاجة إلى التغيير في كل من البرنامج والمنهجيات المستخدمة.

الكلمات المفتاحية: الانتباه، طرق التدريس، عملية التعلم .