

**An-Najah National University  
Faculty of Graduate Studies**

**The Role of English Teachers in  
Drawing Students' Attention in Salfit District  
Schools and the Factors Affecting Attention as  
Perceived by Teachers**

**By**

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## **Dedication**

I dedicate my thesis to my husband Dr. Zakarya Ahmed, the knowledge lover, without whom I couldn't have completed this study, and to my family, father, mother, brothers and sweet lovely and clever sister Samya and also to my two lovely sons, Iyad and Mo'ayad, and to all my friends.

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**Abstract**

The purpose of this study was to investigate the ways English teachers followed in Salfit District schools to draw their students' attention in class and to identify the factors that affect students' attention from teachers' point of view. It also examined the impact of gender, qualification, experience, and stage of teaching variables on drawing students' attention.

The study addressed the following questions:

- 1) What are the teachers' ways of drawing attention to the lesson content?
- 2) Is there any difference in the students' level of attention to lesson content due to gender, qualification, experience and stage of teaching variables?
- 3) Is there any difference between gender, qualification, experience and stage of teaching and factors affecting students' level of attention in Salfit District?
- 4) Is there a difference among factors affecting attention due to gender, qualifications, experience and stage of teaching?

The population of the study comprised all Salfit District English teachers at government schools in the academic year 2002-2003. The subjects of the study were 113 teachers (56 females and 46 males) who

responded to a 40-item questionnaire. Of these, 25 measured the ways teachers used in drawing students' attention, and 15 measured the factors affecting attention.

**Findings of the study:**

- 1- The teachers' most ways of getting students' attention depended on (1) Teacher's methods, procedures and skills, (2) Reinforcement, (3) Teaching aids and (4) Punishment.
- 2- There was a difference in the students' level of attention to lesson content according to gender variable in favor of males.
- 3- There was a difference in the students' attention to lesson content according to qualification in favor of diploma holders.
- 4- There was a difference in the students' attention to lesson content according to experience in favor of those with more than 10 years of experience.
- 5- There was a difference in the students' attention to lesson content according to stage of teaching in favor of elementary stage.
- 6- There was a difference between gender and factors affecting attention in favor of females.
- 7- There was a difference between qualification and factors affecting attention in favor of both diploma and bachelor's degree holders.
- 8- There was a difference between experience and factors affecting attention in favor of those with more than 10 years of experience.
- 9- There wasn't a difference between stage of teaching and factors affecting attention.

In the light of the study findings, the researcher recommends holding training courses and workshops for teachers to enrich their experiences on how to draw students' attention in class. The researcher also suggests that further studies be conducted on other stages.

Chapter One

**Introduction**

## **1.1 Generaly background**

This chapter includes an introduction, statement of the problem, purpose of the study, research questions, definition of terms, significance of the study, limitations of the study and a summary.

Gloria (1997) defined attention as an internal process and teachers should be aware that attention must be given from within the child from early stages. The ability to mentally focus attention and sustain concentration over a period of time is a mental process developed in childhood. So the teachers should work on developing ways of attracting students' attention since early periods.

The effective teachers should know how to focus students' attention automatically. Teachers should be knowledgeable about sensitive ways, which the teaching strategies should involve, to affect students with special needs like inattentive students or hyperactive students, whose attention should be diverted towards the lesson and basic activities during the class.

So the teacher can play a crucial role in awakening talents and developing participation to attain attention. Also to help teachers get their students attention, they should look for the reasons of inattention. So the researcher examined several researchers' works on the causes and reasons of inattentiveness. She also asked the teachers about their point of views in the questionnaire and found that the lack of financial resources in the Palestinian society prevented development in environmental classroom equipment.

Studying the problem of attention did not come from a vacuum. Teachers teach under stress, conflict and tension, because of the political

situation. They complain of student's lack of attention, and motivation. The present study sought to find out the effect of the ways the teachers followed to get students' attention during English lessons.

Bloom (1976) believed that learning is likely to be greater and students' achievement would be better if they are given more time and if their attention is directed towards the learning tasks and activities.

Zimmerman (1986) maintained that children are judged to be successfully attending and self regulators by the teachers' ways to initiate, direct, monitor and adjust their own classroom performance. He also suggested that good teachers make students possess and have good self-regulator skills, recognize the importance of instruction, monitor their own progress, seek instructions when they have difficulties; they should also be involved in classroom activities and demonstrate awareness of their own thinking. Krupsle (1981) believed that teachers should concentrate on four basic factors to get student's attention:

- 1) Choosing the exciting stimuli, object, and visual aid.
- 2) Taking care of students' time of concentration and paying attention in order to avoid long tasks that waste attention.
- 3) The attention for the seriousness and the importance of the shown skill; teacher uses the most important skill among other skills.
- 4) Transferring the attention from one task to another (qtd in Rinne, 1984) by finding strong relationship between tasks, objects, lessons or subjects if possible.

These help teachers in connecting the subject of the lesson with the senses and direct the attention towards the subject.

## **1.2 Statement of the problem**

There has been an increasing number of EFL (English as a Foreign Language) teachers who have become concerned with the ways they use as procedures to modify and change their students' reactions and responses to the lesson. However, some English Language teachers in West Bank schools don't take this important issue into consideration.

The researcher investigated the necessity of using certain methods like changing students' seats, providing them with quick feedback, varying tone, pitch of the voice, ..etc to attract their attention, in order to change their attitude toward learning English. The researcher also investigated how teachers can vary their methods to attract students' attention.

## **1.3 Purpose of the study**

This study aimed at achieving the following purposes and investigating the effect of teachers' methods in drawing students' attention.

- 1- To identify the role of teachers in drawing attention of students.
- 2- To find out the impact of gender, experience, qualification and stage of teaching on drawing attention of the students.
- 3- To investigate the factors that affect students' attention as perceived by teachers.

## **1.4 Research questions**

- 1- What are the ways and strategies that teachers follow or use to draw attention of students towards the lesson content?
- 2- Is there a difference among factors in drawing students' attention according to gender, qualification, experience and stage of teaching variables?

- 3- Is there any difference in students' level of attention according to gender, qualification, experience and stage of teaching variables?
- 4- Is there a difference among factors affecting attention according to sex, qualification, experience and stage of teaching?

### **1.5 Significance of the study**

This study might be helpful to English teachers, curriculum designers, students and possibly parents. It will allow them to change their strategies which they use to draw students' attention while they are learning.

### **1.6 Definition of terms**

- 1- **Attention:** the person's feeling toward the attention matter and it is also the concentration of mental effect on sensory or mental event (Posner and Bioes, 1971).
- 2- **The effective teacher's role** is one which is capable of contributing to the meeting of organization goals and getting student's attention (Kaufman, 1987).
- 3- **Ways of drawing attention** are factors that play a role in the process of involving and directing behavior to indicate whether the person is active or asleep, moving towards an active learning task rather than other activities (Paul, 1977).

### **1.7 Limitations of the study**

The study was limited to the English teachers in Salfit Directorate of Education in 2002-2003 in four secondary and primary schools.

### **1.8 Summary**



In addition to an introduction, this chapter dealt with the statement of the problem, purpose of the study, research questions, and significance of the study, definition of terms and limitations of the study.

**Chapter Two**  
**Review of Related Literature**

This chapter begins with a review of relevant literature. Then the chapter moves to the teachers' role in drawing students' attention, definition of attention and characteristics of inattentive students. The chapter ends with a discussion of the factors affecting attention of students: social factor, class environment factor and teaching method factor.

Educators and scholars have dwelt on about how the teacher can attract his students' attention by many ways.

## **2.1 Building a strong relationship between teacher and students**

Hallahan (1981) argued that teachers should train students on watching themselves to determine the kind of behavior which should be improved in order to attract their students. The teachers also have to determine the way of reinforcing attention and behavior like using voice variations and cassettes.

Bryan and Bryan (1986) maintained that the teacher should put in his/her mind three factors to get student's attention: the difficulty of the skill, the status of the child, and the ability to change and develop the teaching process that suits the level and interests of this student.

Brophy (1977) found that the "low-achieving students had difficulty keeping their attention on the lesson. He found that when they were seated next to high-achieving students, and they were seated next to the teachers, the slowest students paid more attention".

Teacher's role in developing students' self-evaluation can affect their attention to lesson content (Dubey, 1979). Therefore, Dubey, in his study, shed light on the importance of enhancing trust and self confidence to make

students discover their characters in order to be more attracted to the lesson and its components which suit their abilities.

Hargrave and Morrow's (2002) study advised teachers to be wise and suggested a number of recommendations. They found that these recommendations had increased students' attention. In their study, they concentrated on the importance of establishing a good relationship between teachers and students beside the importance of varying methods.

However, Jordan (1981) found that a good self-concept motivated students' attention towards academic achievement. The teacher, according to Jordan, can help his students to get a good self-concept. Jordan's study was different from all other studies in building the character of learners by stressing the role of teacher instead of giving commands.

Canter (2000) believed that half of teachers' role is done when a real desire to study is found. In her study, she examined how to educate teachers, school psychologists and parents about attention problems including difficulties they face in making complete school work. Canter added that school teachers can help identify needed evaluation, assist them in developing strategies to manage behavior, and work with school personnel and parents to create environments where they can learn more. This supported Harvey and Packer's study which encouraged home notes to draw students' attention in class.

Spinelli (1998) highlighted some points that could draw students' attention. Providing prompts and encouragement, promoting use of computers, modification of assignments to address dysfunction, encouraging self awareness and self-management are cases in point. These

support Hargrave and Morrow's study which stressed the building of a positive relationship and learners' character, posturing the use of daily notebooks to assist in short and long-term planning, persuading students to request assistance and clarification, teaching mnemonic devices, advocating use of study skill development, and recommending involvement in extra curricular activities. Temptor (1995) also highlighted some of these ways in his study.

## **2.2 Making active use of time**

Ross (1976) believed that teachers, according to their students mental abilities, may use a watch to determine the time, and increase the time for the demanded task to increase attention span time (qtd in Rinne, 1984). The time is flexible according to the kind of students' abilities and levels.

Madsen (1968) pointed out that most teachers who deliver sermons on rules operate from the logic that students should know what the rules are, and if they forget them, it's much more efficient to recite the rules once to every student than to repeat them privately to individuals. He found that rewarding desired behavior with praise while ignoring undesired behavior produced significant behavior change, but announcing rules less frequently affected students' behavior rather a little. Therefore, teachers' lectures on classroom rules not only divert students' attention away from the lesson but they are also a waste of time. These arguments support Harvey and Parker's study (1996) which suggested using a timer, using numbered tickets, distributed among students, to make the activities done by all students to insure their participation and make them attracted to the lesson. Moreover, Keeves and John (1986) maintained that teachers' good use of time increases students' attentiveness and performance. Their argument

matches Armstrong's study (1996) which concentrated on getting to class prepared.

Norman (1992) stressed that the teacher must concentrate on four basic factors to get students' attention. These included choosing exciting stimuli, taking care of the time of concentration, attention for the seriousness of the shown skills, and transferring the attention from one task to another (qtd. in Krupski, 1981). Norman also cited the teacher's role in drawing the students' attention. He suggested that teachers divide the students' job, use a watch to determine the time, increase the time for the demanded task and increase attention time during the lesson by ways of drawing attention (qtd. in Rass, 1976).

### **2.3 Role of body language**

Thomas (1996) argued that learning does not come from attention to the teacher but rather from attention to lesson content. He cited several visual cues of attention to the teacher to get his students' attention

1. Eye movement between students and desks.
2. Body tension toward lesson activity body.
3. Active participation and note taking of students' cases.

In a research conducted by Rosenshine (1997), it was found that voice variation correlated with pupils' achievement, and skillful voice influenced students' attention. When students' attention is wandering, teachers should try to raise their pitch of voice, smile and watch high attention responses. He stated that silence is one of teachers' most powerful tools; it attracts attention to ideas and invites thinking. Furthermore, Rosenshine reported

the importance of body language in two studies in which teacher's gestures were observed and pupil's learning of lecture content was measured. In both studies, students remembered teacher's statements significantly more often when the statements were accompanied by gestures and he used non-verbal language. The carefully timed closed fist or pointing finger or slapped hand or nodded head are all familiar devices. Touching the arm or shoulder of target student draws his attention.

In addition, Smyth (1980) maintained that teachers' gestures could help or hinder students' attention to lesson content. Yet teachers easily forget the power of their gestures. In addition, some students notice more what the teacher does than what he says because their dominant sense is sight rather than hearing. Talk doesn't convey as much to them as do pictures, diagrams, charts, written words, symbols, objects, or visual actions accompanied with gestures.

A Middle Web List Server (2000) asked teachers about ways of getting students' attention. They mentioned procedures like turning out the lights as a procedure of getting attention, consistency, practice and following-through when implementing procedures for getting attention, suggesting hand signals to manage class, using verbal prompts such as "Freeze" as dramatic pose, using body language such as "standing" still hopefully smiling, not speaking or interacting with students, slightly raising eyebrows, using stop watch for keeping track of the excess time the students spend.

Murphy and Richard (1994) found that teacher's enthusiasm had links with increased students' attentiveness. Investigation proved in a filmed class the importance of five sessions for 30 minutes. There were five

behaviors: Eye contact; Facial expression; Vocalization; Gestures and Body movements. These behaviors showed an increase in students' attention. Murphy and Richard stressed the importance of teachers' body language and considered it a positive way to get students' attention.

Farquharson, (1988) held a discussion on classroom techniques and activities that were useful for English teachers of Arab students for the teaching of grammar, vocabulary and specific language skills: writing, reading and speaking. He emphasized the need to focus on characteristics of the Arabic language which inhibit or support English language learning. He also suggested reinforcement of instruction in common problem areas: grouping critical thinking, reading aloud, maintaining attention, pronunciation and note taking to increase students' attention.

On teachers' methods of getting students' attention, Mackworth (1970) presented in his book the effect of teachers' ways of keeping students' awareness and in case of vigilance to be ready to pass through the educational process, and varying teachers' methods of teaching. He also discussed with the teachers the procedures to follow to draw students' attention like voice, gestures, body language, dealing with individuality, teaching aids, placing inattention students. This was beside giving objective ways to evaluate classroom control and giving teachers various techniques to focus students' attention.

## **2.4 Importance of visual aids**

Scott (1966) believed that giving happy news and actions in new situations increases student's attention, and increases the stimuli that have



connection with the goal like colors and sounds. Berlyne (1965) believed that the basic element for learning is to concentrate the students' attention on a stimulus that has a relationship with the task and overcome stimuli which do not have the relationship (qtd in Rinne, 1984).

Daniel (1982) found out that branched stories (fictional narratives containing a series of episodes which end with possible plot developments) successfully improved the attentiveness of low achievers. Daniel's study supported Hargrave and Morrow's study (2002) concerning the use of methods like drama-displays. Therefore, teachers should involve students in academic activities, and make the lesson as a story that contains situations related to the next lesson with a connected relationship.

According to Ellis (1994), Computer-Assisted Language Learning is a program which may contribute to success and show evidence of paying learners' attention to the lessons. Most studies proved the importance of this technique to attract attention. That is, students' attention is connected to an acceptable behavior, and computer is a powerful aid in learning. The characteristics of stimuli eliciting the attention, according to Smith (1979), are as follows:

1. Novelty: The fact is that humans no longer pay attention to familiar stimuli. Strange object or new facts in class attract attention.
2. Intensity: Stronger stimulus elicits stronger reactions. This happens when objects match students' levels and emotions.
3. Color: In human, color stimuli can elicit attention through learning.

4. Conditioned stimuli (single stimuli): Number of stimuli can attract attention, such as number of words and phrases: "Look out" and "Listen to this".
5. Surprise: Attention arises when a stimulus presented in a certain order suddenly occurs in a different order. Teachers can benefit from this idea that the unexpected facts or knowledge is necessary to attract attention (Soloveichik, 1928).
6. Complexity: Humans look at most complex stimuli; adults are evoked to incongruous pictures.
7. Conflict in conditioned situations is made towards strange situations, episodes and facts related to each other; it is important to get students' attention (Lynn, 1966).

An article by Family Education Network (2002) showed the effectiveness of "showing information on TVs and other mass media" for low attention. It provided also general information on attention, classroom intervention and strategies. It recommended home and school behavior rating scales, which are found in school files about students' cases and information, as ways for teachers to follow up inattentive students. This emphasizes the importance of family-home interaction. Rensselaer Polytechnic Institute (1990) introduced programs according to individual abilities and assisted in developing effective learning skills. These programs encouraged teachers to improve skills in reading, note-taking, test-taking by making tests in varied times, make student read and seek information; provide students with questions and attractive ways which make students follow and be attentive. They encouraged the use of

electronic textbooks, hardware, software, and teachers' use of voice tape recording. All these points build positive attention.

Nunley, as cited in Layered Curriculum Discussion Forum (1995), gave 101 teaching tips to teachers to bring students' attention. These included working on calendar delivered to students each day to note what they work on, use repetition as an article. It's also important for memorial retrieval; giving students' summaries of main ideas, providing visually quiet areas like bulletin boards, posters, displays to keep attention while problem-solving makes sure the activity is novel and requires moderate amount of effort, putting objectives and goals for each unit on a sheet of paper. Color is a wonderful organizational tool, and the use of puppets is also effective. Nunley was different in introducing procedures that depended on materials and aids that teachers should use in class to get students' attention.

Students were found to jump to attention when teachers used a sound system in their classrooms. Therefore, it was called for the introduction of sound systems in schools (Dehisio, 1998).

## **2.5 Teacher's role in drawing attention**

Zaprozets (1961) conducted several experiments in which children were taught skills more successfully when their attention was directed to the components of the skill. In another experiment, involving tracing a path correctly through a maze, children did better when their attention was directed. Furthermore, in his study, he showed that the student's inattention increased if a teacher lost his control among students or when he came

unprepared or didn't find the book or the visual aid, so restlessness would be distributed.

Elizabeth and Fowler (2000), in their study, showed in slides how to capture students' attention in 24 points. Every point had several ideas. For example, one had 10 teaching tips for teacher in order to draw students' attention: be enthusiastic and decisive to increase intrinsic motivation; ask them questions; break up content into smaller parts; create transition with cause between tasks and activities; use examples that capture their attention and relate to what they know; challenge them intellectually, and avoid distraction with unnecessary materials.

Another study, by Harvey and Parker (1996), presented recommendations that teachers can consider according to the needs of students. These include providing reassurance and encouragement; insisting also on saving time to talk alone with student; sending positive notes to build positive relationship between schools and home; increasing distance between desks to prevent students' talking, shortening assignment or work or periods to coincide with attention; using timer to increase the ability to achieve; breaking long assignment into smaller parts to help slow learners who need attention and care throughout their academic learning, using "prudent" reprimands for misbehavior and treating students to avoid criticism. Harvey and Parker also stressed the importance of regularly checking desk, and prompting appropriate social behavior either verbally or non-verbally to ensure good students' hard work and great performance in the academic task.

Sha'alan (1994) highlighted a number of methods that teachers should use to overcome boredom and attract attention inside class: varying

teaching methods, using multiple procedures, using quizzes and competitions, using praise and encouraging students by conversations, making students sing and tell stories, not to exaggerate in ordering, and asking students many things to do. Sha'alan gave another way to attract attention by asking another teacher to present, discuss and help you. Therefore, the teacher should follow a remedial plan to get students' attention.

Adam and Born (1995), in "A Guide to Faculty Development at Norbert College", suggested a number of strategies for teachers such as being knowledgeable about textbook before the beginning of the year, preparing a detailed syllabus, which includes a calendar, to know when to begin and finish the unit and articles for the course, using multi-sensory teaching aids, films, tapes, and transparencies, changing classroom atmosphere, choosing settings, persons, phenomena that students are familiar with when explaining the ideas and concepts, allowing ten seconds before talking when asking and never disclosing students' disability status to others. The results of Adams and Born studies on students showed an increase in students' positive attitudes towards lesson content.

Hargrave and Morrow (2002) argued that any activity that lasts more than three minutes may be destined to lose the attention. They suggested tips to increase students' attention which tend to wander. These include evaluation of the environment to increase good behavior, during class, establishment of routines and structure, giving clear directions and instructions, involvement of students in "demonstration presentation, methods, techniques, equipment, creating art materials, using tape recorders and video cameras, providing immediate positive feedback,

changing personal presentation styles, varying voice, tone, volume; getting organized, helping students with their organizational skills; deciding place for their materials, and not giving up, building positive relationship, mixing patience, love, acceptance, consistency, fairness and appropriate expectations.

Hitz and Randy (1989) found that teachers' use of positive praise, encouragement, teacher initiating of private feedback, and use of direct sincere comments helped students appreciate their behaviors and achievements, comparisons with others, help children develop self-satisfaction from a task, and not to set student for failure; use continuous evaluation, make students learn from mistakes to increase students' attentiveness.

Furthermore, several points were suggested for teachers to get students' attention in class: Letting students discover their own interests, giving students permission to make mistakes, planning projects, asking questions, awakening new talents, letting them wonder and influenced a good example by keeping alive passion for learning, discussing the news to spark interest, encouraging imagination, day dreaming, using puppets, listening to students, planning with them to show sense of play-fullness, using jokes, humor, silly stories, giving students choices to participate in activities, share feeling, making students trust their capabilities and honor them, and encouraging students to read (Hitz, 1989).

In a descriptive study which lasted 8 weeks to test the relationship between connecting lessons to enhance attention, Williams (1990) suggested that participation be connected to the role of teachers in

promoting and establishing a meaningful connection between lessons and subjects to help weak students.

Wesley (1997) shed light on procedures to draw students' attention. He stressed the importance of positive classroom climate. Wesley also included assessments, to engage everyone, as strategies, to enhance attention. Wesley recommended that good teachers should find events, activities, ideas that interest students since learning should involve interest, energy and attention, and teacher should also tolerate noise and decrease classroom problems. Furthermore, Hurd (1994), in his study, provided some techniques for teachers to use in asking questions: encouraging critical thinking in the classroom, such as asking effective questions and varying methods for getting students' attention, promoting success and providing useful feedback. However, Cullen and Richard (2001) believed that teachers' role, in getting students' attention, depends on five points.

Schonwetter (1995) presented theories related to how the students' attentiveness is affected by teaching behavior and teacher's methods. His findings supported the researcher's choice of the teacher's method as a factor in this research. He also cited eight points for teachers to follow: greeting students at the door when they enter the classroom; starting the class on time, making a grand stage entrance to hush a large class and gain attention, giving a pre-test on the day's topic, starting with a puzzle, question, paradox, picture, or cartoon; making them think of focusing on the day's topic, listing questions that students have or think at the beginning of the class on the board and seeing if they are answered by the end of class, having students list what they think the important issues or key points of the day's lecture will be, asking the personal reading of the newspaper to

tell the news of the day. All these points indicate that the duty of all teachers is to help students appreciate their work and achievement and encourage students to do their best to study hard.

Templeton (1995) suggested ways of being knowledgeable about the characteristics of inattentive students. He suggested introducing ways that make students listen and attend, provide students with breaks and assign homework to draw students' attention. The last point supports the results of the questionnaire. Most of teachers in Salfit District followed the same procedure to draw students' attention: homework assignments.

Wilensky and Harold (1966) argued that teacher's behavior attempts to rate, watch and evaluate students' attentiveness during lessons. Teachers' type of the taught lesson (story, lecture, demonstration) depended on several factors such as time distribution; teacher-pupil relationship; teacher observation scale and location and material activity also play role in attention. Smith (1980) found that the relationship between teachers' behavior in class and students' attention, achievement and engagement in the lesson depended on teaching methods the way of teetering. So it's the teacher's responsibility to change the methods according to his students' abilities and it means that attention to the lesson depends on connecting the lesson to what students are concerned with and classroom variables.

Russell (1997) focused on the importance of teachers' breathing of life into subject matter, his responsibility in beating boredom, creating interest, making classroom work meaningful beyond the routine. He also cited several techniques such as putting new ideas on old themes. It means renewing old ideas and connecting them to up-to-date knowledge balancing freedom and structure, holding students' attention by high interaction,



designing easy comprehension, using lively voice, maximizing variety, designing for momentum, watching signs of boredom, knowing how to deal with compiling events, avoiding disruption, addressing students' criticism, designing reachable goals, providing immediate feedback and creating appropriate academic games or making the lesson as a way of playing not explaining or just giving information.

Hammeken (1995) investigated the teachers' role in drawing students' attention. He presented 450 strategies for improving programs to include students: grouping students, using assistants for the student groups, scheduling, training staff of students to help other students, working as a team, using modifications for textbooks and novels by other books and references, daily assignments, spelling and written language, oral presentation, note-taking, creating audiocassettes, providing support for students with hearing and vision impairments, and modifying environment. Hammeken was different in using new audiocassettes and visual aids besides scheduling.

Whitworth (1997) found in his survey of 100 elementary schools in rural Tennessee how teachers proved that they could reduce distractions, create positive reinforcement, provide frequent monitoring, and additional training time to increase students' attention, beside home-school cooperation. These resources were found to be effective teaching techniques for teaching inattentive students. Whitworth's research was different from those of other researchers as it concentrated on teachers' training time to get students' attention. However, it agreed with studies by Spinelli (1998) and Harvey (1996).

Baker (1996) stressed that attention is a key factor in learning. What one hears depends, in part, on how closely one listens. What one sees depends on how steadily one looks, so the teacher should create conditions that permit curriculum planning, create materials, develop teaching methods efficiently and effectively, focus on students' attention on the material to be learnt, create coherence between task and context. The teacher must be able to tolerate noise and movement. He suggested some behavioral tips. When teachers follow them, students' attention will be more controlled. Behavior tips for teachers to stretch students' attention span include the following:

- 1) Placing most inattentive students' desks near the spot where teacher commonly stands to conduct group/ discussion lessons.
- 2) Conducting practice places in which students systematically work on increasing their attention during work activities.
- 3) Always beginning each new activity with a two-to-three-minute introduction which provides advance organizers and relates the material to something meaningful in the students' lives.
- 4) Rating the majority of lessons as having high creativity and motivational levels.

Vundenhoven *et al.*, (1987) believed that low achievement would increase students' effort to obey orders and have positive effects if they received shared feedback. He also added that exaggeration in giving high marks and in praising students all the time would frustrate good students and might make them inattentive students. There are clever inattentive students as well as clever attentive ones in class so teachers should be aware of this.

Comor (1993) suggested several recommendations for teachers to increase students' attention:

- Moving from teacher-centered to a learner-centered environment by using some strategies in which each group member is recognized.
- De-emphasizing lectures, assignments, and letting tests to place more emphasis on group discussion and goal setting. In addition, he provided some techniques for teachers to use in asking questions, thus encouraging ways of thinking in classroom benefiting from games in the curricula which are found in the book. That is, teachers should ask effective questions and methods to get students' attention providing useful feedback. Students are always interested in games and are given the results quickly.

Curits (1991) suggested understanding and having good comprehension by the teacher of what is read to draw attention to the meaning of the text to help increase participation and develop components of reading skills that increase attention since student's attention is affected by his understanding of what he reads.

Schunk (1986) stated that an important attention behavior in elementary school classroom is whether children attend to instructions. Examples of this behavior included listening to the teachers' instructions or reading instruction. The child needs to seek additional instructions from the teacher which must be clear. Too many orders and much work waste students' attention.

Paris (1984) believed that when children receive instructions with task objectives, before beginning a task, they are likely to successfully complete

the task, and when children receive classroom instructions focusing on strategies demonstrated, they significantly increase reading awareness, and use of strategies during subsequent reading tasks and not lose the attention.

Murphy (1994) found that students failed to pay attention to instructions from their teacher if the instructions lacked reason or values. Teachers had to clarify the aims and create activities and drills. Seeking help, monitoring progress by giving quick feedback, involvement in class and meta-cognitive activities are the teacher's role to get students' attention. He explained what teachers should do to draw the students' attention by making learning tasks connected with learners' needs, asking short frank questions, using written and oral reinforcement, creating positive environments aimed at competitions, training students to be cooperative in group work, using new multimedia, varying the activities and teaching methods, letting students know about the learning goals, making warm organized atmosphere, encouraging positive rewards, and using gestures, movements and varying the voice tone. District of Columbia (1994) circulated a paper to be followed by teachers to deal with attention disorder students. The paper included several points: individualizing classroom and lesson planning, using cooperative learning, pairing attentive students with inattentive peers, using checklists to formalize communication between the school and home, and principles of behavior management.

Goodwin (1966) tested the methods of increasing good behavior of inattentive pupils to help develop effective work habits and attitudes at an early age. The assumption made was that the inattentive behavior of pupils was maintained by reinforcement, by frequent teacher's sufficient

recognition and by using the cognitive method to change the techniques of teacher's behavior before students' behavior.

Paris (1984) believed that when children receive instructions with task objectives, before beginning a task, they are likely to successfully complete the task, and when children receive classroom instructions focusing on strategies demonstrated, they significantly increase reading awareness, and use strategies during subsequent reading task and they don't lose attention. So the teacher's role is to make the aims clear and be written on board, clarify the reasons and sometimes illustrate the results of some activities.

Boies and Posner (1971) defined attention as "attention readiness" or "a person's feeling towards the attention subject", or "mental cognitive-focalization towards the attention subject or matter" and "concentration of mental effort on sensory or mental events". Zayyat (1995) believed that the attention occurs when concentrating and pointed out that attention is limited to three things: senses, mental cognition and emotion.

Ya'aqub (1995) classified children's inattention and hyperactivity under misbehavior. The children represented 3-7% of elementary schools. The statistics showed that 30-70% of them were registered in the psychologists' clinics of a rate 3:1 for the males or females. Yaaqub's study described their characteristics as follows. They couldn't sit without moving in a place for a long time. They were also inattentive and couldn't concentrate with the objects, and interact with the teacher. They would lose attention for sudden external stimuli, couldn't follow or obey the instructions, leave the work they started. They couldn't also listen and they always forgot necessary things. They did dangerous jobs and never appreciated themselves. They would also get angry quickly and become

frustrated easily. According to Ya'aqub, all hyperactive students had brain disturbance which reduced their abilities to arrange between stimuli. He found that their answers were quick, their mood changed quickly and they were easily frustrated.

Furthermore, Norman (1976) believed that attention takes possession by the mind. Focalization, concentration and consciousness are its senses. It implies withdrawing from something to deal effectively with another thing. This helps the teacher in completing the task or aim when he moves to a new task. He added that attention is related to sensations. In addition, Norman argued that attention is affected by perception, conception, differentiation, remembrance and short reaction time. This means that teachers have to avoid misleading behaviors or what may affect the lesson during learning. Norman added that selective attention is to select the voice that is more interesting out of the many that surround him. This means that students can't concentrate when there are multiple items around them.

Holt and Colleen (1999) studied characteristics of inattentive students. They found that they had poorly sustained attention, diminished persistence on tasks, had no immediate consequences, and often shifted from one uncompleted activity to another impulsively. They were found to be more active, restless than other children, often talked excessively, often interrupted or intruded on others. They also had difficulty adhering to rules and regulations, and often lost things necessary for tasks or activities at home or school. They appeared inattentive to details, and highly sensitive to criticism. Behavior problems existed in all settings. Holt and Colleen also found that attention was a sense of adaptation. The person shows

which has a certain shape of reaction especially when students are engaged in learning situations, an activity that awakens him up, and draws his attention towards the learning task. They believed attention was related to motivation and reinforcement. They cited the factors for attention:

- 1- Interests according to the learners' needs.
- 2- Readiness according to the learners' efficiency.
- 3- Ambition level according to the learners' special goals.

De Gaetana (1996) defined attention as the “ability to mentally focus, attend and sustain concentration over a period of time. It's an internal process developed in childhood”. He added that a mature attention comes with a mature brain; it means that getting students’ attention is necessary in the early levels or stages of the person and teachers should work on getting students’ attention from their early years of studying.

Haj Yahyah (1999) identified attention hyperactivity disorder as disability to concentrate, listen and choose visible or sensitive or audiovisual stimuli and this appears with students in early stages or occurs suddenly because of sudden accidents.

Russell (1997) defined an inattentive case among students. In his words, it's a "handicapped case reflected on self-controlling". The reason for this is that the brain's confusing trouble leads to continuing movements. The student moves a lot and interferes with his friends. His attention is not focused. This applied to around 5% of these students: They couldn't listen or concentrate and they were absent-minded. Their achievement was low. Russell found it was widespread among males. They came from poor or rich, educated or non-educated families.

Also Russell (1997) provided a historical outline for behavioral characteristics of inattentive students. He found that 3 to 5 percent of all school age children were under attention disorder, and described them as follows: Short attention spans and distractibility, impulsiveness, free flight of ideas, poor organizational skills, insatiability, hyperactivity, social immaturity, performance inconsistency, inflexibility, mood swing, poor and short-term memory.

## **2.6 Factors affecting attention**

### **2.6.1 Social and health factors**

Several social and health factors were reported to be of great significance in drawing student's attention. An article by the U.S Department of Health and Human Services Public Health (1994) listed five causes for low attention:

- 1- Unstable and dysfunctional families.
- 2- Minor head injuries or undetectable damage to the brain from early infection and complications of birth.
- 3- Lower level of activity in parts of brain showed by PET (Positron Emission Tomography) scanner that observed brain work.
- 4- Scientists explained that nerve cells connections are influenced by drugs during pregnancy, toxins and genetics, mothers' use of cigarettes, alcohol or drugs during pregnancy.
- 5- Genetic influence by relatives.

In 1982 the National Institute of Health (NIH), a federal agency responsible for biomedical research, held a major scientific conference to



discuss the issue after studying the data. The scientists concluded that refined sugar and food additives make children hyperactive and inattentive.

Reasons for inattentive students include smoking mothers during pregnancy, alcoholic mothers, health problems, hyperactive childhood, little sleeping hours (Kirby, 1986). Kirby, in his study, concentrated on working mothers and health reasons behind inattentive students. On the other hand, Dopkins (2001) examined the role of parental instructions in students' attention. She identified three aspects: meta-cognitive content of instructions, the manner in which the instructions are delivered and the emotional support. She found that parental instructions affected students' behavior and attention.

David (1998) studied 57 students who were treated by “Ritalin” (a drug) and found that medication was necessary for those students who were considered to be hyperactive and inattentive to reduce their movements during class.

Al Zayyat (1995) identified several factors behind hyper attention - heritage factor: parents whose moods change quickly, and who are aggressive.

- Alcoholic mother and pregnant smoking mothers lead to light children.
- Malnutrition or more pullet in blood: About 60% of them had an increased amount of “pullet”.
- Brain malfunction: Some 90-93% of them had ulceration in the right hemisphere, slowness in the frontal lobe which leads to inattention and hyperactivity.

The writer suggested three ways for treating inattentive children:

**A. Parental**

Providing quiet atmosphere

Not using colors in home furniture

Playing games

Encouraging and reinforcing them

**B. Educators and teachers**

1. Training them on certain programs with a supervisor on different activities and manual skills
2. Putting them in separate classes each with more than ten
3. Contacting a psychologist

**C. Psychological treatment**

1. Skinner school suggests giving the student "a card" when doing a positive action to buy things as a way of reinforcement and encouragement
2. Meichenbaum (1971) treated them by recalling, self-practice, and training them on saying certain expressions like, "What should I do", "I should concentrate on my work".

Rogoff (1990) stressed the importance of examining the relations between parents' instructional practices and children's attention and self-regulation in classroom as teacher focuses the child's attention on the problem, provides him with the task's goal, simplifies the task, provides instructions and supports him with what is appropriate to his level of skills and development.

Teachers can predict the behavior of students' attention by the effect of mother's interaction with students during problem solving that controls academic competence. This indicates that the relationship between parents and teachers should be strong (Reeve, 1991). Spinelli (1998) identified several reasons for lack of students' attention. These included lack of self-monitoring skills, poorly developed organization and time management, and performance inconsistency, academic underachievement, cognitive fatigue, and motor dysfunction. It's a kind of disease related to brain malfunction.

### **2.6.2 Psychological factors**

Like social and health factors, the psychological factor plays a role in drawing student's attention in class. Hirsch (2001) maintained that students' concerns, motivation, time management, procrastination, study skills and academic anxiety, affect their attention. Behlin (1994) presented a prescriptive model for the instructional participation of adults which combined adult learning theory with attention relevance.

The role of intelligence was examined as a way to affect attention and it was found that intelligence was a major factor in keeping students' attention for a long time (Ackermal, 1994). Furthermore, Murray (1969) found that attention was affected by listening, after conducting experiments on both ears to test impact of the listening factor on attention to enhance learning process.

Ghazi (2000) found that the continued change in the educational goal must be organised to suit student's abilities to gain long attention. Experiments showed that the learning task needed special structures and

procedures to be followed. Experiments found that what goes with the needs, interests and previous expression draws attention which depends on mature cognitive brain and memory factors of the person.

In his study, Hurd (1994) attempted to draw young children's attention to close features of the lesson and found that teachers whose knowledge of their students spent little time managing their classes, and when utilizing a primarily teacher-centered approach. Students were more cooperative, feeling no serious misbehavior. They weren't compelled to act out for attention. They were able to pay attention in positive, productive ways.

Murphy (1994) believed that to stimulate students' motivation, the teacher should sustain students' attention so he has to design learning materials and environment, including instructors' behavior, to establish an appropriate confidence with regard to the learners' expectancy for success.

In Phoenix, Arizona, USA, in one study, it was found that motivation increased and improved students' attendance, attention to course work, self-esteem and confidence by satisfying their needs. Some students made comments about what increased their attention. One of them was that teachers had to work harder at helping them to learn.

Keller (1987) pointed out that in order to motivate students' to learn, teachers should gain and sustain the learners' attention: tending to the learners' needs, fostering the learners' confidence in their ability to complete the task, and satisfy the learners by meeting their expectations and providing equitable feedback. In 1981, Jordan found that a good self-concept motivated students to enhance their attention by making teachers encourage them to use language in real-life situations. Jordan added that

giving information that matches with students' levels, abilities and concerns insures their participation and attention. Interest in learning is necessary and relevant since classrooms are made of individual learners. Students quickly lose interest or pay little attention when engaged in activities which are repeated and aren't new drills and dialogues. Learning activities are new ways of learning. Krashen, (1987) insisted on making students establish and decide their own ways of participation.

Mcombs (1997) studied individual students of different backgrounds, goals, talents, personal interest and skill level. He suggested providing a variety of learning materials that suit their students' experiences and stages. Moreover, Wong (1991) highlighted teachers' role in building students' awareness of their thinking. He also assessed observations of students' talking about themselves. He found big individual differences among students that teachers should be aware of in order to deal with their students.

The causes of attention disorders were investigated. It was found that the students were bored with the schools, and had different minds. They were not being challenged and were over-stimulated. It was suggested that teachers engage students in one-to-one interaction with whom they trust by letting them do something they are interested in and engaging them in a real-life situation (Thomas, 1996). In addition, Gloria (1991) conducted a study on the assumption that attention must be given from within the child. The ability to mentally focus, attend and sustain concentration over a period of time is an internal process developed in childhood.

Paris (1988) found that students, who possessed good self-regulatory skills, recognized the importance of instructions, monitored their own

progress, sought instruction when they had difficulty. They were involved in classroom activities and demonstrated an awareness of their own thinking and their achievement was high.

At the same time, the teacher should keep in mind three factors to get students' attention: the difficulty of the skill, the status of the child, and his ability to change and develop the teaching process with what suits the level and interests his students (Lynn, 1966).

### **2.6.3 Environment factor**

The physical environment in class was investigated by several researchers. It was found to be an important factor in drawing student's attention. Rosenshine (1977) highlighted several factors affecting students' attention. Most of them were related to the environment factor. He examined some teaching techniques which affect attention of students: academic involvement, individualization, classroom environment, seating, work materials, students' choices, and verbal interaction.

Morine (1977) conducted a study on seating arrangements. He found significant differences between those students with high and low gain scores. Teachers with low student gain scores showed a tendency to be inattentive to the appropriateness or comfort of physical arrangements of their seating. Scores showed a greater attention to cognitive aspects of lessons and were the only ones to develop original behavioral objectives among suitable seated students.

Sabandar (1988) discussed learning of language in large classes in Indonesia. Teachers complained about large classes. It was found to be impossible to reconcile the achievement of the university's objectives with

actual classroom situation. This led to decline in achievement. Large classes constitute a problem. They are neither interesting nor soluble and classroom management is reduced as well. Sabandar found that suitable class size improves students' attention. Tennessee's project "STAR" released new information on the impact of small class size on student's performance. Students were randomly assigned to small class: 13 to 17 students and irregular class size of 22 to 25 students. Schools from inner city, rural, urban, and suburban locations were included. STAR research found that students who had attended small classes outperformed students in larger classes in both a math and Stanford Achievement Test. Teachers concurred that, in a smaller classroom, they were able to provide more individual care for each student, which afforded students more learning and personal growth. Teachers had greater knowledge of their students, spending little time managing their classes, utilizing a primary teacher-centered approach.

Wong (1991) maintained that attention should be directed towards one stimulus, and that the teacher should reduce other stimuli that have no relationship to class. Inattentive students should concentrate attention on reading which is essential since this process requires a mental effort. Teachers should reduce the stimulus inside the classroom, be sure of good lighting to examine students' attention, maintain simple clear instructions, arrange seats in class, arrange students' books, tools and cupboards, build good relationship and self-trust, reinforce interaction, seat the students' beside them, write reports on them, and build self control and send them to special associations. A basic element for learning is to concentrate the attention on a stimulus that has a relationship with the task and overcome those which haven't got this relationship (Ryan, 1998).

#### **2.6.4 Teaching aids factor**

The educational audio-visual aids were also investigated pertaining to their role in drawing student's attention. Special Education Network (2001) developed a software program (Attention Gutter), a series of colorful, animated and humorous pictures, to audiences and students suffering from cerebral palsy and attention disabilities. These get the attention of students through sounds and music associated with each picture. "SOFT TOUCH" has a web site <http://www.funsoftware.com> which has descriptions of teaching ideas and creative options to keep students interested, motivated and attended.

Bice (1995) identified, in his book, 31 software programs designed to instruct students with attention disorders in individual and group settings. He identified 21 strategies for teaching students with attention disorders. They are concerned with features of computer-assisted instruction. Similarly, Brown (1994) found that the creative use of cartoon exercises in classroom allowed students to use the language skills in dynamic interaction and grabbed their attention. Wiodlowski (1990) and Glasbergen (1996) believed that cartoons and cartooning-related activities can be immensely helpful to suit students and draw their attention.

Progressive educators and teachers in the educational systems now seek to nurture in their students' a desire to become life-long learners who possess a creative and innovative spirit. Creative aptitude is something that isn't purely interesting. Creativity can be taught and nurtured; teachers can search for ways to get students' attention. Cartoons are instructional aids in EFL; they are an extraordinary value in teaching foreign language and enliven students' attention (Joyce, 1997).



Besides, Peter (1997), in a recent study for the National Institute of Mental Health, believed that extensive exposure to television and video games might promote development of brain system that can scan and shift attention at the expense of those which focus attention. However, teachers indicated that two hours daily would exhibit impulsive behavior, less willingness and ability to persevere through challenging mental tasks and hyperactive, reactive responses with little or no impulsive control.

On the other hand, De Goetana (1996) referred to Pavlov's 1927 discovery in his research that humans are programmed to look at abrupt changes in visual fields. The colorful quick images on T.V will jerk the attention span around as watching faster pace of images. De-Goetana offered five steps for teachers to draw attention by T.V images for teachers.

- ❖ Limiting T.V viewing and directing its activities
- ❖ Providing mental challenge on on-going basis
- ❖ Not filling students' time every minute
- ❖ Avoiding the temptation to fill leisure time with T.V
- ❖ Choosing programs which mimic real world rhythms more closely

Millard (1990) made a link between technology and teachers' job and shed light on providing information in dynamic compelling interactive ways, and combining learning technologies with virtual stimulation Web-based environments. White (1984) described the developing use of visual aids the teachers use in the class, from book pictures, projectors, films, television videotapes to computers. Furthermore, Monbusho (1999) found that teachers were still unsure of how to make effective use of computers in the classroom, and they looked for suitable programs from publishers to

use all software and other types of modifications. He called this step an open source code movement. He also in 1999 tried to install computers in school according to pre-arranged plans, and promoted teachers to research and develop new teaching methods by using multimedia such as internet and satellite communication and set up information network in various fields. He mentioned ways like color, font, weight and underlining, used by teachers, to draw students' attention to information input. White (1998), in his experiment, varied the procedures and used bold, italics and larger font to draw attention to personal possessive pronouns in reading text and enhanced teachers to improve the salience of target forms while not overloading their attentional resources. White here concentrated on media and teaching aids to draw students' attention.

Again Monbusho (1999) pointed out in another study that teachers should use the Rosetta stone network version software variety of activities in which learners are presented with four photographs. Then they hear, by ear phones, a phrase, a sentence or a short text that corresponds to one photo. A student clicks by using the mouse. This is called Computer-Assisted Language Learning (CALL) which helps teachers create a good atmosphere and discipline problems. Extensive exposure to television and video games promote development of brain system that can shift attention at the expense of those that focus attention. This is not new for teachers. Research also confirmed that children who watched T.V or played video games more than two hours daily exhibited these characteristics (Peter, 1997). Students concentrate on the first stimuli they face or see or hear and so learners can only keep remembering these last stimuli. So the teacher should follow consequences of shown skills related to students' memory.

In this respect, Dykman (1971) suggested that teachers lessen or reduce the number of stimuli and choose the right media related to the aim.

Scott (1985) found that giving happy news and actions in new situations increased students' attention, and that the stimuli had connection with the goal like colors and sounds. Also the style increased students' attention by using media connected with senses like launching motions to utter the letters. This was also suggested by Fernald (qtd in Scott, 1943).

## **2.7 Summary**

Attention can be defined as the students' desire and need to learn, the driving force that makes them work hard and pay attention. The teachers' role and determination that the students should learn is an important contribution to this, as is encouragement and a sense of progress which should also come from the teacher. Attention is a vital element of learning. It's essential to take into consideration teachers' role in increasing students' attention and identify the factors affecting attention. The researcher in her questionnaire examined effect of three factors: social factor, environment factor, psychological factor.

**Chapter Three**  
**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 results of the study.

### 3.1 Population

The population of the study comprised all school English teachers in Salfit District in the academic year 2002/2003. The subjects of the study were 113 male and female teachers; however, only 104 returned the questionnaire because of the political circumstances in the area. The researcher chose the whole population of Salfit English teachers: 104 teachers (48 males and 56 females).

**Table 3.1** Distribution of population according to sex

Sex	No. of teachers	Percent
Male	48	46.2
Female	56	53.8
Total	104	100

**Table 3.2** Distribution of population according to qualification

Qualification	No. of teachers	Percent
Diploma	22	21.2
Bachelor	75	72.1
Masters	7	6.7
Total	104	100

**Table 3.3** Distribution of population according to experience

Experience	No. of teachers	Percent
0-5	32	3.8
6-10	35	33.7
More than 10 years	37	35.6
Total	104	100

**Table 3.4** Distribution of population according to stage of teaching

<b>Stage of teaching</b>	<b>No. of teachers</b>	<b>Percent</b>
Primary stage	66	63.5
6-10	35	33.7
Secondary stage	38	36.5
Total	104	100

### **3.2 Instrumentation**

The researcher developed a questionnaire (see Appendix A) to identify the teachers' ways of drawing students' attention and 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 questionnaire consisted of seven domains. Each domain had five items except the teachers' role in getting attention; it had ten items. The domains were the teachers' role in drawing students' attention, reinforcement, punishment, and teaching methods. The domains of the factors affecting attention were social domain, psychological domain and class environment domain.

The independent variable of the study was the teachers' role in drawing students' attention which had 4 variables: sex; qualification; experience; and stage of teaching. On the other hand, the dependent variable was the students' attention.

### **3.3 Validity of instrument**

The questionnaire of the study was given to four juries in the Faculty of Education at An-Najah National University. They found the items valid and appropriate for the purposes of the study.

### **3.4 Data distribution and collection**

The questionnaire copies were distributed among the English teachers in Salfit District and were collected by the researcher herself.

### **3.5 Reliability of instrument**

A pilot study was conducted on a sample of English teachers to determine the reliability of the instrument. The reliability of the items from 1-25 was 0.90 and of items from 26-40 was 0.88 according to Cronbach alpha.

### **3.6 Research procedure**

A questionnaire was distributed in Salfit District.

### **3.7 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.

### **3.8 Summary**

This chapter included a description of the population, and the instrument used to examine the domains. It also 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. It also included the research design and statistical methods used in analysis of the results of the study.

## **Chapter Four**

### **Results**



This chapter presents the results of the study as well as the responses to the research questions. Pertaining to the first question, about the ways and strategies used by teachers to draw student's attention, the researcher used the means and percentages for each item, and for the results. The researcher used the following scale.

- Less than 50% is very low.
- From 50 to 59.9 is low.
- From 60-69.9 is moderate.
- From 70-79.9 is high.
- From 80 and above is very high.

#### 4.1 Teacher method

Table 4.1 shows the ways used by English teachers to draw students' attention. Means, standard deviation, percentages and scales, for teachers' role in drawing students' attention, were used in this table.

**Table 4.1** English teachers' strategies in drawing students' attention

Item No.	Means	Std.*	%	Scale
1. Using feedback	4.62	0.58	92	V. high
2. Assigning homework	4.31	0.68	86	V. high
3. Calling the students' names	3.41	1.23	68	Moderate
4. Using varied questions	4.55	0.72	91	V. high
5. Deciding students to answer	2.35	1.16	47	Low
6. Connecting subjects	3.35	1.08	67	Moderate
7. Asking for preparation	4.28	0.90	86	V. high
8. Varying the voice tone	4.25	0.92	85	V. high
9. Using recalling	3.86	0.96	77	High
10. Using some mistakes	2.58	1.21	52	Low
11. The total degree for the domain	3.75	0.358	75	High

\*Std. = standard deviation

Data presented in Table 4.1 showed that items were arranged in the following order (5, 10, 6, 3, 9, 8, 7, 2, 4 and 1) according to used procedures. The teachers followed several ways to draw attention of students. Teacher's method domain ranked highest (75%). The teacher's most dominant way of getting students' attention was the use of feedback. They seldom used the way of asking a student to answer. This indicates the necessity for teacher training on more ways for grasping students' attention.

## 4.2 Reinforcement

On the domain of reinforcement, as teachers' role in drawing students' attention, the means, standard deviation, and percentages were used to analyze the results.

**Table 4.2** Teacher's use of reinforcement to draw students' attention

No.	Item	Means	Std.	%	Scale
1.	Calling students with sweet attributes	4.23	73	85	V. high
2.	Smiling	3.59	1.08	72	High
3.	Sharing activities	3.77	0.85	75	High
4.	Using rewards	2.34	1.20	47	Low
5.	Seating students in front seats	3.72	0.99	74	High
	Total degree for the domain	3.52	0.517	70	High

Table 4.2 shows the answers to the reinforcement domain items: 4, 2, 5, 3 and 1. The most dominant way teachers used was calling students with lovely, sweet attributes and the total degree of the domain was 70%.

### 4.3 Punishment

**Table 4.3** Teachers' use of punishment to draw students' attention.

No.	Item	Means	Std.	%	Scale
1.	Criticizing the students	1.89	1.07	38	Low
2.	Punishing	1.83	1.14	37	Low
3.	Sending students behind class	1.65	1.18	33	Low
4.	Ignoring students	1.99	1.14	40	Low
5.	Sending students to the headmaster	2.74	1.18	55	Mode rate
	Total degree for the domain	2.02	0.737	40	Low

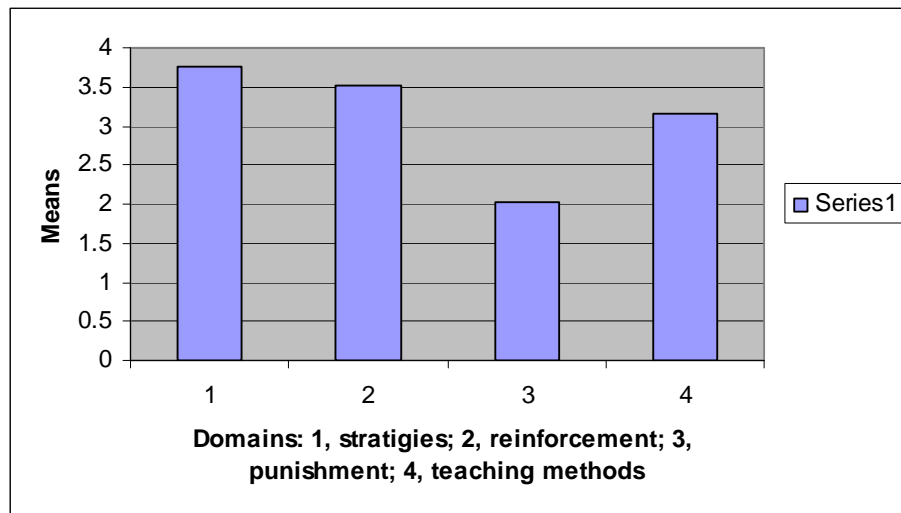
Table 4.3 shows the order of the studied items: 3, 2, 1, 4 and 5. The domain took 40%. Most teachers sent the inattentive students to the headmaster. Also from the total degree of the domain, few teachers used punishment to get students' attention.

### 4.4 Teaching aids

**Table 4.4** Teacher's use of teaching aids to draw students' attention.

No.	Item	Means	Std.	%	Scale
1-	Vary the methods	4.48	0.71	90	V. high
2-	Using computers	1.66	0.96	33	Low
3-	Using TVs	1.56	0.82	31	Low
4-	Drawing cartoons	3.83	1.16	77	High
5-	Colorful chalks	4.28	0.92	86	V. high
	Total degree for the domain	3.16	0.509	63	Moderate

Table 4.4 shows the order of items: 3, 2, 4, 5 and 1. The domain was 63%. Most teachers tended to vary their methods, but the researcher believes our schools lack technology and T.V sets. Most teachers used colorful chalks and old methods. Figure 4.1 also showed that punishment was with the lowest mean of the teachers tested domains regarding getting student's attention.



**Figure 4.1** Domains of teaching methods

To answer the second question, “Is there a difference among factors in drawing student’s attention?” The researcher used the means and percentages to find out if there was a difference.

**The first factor is social.**

**Table 4.5** Social factor affecting students’ attention.

No.	Item	Means	Std.	%	Scale
1.	Effect of family problems	3.98	0.86	80	V. high
2.	Children's order among siblings	2.82	1.26	56	Low
3.	Effect of working mothers	2.38	1.19	48	Low
4.	Health state	3.91	0.97	78	High
5.	Family care	4.55	0.65	91	V. high
	Total degree for the domain	2.94	0.52	59	

Table 4.5 result shows the order of items testing the social domain. They were 3, 2, 4, 1 and 5. The whole domain was 58%. Teachers considered the family contact with school the most important factor in

drawing attention, but working mothers did not get the highest degree as a reason for inattentive students.

**The second factor is psychological.**

**Table 4.6** Psychological factor affecting students' attention

No.	Item	Means	Std.	%	Scale
1.	Kind of activity	3.66	0.96	73	High
2.	Weak mental abilities	2.82	1.22	56	Low
3.	Depending on succeeding students automatically	3.51	1.16	70	High
4.	The effect of student's love of the teacher	4.20	0.98	84	V. high
5.	Lack of motivation and enthusiasm	3.62	0.97	72	High
	Total degree for the domain	3.56	0.63	71	High

Table 4.6 shows order of items testing the psychological factor which took 70.2% among the factors. The order of the items, as the table shows, was 2, 3, 5, 1 and 4. As the table shows, the teacher's responsibility is very big to make students love him and obey his orders. Teachers also did not think that weak mental abilities were the main reason for lack of attention.

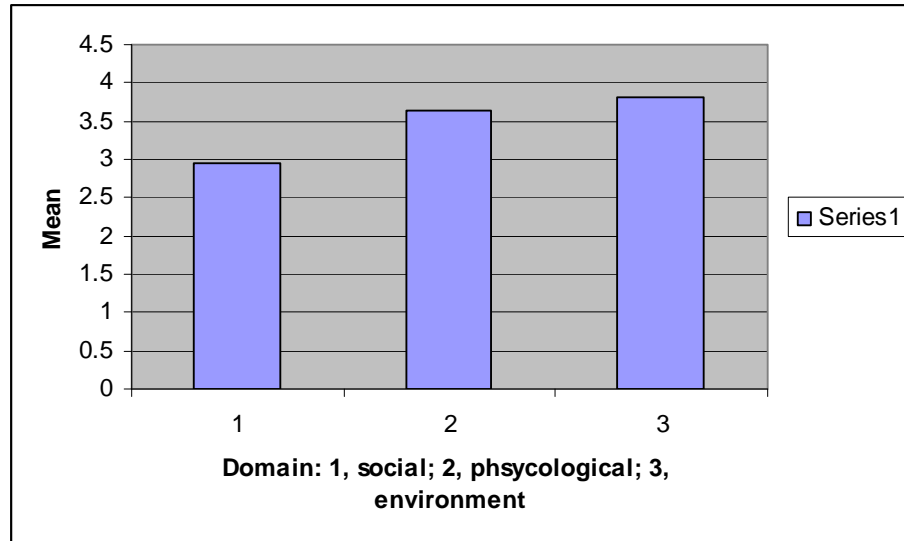
**The third factor is classroom environment.**

**Table 4.7** Class environment factor affecting students' attention.

No.	Item	Means	Std.	%	Scale
1.	Students' place	3.57	1.14	71.4	High
2.	Temperature and conditions	3.27	1.01	65	Moderate
3.	Number of students in class	4.29	0.87	86	High
4.	Class location and distance	3.94	1.03	79	High
5.	Class equipment	3.98	0.98	80	V. high
	Total degree for the domain	3.81	0.66	76	High

Table 4.7 shows the order of class environment domain items: 2, 1, 4, 5 and 3. This domain took 76%. Teachers suffered from the large number

of students in class and this affected students' attention. Figure 4.1 shows that social factors were with the lowest mean.



**Figure 4.2** Factors affecting student's attentions

Pertaining to the third question on whether there were differences between student's level of attention and the sex, qualification, experience and stage of teaching variables, among English teachers in Salfit District, the researcher used the means, standard deviation and percentages to analyze the results of the items.

**Table 4.8** Results of domains of teaching due to gender

Domains	Males		Females	
	Means	Std.	Means	Std.
1. Teachers' method of drawing attention	3.78	0.361	3.72	0.358
2. Reinforcement	3.64	0.437	3.39	0.517
3. Punishment	1.91	0.740	2.15	0.737
4. Teaching methods	3.26	0.491	3.04	0.509
5. Total degree	3.15	.0327	3.07	0.331

Table 4.8 shows that the teachers' ways of drawing students' attention were different between males and females in favor of males and so was

reinforcement. Pertaining to teaching methods domain, it was also in favor of males. The total degree was in favor of males. Punishment was widespread among females. This shows that they need to be trained on ways of getting attention.

**Table 4.9** Results of domains of teaching according to qualification

Domains	Diploma		Bachelor		Masters	
	Means	Std.	Means	Std.	Means	Std.
1. Teacher method	3.65	0.311	3.77	0.380	3.90	0.141
2. Reinforcement	3.64	0.380	3.49	0.559	3.54	0.411
3. Punishment	2.00	0.765	2.04	0.760	1.80	0.305
4. Teaching aids	3.40	0.382	3.08	0.518	3.22	0.558
Total degree	3.17	0.239	3.09	0.358	3.11	0.285

Table 4.9 shows that teachers who had diploma seemed to work more to draw students' attention as the total degree tells for the whole domains. Teacher's method varied among teachers holding M.A. degrees. Reinforcement was used more by diploma holders. Punishment seemed to be used more by teachers who had bachelor's degree. Teaching aids were used more by diploma holders. This is a good phenomenon since children may pay attention quickly.

**Table 4.10** Results of domains of teaching according to experience

Domains	< 5 years		5-10 years		>10 years	
	Means	Std.	Means	Std.	Means	Std.
1. Teacher method	3.81	0.342	3.66	0.347	3.78	0.375
2. Reinforcement	3.58	0.477	3.48	0.455	3.52	0.608
3. Punishment	1.89	0.698	1.98	0.684	2.16	0.810
4. Teaching aids	3.19	0.553	3.10	0.404	3.18	0.565
Total degree	3.12	0.381	3.05	0.246	3.16	0.353

Table 4.10 shows that experience played an important role in drawing students' attention. Teachers who had more than 10 years got the highest degree.

From the domains, secondary stage teachers who had more than 10 years of experience used punishment as a way of drawing back the attention of students who had problems paying attention. The researcher believes that students become bored of these teachers' methods. In contrast, young teachers seemed to be more careful about getting students' attention.

**Table 4.11** Results of domains of teaching according to stage of teaching

Domains	Elementary		Secondary	
	Means	Std.	Means	Std.
1. Teachers' method of drawing attention	3.72	0.368	3.80	0.339
2. Reinforcement	3.57	0.465	3.45	0.596
3. Punishment	2.00	0.758	2.05	0.709
4. Teaching methods	3.20	0.442	3.08	0.607
Total degree	3.12	0.286	3.09	0.400

As Table 4.11 shows, elementary stage teachers used multiple teaching aids. They also used reinforcement more than teachers of secondary schools who varied their teaching methods and used sometimes punishment as a way to draw students' attention. The total degree was in favor of teachers at elementary schools.

Concerning the fourth question, on whether there was a difference among factors affecting attention due to sex, qualification, experience and stage of teaching the researcher again used the means and standard deviation.

**Table 4.12** Results of factors affecting attention according to gender



Domains	Males		Females	
	Mean	Std.	Mean	Std.
Social factor	2.90	0.544	2.98	0.452
Psychological factor	3.48	0.667	3.64	0.576
Class environment factor	3.84	0.660	3.67	0.672
Total degree	3.41	0.513	3.46	0.451

Both males and females ordered the factors that affected attention from the lowest to the highest factor: Class environment factor, psychological factor and social factor respectively. This supports studies which found the importance of class environment in keeping students' attention (Table 4.12).

**Table 4.13** Results of factors affecting attention according to qualification

Domains	Diploma		Bachelor		Masters	
	Means	Std.	Means	Std.	Means	Std.
Social factor	3.01	0.481	2.94	0.522	2.64	0.224
Psychological factor	3.40	0.557	3.60	0.622	3.60	0.416
Class environment factor	3.93	0.609	3.80	0.677	3.51	0.661
Total degree	3.45	0.401	3.45	0.520	3.25	0.276

As Table 4.13 shows, teachers of the three sections ordered the factors according to qualification:

1. Class environment factor
  2. Psychological factor
  3. Social factor
- Teachers holding Master's degree believed more in psychological factors.

- Social factors got more points among diploma holders than among teachers holding B.A. and M.A. degrees.
- Class environment factor got more points among diploma holders.

**Table 4.14** Domains of factors affecting attention according to experience

Domains	Less than 5 years		5-10 years		10 years and more	
	Means	Std.	Means	Std.	Means	Std.
Social factor	2.90	0.572	2.84	0.454	3.06	0.472
Psychological factor	3.42	0.631	3.52	0.696	3.71	0.536
Class environment factor	3.81	0.644	3.65	0.658	3.95	0.668
Total degree	3.37	0.517	3.34	0.476	3.57	0.440

Table 4.14 shows clearly the same order of the factors according to experience. Teachers with more than 10 years of experience believed strongly in factors affecting attention (5, 10, 6, 3, 9, 8, 7, 2, 4 and 1).

**Table 4.15** Domains of factors affecting attention according to stage of teaching

Domains	(Basic) Elementary		Secondary	
	Means	Std.	Means	Std.
Social factor	2.95	0.509	2.91	0.498
Psychological factor	3.44	0.642	3.76	0.555
Class environment factor	3.90	0.601	3.63	0.736
Total degree	3.43	0.480	3.43	0.496

Again both teachers of the two stages, elementary and secondary stages, agreed on the importance of class environment as a leading factor followed by the psychological factor (table 4.15). The least important factor was the social factor. Teachers of elementary stages believed more in the class environment factor while secondary stage teachers believed in the psychological factor.

#### 4.5 Summary of results

1. Analysis of results showed that there were differences between domains of teachers' role in drawing attention and students' attention in favor of teacher's method.
2. There was a difference between males and females in favor of males in drawing students' attention, because of their experience in life and work. Their mental effort is focused on and not dispersed on household work and children's raising.
3. There was a difference between qualification of English teachers in Salfit District and drawing students' attention in favor of diploma holders. This is because they deal with young students who need more effort to be attracted to the lesson content.
4. There was a difference between teachers' experience and drawing students' attention in favor of teachers who had more than 10 years of experience, because they face various types of students and know how to deal with them.
5. There was a difference between stage of teaching and drawing students' attention in Salfit District in favor of elementary stage teachers.
6. There was, however, a difference between sex variable and factors affecting students' attention, from teachers' points of view, in favor of females.
7. There was a difference between teachers' qualification and factors affecting attention in favor of diploma holders as well as B.A.

holders. These two groups achieved the same percentages, and this might be due to limited size of study sample.

8. There was a difference between experience and factors affecting students' attention in favor of those who had more than 10 years of experience.
9. There wasn't a difference between stage of teaching and factors affecting students' attention.
10. There were differences among factors affecting attention, namely social factor, psychological factor and class environment factor, in favor of class environment.

#### **4.6 Summary**

This chapter represents data analysis of the tested questions. The results showed that teachers varied in their ways of getting students' attention and in their opinion, classroom environment was the most important factor affecting students' attention.

## **Chapter Five**

### **Discussion, Conclusions and Recommendations**

The aim of this study was to find out the role of English teachers in Salfit District schools in drawing students' attention and identify the factors that affect students' attention from teachers' points of view. To these two ends, the researcher developed a questionnaire. The reliability coefficient for the first section of the questionnaire's first 25 items was 0.90 while for the second section, the reliability coefficient, for items 26-40, was 0.88.

The questionnaire was administered to a sample of 104 teachers and the whole sample was taken to test the hypotheses. Means, standard deviation, and percentages were used to find out any differences among the variables. The significance wasn't important because the whole population was taken in this study.

## **5.1 Discussion**

The findings of the study showed that there was a difference between teachers' role in drawing attention and student's attention. However, it was found that there weren't differences between means of domains and teachers' role in drawing students' attention. However, there were differences between teacher method and reinforcement in favor of teacher method. This shows the importance of the ways the teachers use in class to draw their students' attention. There were also differences between teacher method and punishment in favor of teacher method. This indicates that punishment was not widespread among teachers and was used as final resort to get students' attention. It was also found that there were differences between teacher method and teaching aids in favor of teacher method, and between reinforcement and punishment in favor of reinforcement. Reinforcement was widely used by teachers in all stages of teaching: elementary and secondary stages. Teachers were aware of the

psychological problems of inattentive students. Differences were also found between reinforcement and teaching aids in favor of reinforcement, and between punishment and teaching aids in favor of punishment. The researcher attributes this to the lack of knowledge of the ways of getting students' attention.

These findings support those of Sha'alan who suggested that teachers should vary teaching methods by using multiple procedures. The findings also agreed with those of Templetor (1995) who showed the importance of introducing ways that make students listen and pay attention to know how to modify curriculum and assign homework.

In addition, this study supports many other studies conducted by other researchers (Canter, 2000; Spinelli, 1998; Russel, 1997; Smith, 1980). All these studies showed the effective role of teachers to follow certain procedures to sustain students' attention like developing good relationship between teachers and students as well as training them on certain procedures to draw students' attention like giving quick feedback which took a high percentage as an item in the questionnaire and indicated that most teachers in Salfit District followed it in class.

In items testing teachers' procedures, the researcher found that varying voice tone, assigning homework, and asking varied questions were all followed by teachers in Salfit and all agreed with studies by Morrow (2002), Hitz and Randy (1989) and Nunley (1990). However, the findings showed little use of procedures like talking individually with students; calling their names before asking them. Discussing and recalling were less used. Connecting subjects together and insisting on making some mistakes

were not used. The researcher found that the teachers had little knowledge of other new procedures mentioned in Chapter two.

Pertaining to factors affecting drawing students' attention, it was found that there were differences among these factors: between the social factor and the environmental factor in favor of environment factor. The teacher attributes this to lack of financial resources which develop the physical environment in the classroom and school facilities. The researcher believes that the psychological and social factors don't prevent learning in Palestinian society. There were differences between the psychological factor and the environmental factor in favor of the environmental factor.

The results which contradicted the psychological factor were those by Hirsch (2001), Kriby (1986), and National Institute of Health (1982). However, Ellen R. Dehisio and Rosenshine (1977), Morine (1977), Sabandar (1988) found the same results pertaining to the environmental factor. Kirby (1986) and Dopkins (2001) found that the social factor was the most important factor in drawing students' attention.

The subjects of the study reported that the psychological factor was students' love for the teacher and number of students in class and that they were the main reasons for the environment factor and family care was followed by the social factor.

## ***5.2 Conclusions of the study***

1. The teachers varied their ways to get students' attention and the most dominant way used was feedback.



2. There was a difference between males and females in favor of males in drawing students' attention in Salfit District schools because of women's work at home.
3. There was a difference between qualification and drawing students' attention in favor of diploma holders because they studied teaching methods and psychology in the college.
4. There was a difference between experience and drawing students' attention in favor of those who had more than 10 years of experience because these teachers have learned from their teaching experience.
5. There was a difference, due to stage of teaching, in teachers' role in drawing attention in favor of elementary stage teachers. One explanation for this is that the young students need more effort to be attracted by their teachers. This is connected to the reason for the high use of educational aids by elementary teachers in comparison with secondary teachers who tended sometimes to use punishment to get the students' attention. The researcher believes that it might be because the teenage students are not affected as young students by teaching aids.
6. There was a difference, due to sex variable, among factors affecting the drawing of students' attention in favor of females because females are always sensitive to psychological factor and are more emotional.
7. There was a difference, due to qualification, among factors affecting the drawing of students' attention in favor of diploma and bachelor's degree holders.

8. There was a difference, due to experience, among factors affecting the drawing of students' attention in favor of those teachers who had more than 10 years of experience.
9. There was no difference between stage of teaching and factors affecting the drawing of students' attention.
10. There was a difference among factors affecting the drawing of students' attention in favor of the environment factor.

### **5.3 Recommendations**

In the light of the review of related literature and the findings of this study, the researcher recommends the following to enhance students' attention.

1. More effort must be given to improve teachers' experience on ways of getting students' attention. Holding programs, workshops, training courses, and making visits to foreign schools can definitely enrich their experience.
2. Teachers have to pay more attention and give more emphasis to new ways of drawing their attention to their students' problems by reading about this problem.
3. Teachers should increase students' self-esteem by allowing them to participate more in classroom activities.
4. The Ministry of Education should train teachers on ways of managing classes. It should create conditions that permit curriculum planning and create materials, and develop teaching methods efficiently which focus on drawing students' attention.

5. Teachers need to consider individual differences among students when they try various ways to draw their attention.
6. Further studies should be conducted to test the role of age in factors affecting the drawing of students' attention.
7. Testing other variables such as class size and visual aids.
8. Further studies should be conducted on a larger population.

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## **Appendices**

**Appendix A Questionnaire on teachers' ways of drawing students' attention and factors affecting attention**

بسم الله الرحمن الرحيم

جامعة النجاح الوطنية  
كلية الدراسات العليا  
قسم اساليب اللغة الانجليزية

اخي المعلم/ اختي المعلمة

هذه دراسة ميدانية في مجال تدريس اللغة الانجليزية تهدف الى معرفة الوسائل التي يستخدمها مدرس اللغة الانجليزية في اثاررة انتباه الطالب في محافظة سلفيت في الضفة الغربية.

تامل الباحثة منك حسن التعاون والاجابة بصدق عن فقرات الاستبانة وتأكد من انها ستكون سرية ولن نستخدم الا لاغراض البحث العلمي. راجية التعبير عن رأيك ودرجة موافقتك بوضع اشارة (X) وفق الدرجات التالية: دائما، غالبا، احيانا، نادرا، أبدا.

شاكرا لك حسن تعاونك

الباحثة سهير حسني زهران بوزية

المعلومات الشخصية:

- 1- الجنس:  ذكر  انثى
- 2- المؤهل العلمي:  دبلوم  بكالوريوس  ماجستير
- 3- الخبرة:  اقل من 5 سنوات  من 5-10 سنوات  اكثر من 10
- 4- المرحلة التي تدرسها:  ثانوي

دور مدرسي اللغة الانجليزية في محافظة سلفيت في جذب انتباه الطلاب والعوامل المؤثرة فيه

رقم	فقرة	دائما	غالبا	احيانا	نادرا	أبدا
1	استخدام التغذية الراجعة خلال حصة اللغ الانجليزية					
2	اجذب الطالب غير المنتبه لمادة اللغة الانجليزية بصفات ودية لتعديل سلوك الانتباه لديه.					
3	اعين للطالب واجبا بيتيا بعد نهاية حصة اللغة الانجليزية.					
4	ابنم للطالب المشغول عن درس اللغة الانجليزية كتعبير بالوجه واستخدم الاشارات والايماء.					
5	استعيد انتباه الطالب لمهارات اللغة الانجليزية بتسمية اسمه او خزه بالاصبع على كنفه.					
6	انوع في استخدام الوسائل التعليمية لجذب الانتباه لمحتوى درس اللغة الانجليزية.					
7	اجذب الطالب لمحتويات النرس بالاسئلة المنوعة المختلفة وطرح الافكار الجيدة.					
8	استخدم الكمبيوتر لاعطاء حصة نموذجية في اللغة الانجليزية.					
9	اقوم بتعين الطالب قبل طرح السؤال المتعلق بمهارات اللغة الانجليزية.					
10	اعرض محتويات درس اللغة الانجليزية على جهاز التلفاز.					
11	اربط مادة اللغة الانجليزية بمواد اخرى مثل العلوم، لتوسيع مدى الادراك كمحدد للانتباه.					
12	اعط وقت متساو ودعم للطالب ذو الحركة الزائدة وقليل التركيز واشركه في أنشطة توافق اهتماماته اللغوية.					
13	اوجه للطالب غير المنتبه لحصة اللغة الانجليزية عبارات نقد وسخرية.					
14	استخدم المكافآت المادية اثناء درس اللغة الانجليزية.					
15	استخدم الرسوم الكرتونية والرموز لجذب الانتباه لعناصر درس اللغة الانجليزية.					
16	اطلب من التلاميذ التحضير المسبق لدرس اللغة الانجليزية					

				17	الجأ لاسلوب العقاب البدني للطالب غير المنتبه لدرس اللغة الانجليزية.
				18	اجلس الطالب غير المنتبه اثناء حصة اللغة الانجليزية في آخر الصف.
				19	استخدم درجة صوت متغيرة النبرات اثناء شرح محتويات درس اللغة الانجليزية.
				20	استخدم الطباشير الملونة في حصة اللغة الانجليزية.
				21	اجلس الطالب غير المنتبه في الصفوف الامامية.
				22	اجعل الطالب يعيد ما قاله زميله من استجابات خلال حصة اللغة الانجليزية.
				23	اتعمد القيام بأخطاء شفوية او كتابية خلال حصة اللغة الانجليزية. ٣
				24	اهمل الطالب غير المنتبه حتى لا يؤثر على سير حصة اللغة الانجليزية.
				25	انذر الطالب المشغول عن درس اللغة الانجليزية شفويا واهدده بتحويله الى المدير.
				26	تؤثر المشكلات الاسرية على تركيز الطالب خلال حصة اللغة الانجليزية.
				27	مكان الطالب في الصف له علاقة في جذب انتباهه لحصة اللغة الانجليزية.
				28	ترتيب الطالب بين اخوته يؤثر في انتباهه للغة.
				29	يؤثر نوع النشاط في تحصيل الطالب للغة الانجليزية.
				30	ينشئت في حصة اللغة الانجليزية الطالب الذي تعمل والدته.
				31	كثرة الحركة وقلة الانتباه تعود الى ضعف القدرات العقلية.



**Appendix B** Cover letters from Directorate of Education of Salfit District to Salfit District Schools

Palestinian National Authority  
Ministry of Education & Higher Education  
Directorate of Education - Salfit

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السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم - سلفيت

الرقم: م/6/1424  
التاريخ: 2003/5/19  
الموافق: 18/ربيع الأون/1424هـ.

حضرات مديري ومديرات المدارس المحترمين .  
بعد التحية ،،،

الموضوع: تسهيل مهمة الطالبة سهير حسني زهران عند الله  
الإشارة: كتاب معالي وزير التربية والتعليم العالي رقم و ت /4/46/3464 بتاريخ 2003/5/14 م

أوافق على قيام الطالبة المذكورة أعلاه بإجراء دراستها الميدانية عن دور مدرسي اللغة الإنجليزية في منطقة سلفيت في جلب انتباه الطلاب والعوامل المؤثرة فيه ، وتوزيع الاستبانة المعدة لهذه الغاية على معلمي اللغة الإنجليزية في مدارسكم .

واقبلوا الاحترام ،،،

مدير التربية والتعليم  
وجيه الأمين

السلطة الوطنية الفلسطينية  
وزارة التربية والتعليم العالي  
مديرية التربية والتعليم - سلفيت

نسخة /الملف .  
ن.خ.م  
ح

هاتف - 09/2515661 - فاكس 09/2515665 - 9 - 972



التاريخ : ٢٠٠٣/٥/٦

معالي وزير التربية والتعليم العالي المحترم  
رام الله

تذنية وبعد ،

الموضوع : تسهيل مهمة الطالبة / سهير حسني زهران عبد الله (٩٩٥٠٥٢٨)


الطالبة المذكورة اعلاه هي احدى طلبة الماجستير في جامعة النجاح الوطنية ، تخصص  
اساليب تدريس اللغة الانجليزية في كلية التربية ، وهي بصدد اعداد الاطروحة الخاصة ببا بعنوان :  
(دور مدرسي اللغة الانجليزية في منطقة سلفيت في جلب انتباه الطلاب والعوامل المؤثرة فيه)

يرجى من حضرتكم تسهيل مهمتها في توزيع الاستبانة على المعلمين في المدارس الحكومية  
التابعة لمديرية تربية سلفيت لاستكمال دراستها.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام والتقدير ،،،

عميد كلية الدراسات العليا

  
د. سامي جبر

جامعة النجاح الوطنية  
كلية الدراسات العليا

دور مدرسي اللغة الانجليزية في جذب انتباه  
الطلبة في مدارس منطقة سلفيت والعوامل المؤثرة  
في ذلك من وجهة نظر المدرسين

اعداد

سهير حسني زهران عبدالله

اشراف

الدكتور فواز عقل

قدمت هذه الدراسة استكمالاً لمتطلبات درجة الماجستير في العلوم التربوية بكلية الدراسات  
العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2003

## II

دور مدرسي اللغة الانجليزية في جذب انتباه  
الطلبة في مدارس منطقة سلفيت والعوامل المؤثرة  
في ذلك من وجهة نظر المدرسين

اعداد

سهير حسني زهران عبدالله

اشراف

الدكتور فواز عقل

المخلص

هدفت الدراسة الحالية الى تقصي الطرق والوسائل والتي يتبعها مدرسو اللغة الانجليزية في محافظة سلفيت لجذب انتباه الطلبة في الغرفة الصفية وكذلك البحث عن العوامل المؤثرة في ذلك من وجهة نظر المدرسين. ولتحقيق هذا الهدف تم دراسة تأثير كل من عامل الجنس، المؤهل الدراسي سنوات الخبرة ومرحلة الدراسة على جذب انتباه الطلبة. وقد تناولت الدراسة الاسئلة التالية:-

1. ماهي الطرق المتبعة من قبل المدرسين لجذب انتباه الطلبة.
2. هل يوجد فروق في مستوى انتباه الطلبة تعود لعامل الجنس المؤهل، الخبرة ومرحلة الدراسة.
3. هل هناك فروق ذات علاقة بمتغيرات عوامل جذب الانتباه لدى المعلمين في محافظة سلفيت.

شملت الدراسة جميع مدرسي اللغة الانجليزية في المدارس الحكومية في محافظة سلفيت للعام الدراسي 2003/2002 حيث بلغ حجم مجتمع الدراسة 113 مدرسا (56 مدرسة، 46 مدرسا) من اللذين استجابوا للاستبانة والتي قسمت الى جزئين اساسيين هدف الاول منها معرفة وقياس الطرق المستخدمة من حيث انتباه الطلبة في حين هدف الجزء الثاني منها قياس العوامل المؤثرة في ذلك.

وتتلخص الدراسة عن النتائج التالية:-

- 1- لقد كانت اكثر الطرق شيوعا مرتبة حسب اولوياتها كالتالي: اسلوب المدرس والمهارات الخاصة به، التعزيز، الوسائل التعليمية ومن ثم العقاب.
- 2- لوحظ وجود فروق ذات قيم احصائية هامة لصالح الذكور فيما يتعلق بمتغير الجنس.
- 3- لوحظ وجود فروق ذات قيم احصائية هامة ولصالح حملة شهادة البلموم فيما يتعلق بالمؤهل العلمي.

### III

- 4- لوحظ وجود فروق ذات قيم احصائية هامة للمدرسين ذوي الخبرات العملية والتي تزيد عن عشر سنوات.
- 5- لوحظ وجود فروق ذات قيم احصائية لصالح مدرسي المرحلة التعليمية الابتدائية.
- 6- لوحظ وجود فروق بين العوامل المؤثرة في جذب الانتباه ومتغير الجنس لصالح الاناث.
- 7- لوحظ وجود فروق بين العوامل المؤثرة في جذب الانتباه ومتغير المؤهل العلمي لصالح كل من حملة شهادة الدبلوم والبيكالوريوس.
- 8- لقد لوحظ وجود فروق بين العوامل المؤثرة في الانتباه ومتغير الخبرة لصالح المدرسين ذوي الخبرات العملية والتي تزيد عن عشر سنوات.
- 9- لم تلاحظ اي فروقات يتعلق بالعوامل المؤثرة وبتغير المرحلة التعليمية.  
في ضوء ما تقدم يوصي الباحث بضرورة عقد دورات تدريبية وورشات عمل لمدرسي اللغة الانجليزية بهدف تطوير قدراتهم ومهاراتهم المتعلقة بجذب انتباه الطلبة في الغرفة الصفية ويقترح الباحث كذلك اجراء المزيد من الدراسات لتشمل عوامل اخرى ذات علاقة.