

Some Classroom Management Strategies to Keep Students' Attention Focused

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NOTA DE RESPONSABILIDAD

“Las ideas y conclusiones aportadas en el siguiente trabajo de grado, son responsabilidad exclusiva del autor”

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NOTA DE ACEPTACIÓN

Jurado

Jurado

RESUMEN

La atención en la clase de inglés es un aspecto muy variable. Podría determinar si los estudiantes entienden o no ciertas materias o temas de una lección específica. Durante las clases, los estudiantes pueden experimentar aburrimiento, frustración y falta de atención debido al uso limitado de estrategias para mejorar el manejo de la clase y la baja capacidad de los maestros para cambiar el clima de la clase. Estos estados mentales han indicado un bajo nivel de neurotransmisores como la dopamina que afecta directamente la atención ejecutiva, que es una de las tres redes de atención que están constantemente funcionando para procesar todos los estímulos proporcionados por el contexto, y se refiere al esfuerzo voluntario de enfocarse y ejecutar una tarea.

Este trabajo de investigación intenta comprender un problema común que muchos profesores encuentran en el aula, que se relaciona con la falta de atención ejecutiva en los estudiantes durante las clases de inglés. Para eso, se espera que identifiquen algunas estrategias de gestión del aula que los profesores utilizan para reaccionar a este problema. Los siguientes capítulos explicarán el problema de investigación, el marco teórico, los antecedentes y el método de investigación de este problema de investigación.

ABSTRACT

Attention in the English class is a very changeable aspect. It could determine if the students understand or not certain subjects or topics of a specific lesson. During classes, students may experience boredom, frustration and inattentiveness because of the limited use of strategies for improving the *classroom management* and the low ability of teachers for changing the classroom climate. These states of mind have indicated a low level of the neurotransmitters like the dopamine that directly affects *executive attention*, which is one of the three attentional networks that are constantly functioning to process all the stimuli provided by the context, and it refers to the voluntary effort of focusing on and executing a task.

This research work attempts to understand a common problem that many teachers find in the classroom, which is related to the lack of executive attention in students during English classes. For that, it is expected to identify some classroom management strategies which teachers use to react to this problem. The following chapters will explain the research problem, the theoretical framework, the antecedents, and the research method of this research problem.

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Introduction

Attention in the English class is a very changeable aspect. It could determine if the students understand or not certain subjects or topics of a specific lesson. During classes, students may experience boredom, frustration and inattentiveness because of the limited use of strategies for improving the *classroom management* and the low ability of teachers for changing the classroom climate. These states of mind have indicated a low level of the neurotransmitters like the dopamine that directly affects *executive attention*, which is one of the three attentional networks that are constantly functioning to process all the stimuli provided by the context, and it refers to the voluntary effort of focusing on and executing a task.

This research work attempts to understand a common problem that many teachers find in the classroom, which is related to the lack of executive attention in students during English classes. For that, it is expected to identify some classroom management strategies which teachers use to react to this problem. The following chapters will explain the research problem, the theoretical framework, the antecedents, and the research method of this research problem.

Chapter 1

This chapter deals with the research problem, which according to the educational framework of teaching a foreign language, will seek to predict and identify, how the two variables, Classroom Management (CM) and Executive Attention (EA), affect each other and how to modify or manipulate the independent variable, (CM) in order to obtain a significant change in the dependent variable (EA). Then, the chapter one will aspire to analyze, define, declare the problem, establish the objectives, the importance of the study and its limitations, aspects that will clarify what will be the subject of this research, and guide it in the investigative process.

The Research Problem

Problem description.

Evidence and testimony of the difficulties regarding attention inside the classroom are the students of the English and French program at the University of Nariño, who affirmed throughout the career and during the internship, to have experienced and faced such situations.

The research problem arises from this experience, and the main questions are, how this reality is evidenced on elementary or secondary schools and how teachers and pre-service teachers face it. Moreover, teachers do not know that recently studies show that there are ways to train or improve the EA, that the main neurotransmitter working here is the dopamine, which is the same neurotransmitter that is released by emotional states, humorous situations, curious situations, etc. and that it can be implemented on the educational context by means of the use of strategies as an initiative to engage students in the lesson.

Students' attention in class can be easily switched to other stimuli, causing the distractions to become more significant, especially when students do not want to pay attention, or are not voluntarily motivated to do it. If this situation is sustained for a long period of time, it will affect the teaching and learning process, giving as a result, little participation, low test scores, and poor academic achievement. For that reason, a teacher cannot be monotonous since the attention is also dependent on some factors like the novelty, the intensity, and the surprise with which the stimuli appear. Certainly, it is challenging for teachers to manage a good sense of humor, awake the students' curiosity, make good use of tone of voice and body language, or fight with the disruptive stimuli during classes. Nonetheless, the main purpose is to look for actions or classroom management strategies that increase dopamine levels, and attempt to reach effective

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EA and such optimal conditions. Accordingly, teachers cannot avoid these facts, since it would be a neglect, even more, when it has been proved the several benefits that training EA brings to adults and children, and the narrow relation with the students' achievement in classes.

Problem delimitation.

Population.

The study focuses on male and female adolescent students from 5th grade at elementary school. Their ages are between 10-12. Also, their socioeconomic status is diverse, as it is a public institution, which is affordable for people of different strata.

Geographic.

This research work is framed in the Colombian educational context, specifically in the public institution "Stars from South" of the municipality of San Juan de Pasto, Nariño department. The school is located in Las Acacias neighborhood, next to the Panorámico neighborhood and opposite to the Language Center, and Panamericana headquarters.

Conceptual.

In this work, it is necessary to define six important concepts that will be discussed throughout the investigation. The first term relates to the *attention*, which it is defined according to the educational dictionary of the World Association of Early Childhood Educators (AMEI, 2003), as the cognitive process which implies the ability to persistently focus on a specific stimulus or activity. Related with this concept and more relevant for this research, it is the concept of Executive attention (EA) an aspect of attention which is involved in the regulation of thoughts, feelings and behavior. (Rosario, Pozuelos & Cómbita, 2015).

The second term is *classroom management* that in the words of Evertson and Weinstein (2006, as cited in Emmer & Sabornie 2014), are actions that the teacher takes to create a suitable

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environment that helps to improve both the academic and the socio - emotional part. The third term that we will define is the *body language* which Cervera (as cited in Sánchez Cerezo, 1984) defines corporal expression as:

It is all kinds of expression that has as vehicle the human body, although in a restricted way. It is usually applied to the language that uses the gesture, the face, and the position of the body and its different members. With these elements as expressive instruments, the corporal expression completes the word and sometimes even replaces it completely, although it is often limited to underlining it. (own-translation).

The fourth term is the *tone of voice* (modulation) that involves, as the online library Watchtower dictionary indicates, the sound of the voice varies in volume, rhythm, and pitch. A good modulation gives life to the speech. The fifth term is *humor*, that according to Jáuregui (2007, as cited in Barrio & Fernandez, 2010) is everything that can cause the laughter and feeling that underlies. (own-translation), (not only referring to the external laugh). Besides, they affirm that the humor as a positive emotion, includes subjective and pleasant sensation that has been proved to be an innate and universal emotion of humankind. The sixth term is *curiosity* which Berlyne (1978, as cited in Román, 2016) conceives as: an energy, a persistent motivational state that leads to exploratory behavior and that is present with greater intensity in some individuals than in others, (own-translation)

Problem statement.

Does the proper use of Classroom Management strategies including body language, tone of voice, humor, and activities that promote curiosity improve the executive attention in adolescents of 5th grade of a Public Educational Institution in Pasto according to the students and teachers' perception?

Sub-questions.

- What is the level of knowledge and awareness of attentional problems by students and teachers?
- What is the level of knowledge and use of classroom management strategies by teachers to counteract problems of attention in the EFL classes?

Objectives of the study**General objective.**

- To improve the executive attention in adolescent students of 5th grade during the foreign language class of a public educational institution through a series of possible classroom management strategies such as body language, tone of voice, humor, and activities that promote curiosity.

Specific objectives.

- To Identify the actual awareness of the attentional issues inside a classroom in the experience of teachers as well as of students.
- To Identify the types of Classroom Management strategies that teachers use in response to attention problems in the classroom taking into account the students and teachers' opinion and experience.

Significance of the study

It is required to conduct this study because, as it is known, there are countless investigations about classroom management; however, there is not much research about the executive attention in the educational context and even less about how it is affected by the management of the body

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language, the tone of voice, the implement of humor, and fostering student's curiosity. For that reason, this research project is important because it tries to contribute in solving a practical problem in the EFL classrooms.

The audience who will benefit from this study would be the teachers since after knowing the results, they might re-evaluate their performance in terms of lack of use of strategies to improve students' executive attention, taking into account the class opinion. Resources like this study may help teachers to realize that the classroom management not only serves to disciplinary issues, but also, to achieve improvement in other aspects that educational institutions in Colombia deal with, in this case, the attention.

Also, this work might establish the basis for future researches that might try to go deeper, testing in action the hypothesis formulated. Thus the next phase could consist in setting out an experimental research, seeking to establish the relation between the two variables and the prediction here made.

Limitations of the study

The main difficulties in this study are, first, the unavailability of the selected group to carry out this study; however, this can be counteracted by a timely request of the necessary permissions for the participation of these individuals, or taking into account, as a second option, other institutions which also allow the study.

A second limitation is the identification of the techniques, since a great effort is required by the researchers to be constant in the recognition of the selected CM strategies, which will be improved verifying the information collected with the practice in English classes.

A third limitation refers to the research methodology in which the questionnaire and interview to be applied may not be valid or reliable to achieve real data for the study, a problem that can be

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adjusted by subjecting these tools to a pilot study or a diagnostic test for certifying these two characteristics.

An additional limitation could be the large groups of students exceeding the teacher's ability to interact with everyone and maintain a good classroom management in general. Likewise, in a large group, it is easy to find empathy problems for different reasons, either personal nature or others.

This chapter focused on planning the research problem, as regards the management of voice and body language as well as the humor and activities that promote curiosity and how to apply them in English classes for teenagers, aiming to activate students' executive attention and thus their academic achievement. The next chapter will include theories concerning attention and classroom management and some antecedents which will provide relevant information for this research work.

Chapter 2

Theoretical framework

The next chapter is a compilation of the review of literature corresponding to the attention and classroom management in which this work will be supported.

Handbook of classroom management.

When talking about Classroom Management, it is found that because of its fluctuating nature, different definitions have been attributed to it, some of them are: according to Evertson and Weinstein (2006, as cited in Emmer & Sabornie, 2014), classroom management involves actions that the teacher carries out to create a suitable environment which helps to improve both the academic and socio-emotional part. Another definition is established by Doyle (1986, as cited in Emmer & Sabornie, 2014), which highlights that the purpose of classroom management is not

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only to control bad behavior, but also to promote cooperation between students and order in the classroom. Through these two definitions, it is considered that classroom management goes beyond dominating the discipline in class and establishing control over students; instead of that, it implies a conscientious and organized design, and also an active attitude and preparation to implement in each class, aimed to reach an integral education for students as individuals, as a human being belonging to a society and as an intellectual person who can learn and contribute with something new every day.

Specific classroom management strategies such as tone of voice, body expression, and strategies that include and foster humor and curiosity used to get attention in English classes will be identified due to its relationship with the dopamine (DA)

Teaching by principles: an interactive approach to language pedagogy.

According to Brown (2007), teaching is a combination of innate ability, skills, and teaching strategies, which are put into practice simultaneously under the help of classroom management as a decisive tool in this process called education. The most relevant tools for this research work are the voice management, body language; besides, some important aspects as curiosity and humor as a complement for the CM strategies. Likewise, they are specified in some non-verbal characteristics of body language which are fundamental to capture the attention of students such as: a posture indicating confidence, a face reflecting optimism, facial and hand gestures, eye contact, among others.

Classroom management also includes an active and creative attitude to resolve unexpected situations that can disrupt the class plan of the teacher; for instance, facing a disruptive group, facing a difficult question, or addressing the lack of time, among others. The teacher should be prepared to make immediate decisions that maintain a natural flow of the educational process. A

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new active and energetic teacher attitude can connect students with the class. To include students in the conversations can make them realize that they play an important role in the classroom and are not only attendees.

In conclusion, the use of different strategies that classroom management provides, it helps to create a more suitable environment for both, teachers and students, in which the most important objective is to seek a greater connection between the actors of the process and the topic of each class.

The key to classroom management.

As it is known in every educational context, classroom management has meant a series of proposed techniques conforming to the demands that normally a teacher finds in a classroom. According to Marzano and Marzano (2003), there are certain criteria such as: *(a)* an appropriate level of authority, that is, a mixture between establishing clear objectives and strong guidance, conditions that consisting with conducted surveys are mostly preferred by a level of permissiveness. *(b)* Determining clear expectations of behavior through rules, and the consequences of breaking them. *(c)* Defining clear learning objectives, an example is the design and use of a rubric for students to demonstrate their level of knowledge of certain unity. *(d)* Displaying assertive behavior in their body language, tone of voice persist to reach the ideal behavior of their students. *(e)* Appropriate levels of cooperation and interaction between students and teachers reflecting union and teamwork. *(f)* Providing flexible teaching objectives understood, as giving the student the opportunity to decide what topics they want to learn or need improvement. *(g)* Taking a personal interest in students that involves talking, greeting, congratulating, worrying for their interests outside of class, and remembering their names, among others. *(h)* Use equal and positive classroom behavior, that is, eye contact, approach, and

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general student participation. (i) Awareness of high students' needs that go beyond teacher intervention such as in aggression problems or attention issues, but also in academic and socio-emotional circumstances.

As we saw above, there are many factors to consider about what classroom management is, and it can contribute to better construction and instruction in the classroom. Regarding the focus of our work, adequate control of classroom will impact by appeasing the factors that break the attention of our students toward the topic of study, creating emotional ties and changing their academic achievement.

Effective classroom management: teacher preparation and professional development.

One of the reasons that affect the teaching effectiveness of teachers is the inappropriate performance in terms of classroom management. The diverse problems of bad behavior in the classroom are factors that frustrate the professional development of teachers, being this situation one of the main factors by which the profession is abandoned (Ingersoll & Smith, 2003 as cited in Oliver and Reschly, 2007). Although this problem may have different origins and different backgrounds ranging from cultural, social, economic and even personal situations, the consequences are remarkable regarding the academic performance of an entire group. According to Baker (2005, as cited in Oliver & Reschly, 2007), classroom management strategies are not skills that simply one can develop with time and experience, since according to studies, some teachers with extensive experience are not particularly aware of the importance of classroom management. One can say then, that the preparation and use of strategies for classroom management are essential; therefore, this document raises a number of strategies such as: to make use of relevant instructional material to achieve a high level of academic engagement of students and to reduce disruptive episodes; to create a positive class environment by encouraging

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and fostering interaction, by establishing clear rules, and also, by providing professional development in classroom management, which counts with serious institutional disciplinary corrective measures in which schools must take appropriate techniques to promote the good school environment.

In conclusion, classroom management strategies are important tools that should be applied in the classes to improve the academic performance of students, but the importance of this resource is that it claims that this situation is not only in the teacher's hands, but also, it is needed an appropriate instruction for them. This document has a strong relation to this research because it provides various reasons to understand the importance of a good classroom management and gives us a good frame of reference of what "classroom management" means.

Attentional Posner theory: a task to measure the attentional functions of guidance, alert, cognitive control, and the interaction between them.

One of the most recent theories of attention is the proposal by Dr. Mike Posner and colleagues (1971, as cited in Funes & Lupiáñez, 2003), which is called Integrative Theory of Attention, and talks refers to the attention as a modular system that has three attentional functions: spatial orientation or posterior attentional network, monitoring or alert network, and previous network, or executive control. The first function has to do with the direction of a place in space that catches our attention depending on the received stimulus either because it has striking features or because it suddenly appeared. The second is related to the alert we keep until understanding or processing the information that the stimulus provides, and the third has to do with the voluntary control over an issue that is the most relevant for this research, and it involves complex tasks such as planning or making decisions.

According to Posner and Boies (1971, cited in Funes & Lupiáñez, 2003), there are three attentional mechanisms. First, selection of information, which means that the attention constantly decides what to pay attention. Second, limited capacity for effectively paying attention of two stimuli at the same time. And third, a warning mechanism which keeps the attention activated depending on the variability and the novelty of the stimuli. For example, when teachers use the expression “pay attention to what I will say to you”, they can activate the warning mechanism in their students.

For our work, this model of attention is very important since it gives the facility to focus, in a simple way, on the functions of attention and all that it implies in order to give a pedagogical approach, especially in relation to the executive control function. Besides, it should take into account what Dr. Posner suggests that attention can be trained, which is an important contribution that can facilitate the process of teaching and even more the learning process.

Cognitive neuroscience of attention from brain mechanisms to individual differences in efficiency.

The attention is a daily operating system which makes it essential for learning. Rosario, Pozuelos, and Cómbita (2015). In fact, it is one of the most indispensable characteristics of the brain used for obtaining knowledge and filter relevant information that world provides in the form of stimuli. According to Norman and Shallice (1986, as cited in Rosario et al. 2015) Attention is the interface between the vast amount of stimulation provided by our complex environment and the more limited set of information of which we are aware). In this sense, attention is a selection mechanism that serves to choose a particular source of stimulation, the internal train of thoughts, or a specific course of action for priority processing, and is closely connected to consciousness. Attention has, in general, being divided into three networks: *alerting*

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network, *orienting*, and *executive attention*; the last concept is the most relevant for this research since it has to do with the regulation of thoughts, feelings, and behavior (Petersen & Posner, 2012; Posner, Rueda & Kanske, 2007 as cited in Rosario et al. 2015). In other words, it refers to concrete decisions and voluntary disposition for conducting a proposed task. For this, it could be more connected with the educational goals of the teachers in terms of students' engagement. Subsequently, from this, we can infer that a voluntary desire to pay attention is a more direct path toward learning. The relation between the executive function of attention and education can be seen easier in the fact that the actions that activate the executive function release big amounts of dopamine, which is the same neurotransmitter that is released thanks to humor, curiosity, motivation, among others, (Rosario et al, 2015). This shows that effective CM strategies that provoke a release of dopamine are more likely to activate the executive attention. In that sense, these strategies should focus on generating curiosity, engagement, and humor, etc.

Some studies mentioned on this work show that the development and efficiency of attention are connected to several factors, among the most remarkable are, age factors (maturation), genetic factors, and even more noteworthy environmental factors (parenting, education, socioeconomic status). Bornstein and Bradley (2003, as cited in Rosario et al., 2015). The last one shows notable attentional differences when comparing groups, but those individual differences are declared as real situations but not as a limiting condition for students. And finally, it is mentioned the construct of network plasticity, that refers basically to the capability of the brain to be trained and the experimental tasks for improving the attentional efficiency, which has shown encouraging results on participants. It can be interpreted that attentional issues are not inflexible and in an educative context it can be beneficial. This work gives us a complete understanding of the theories of attentional networks as well as, it concentrates a good theoretical

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explanation around the E.A. This work guides our intentions of connecting the inner functioning of the brain (as the attention), with educative purposes (as students' learning).

Psychology of attention and perception.

Attention is a complex process that has been studied for a long time and for many people according to Añaños (2013). It has allowed the emergence of many theories that explain what this concept means and how it works, therefore, it is very difficult to find a single and complete meaning about it. James (1890 as cited in Wickens, 2006) stated: "Everyone knows what attention is. It is taking possession on the mind in clear and vivid form, of one out of what, seemed several simultaneously possible objects of train of thought. Focalization, concentration, of consciousness are of its essence"; however, rather than definitions, it is founded divisions of it, among these we have: Selective attention, which is the process through an individual focus on a specific aspect. Also, Divided Attention, which allows doing several tasks at once. Sustained attention, that directs the attentional focus toward a long task. In turn, attention can be Auditory, Visual or Intermodal with several receptors simultaneously. And finally, it can also be classified as voluntary, which means that the person controls the attentional process and is able to decide which stimuli wants to focus on, or involuntary, which refers to those external stimuli that reach to attract our attention either by the unexpected or by the force with which they presented, which generates in people an automatic, mechanical or instinctive response. After this, we have realized that attention is a complex process to understand that depends on many factors, both internal and external, but likewise, this variety of forms of observable attention, help us in the delimitation of the theme, and also it helps us to know how to focus our research.

Attention, perception and memory.

As stated earlier, it is very difficult to find a specific concept of attention, and therefore, we will give two definitions of it.

First, Attention is a state of concentration or focus of consciousness. That is, a skill composed of strategies for optimizing performance or functioning of the cognitive system. Second, attention is a processing capacity that can be distributed to different focus points in different ways, that is, attention is understood as a process activation mechanism. These two concepts can complement each other (Alameda, 2006).

Besides, attention counts with *selective processes*; select a focus of information in the presence of others, *distribution processes*: sharing attentional resources when performing different tasks simultaneously, and Maintenance Processes or Control: when is needed to keep attention for a relatively long period of time. (Alameda, 2006). It would be very advisable to consider the selection process, distribution, and maintenance that characterize attention because it could guide us to an understanding of how attention operates in our students and thus, to take advantage of it in order to receive the most complete and meaningful instruction.

Cognitive psychology.

On this source, the author explains the main characteristics of Attention and also its most influential theories that built the whole meaning of the concept, referring to the selectivity aspect as an essential part of this cognitive process. He also cites some authors in order to delimit and to approximate to a general definition of Attention. We have then that according to Martlin, (1983, as cited by Best, 2002), "Attention is the concentration and focus of mental effort, a focus that is selective, mutable and divisible"(own-translation). In this book, the author shows a transition and the evolution between the two different perspectives from which attention has been studied. The

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first one is the phase or stage in which attention was principally understood as a bottleneck, also called the selective filter, that indicates that the attentional processes are limited. It means that, depending on which stimulus one person decides to focus it causes that the person ignores the rest of stimuli, only one sensory channel at the time.

The second one explains attention as a process of resources assignment which means that the person concentrates his/her attentional resources to a specific stimulus, giving as a result, an automatic processing of the other information, for example talking about performing different tasks. We found that this primary source is quite complete and provides a good theoretical framework for our research. Thus, it contributes to our work by giving us a deeper understanding of the main characteristics of this concept.

Resources to attract and keep the attention.

According to Fregoso and Gutiérrez (2001), there are two resources to attract the attention: external stimuli and internal stimuli, the former is related to stimuli which supply external information such as the novelty of recent stimuli, the size or dimensions of the stimuli, the predominance or intensity of stimuli, the repetition or continuity of a stimulus, and the change or modification of a stimulus. The latter is constituted by internal aspects in the organism, which depends on individual conditions, they are: Interests, values, needs or lacks to satisfy, which can be a basic need, for instance, the hunger, the thirst, and the sex; and secondary needs like social recognition. It is important to underline that people pay more attention to external stimuli than internal ones. Also, the authors refer to how to keep the attention considering the effects of time over the execution or monotony, attention span or time that a person spends in an activity and distractions such as: anxiety, worry, emotions, noise, motivation, lack of mental effort, sleep, among others. This resource provides the main attentional theory theoretical base for this

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research project since it explains the term attention and some important aspects that teachers should take in account for maintaining attention in their students and in this way to achieve better results in language learning.

Classroom management and Attention in English learning.

After having collected and read the information above, in relation to classroom management and attention, we can conclude that these are two issues that go hand in hand, since through a clear understanding and proper management of all factors that are involved in the classroom, it helps not only to give a possible solution to bad behavior problems of students, but also can focus on the different strategies that exist in our case the proper management of voice and body and strategies that include humor and curiosity, to capture and hold the attention of our students in order to improve their learning.

We have understood that attention is a complex process, which teachers can handle, take advantage of, or improve on their students, as long as they take the responsibility of knowing and learning a little bit about it. Unfortunately, as we have experienced and even as several investigative works affirm, novice teachers do not have the basic knowledge on this issue, and experienced teachers have even omitted it. As a result, they find chaos in their classroom full of students who pay attention to everything except for the English lesson. This research intends to describe how the management of voice and body language and the teacher role and style can capture and focus the attention of students in the development of a class for learning a foreign language like English.

Prior research

Classroom management and discipline factors in a public school in Pasto.

This research work conducted by Rosero and Ortega (2010), makes a description of aspects that affect classroom management in “Escuela Pública El Saber”, and how teachers work with

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these elements. The sample was formed by 15 boys and 15 girls from 12 to 14 years old belonging to three different eighth grade groups. The participants had basic knowledge of English. The data gathering techniques applied were Observations inside the classroom and surveys for students and teachers. Some important results were: 1) Teachers do not teach taking into account the age, skills or culture of their students, but they have to follow a curriculum. 2) They speak clearly and understandably, but they stay static. 3) They do not usually attract the attention of their students, do not choose interesting topics or prepare extra materials for their classes. 4) Teachers only pay attention to difficult students. 5) They quickly control the problems of indiscipline. As a conclusion, this work underlines that discipline problems are due to the teacher's behavior who should be prepared for unexpected situations. For this Research project this work is significant because it leads to the question if the lacks of knowledge in teachers, concerning classroom management, were enhanced, would it also enhance the attention of students?

Classroom observation for teacher development as a useful technique for improving classroom management in the eighth grade at I.E.M Maria Goretti high school.

This work, performed by Benavides and Castillo (2014), focuses on classroom management through observation technique for teacher development and it mentions the main discipline problems in the classroom. Also, it provides a number of strategies to be used by teachers. This study was carried out with 35 females in eighth grade from I.E.M Maria Goretti, between 13 to 15 years old. This observation technique had 2 stages in which there were 3 processes: "Pre-observation meeting", Observation itself, and Post-observation meeting. The study lasted one hour, in four days a week. After that, the most repetitive disruptive activities during the class were collected and analyzed, among them are: talking, lack of motivation, lack of respect when requesting and ruling, the use of electronic devices, hyperactivity, or the typical class clown. To face these disruptions, the following strategies were proposed such as establish group rules, show more enthusiasm, or make warnings in private. The results showed that these strategies were effective, reducing rates of disruption. In conclusion, using observation techniques for classroom

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management produced positive results in reducing behavior and disruption problems in the classroom. The implementation of a single technique shows that it is necessary to have appropriate knowledge in relation to how to manage discipline situations in the classroom and apply different strategies.

The development of executive attention: contributions to the emergence of self-regulation.

This document, presented by Rosario and Posner (2005), allows us to understand in a deeper way the relation between Attention and cognitive processes that are clearly connected with learning in humans. Moreover, on this document, it is found some new concepts related to the executive attention construct, which is the concept of effortful that refers to the ability to control oneself' behavior when facing punishment or reward and their possible benefits or disadvantages in the future. Rosario and Posner (2005). This would be related to sustained attention as well as selective attention, two properties of executive attention.

Some neuroimaging studies on this work show us that attention activates the brain areas that are activated by processes like storing information, processing semantics, and generating emotions (Posner & Raichle, 1994; 1998 as cited in Rosario & Posner, 2005), being the dopamine (DA) the main neurotransmitter involved. Thus, DA is seen as a modulator of performance on tasks, it has a narrow relation with the broader concept of executive functions that according to Welch (2001 as cited in Rosario & Posner, 2005), it is composed of working memory, planning, switching and inhibitory control. These can be understood as features of voluntary behavior and learning in which the executive attention is the regulator between the stimuli and the mental effort used for processing them. To this, Posner and Raichle (1994 as cited in Rosario & Posner, 2005) affirm the executive attention network serves the function of:

“...bringing an object into conscious awareness. ... [Detection is further defined as] more than the conscious recognition that an object is present. It may also include recognition of the object’s identity and the realization that the object fulfills a sought-after goal In this sense, detection is the conscious execution of an instruction. (pp. 168–169). It means that conscious detection engages attention in a way that resists interference by other signals”.

Finally, it is indispensable to mention the plasticity of the brain, as the capacity of improving mental processes by training. Thus, through different tests and training programs, it has shown positive effects on participants. Those attainments cover: patients with specific brain injury, executive attention in tasks, attentional abilities in children with ADHD through the use of a test called Attention Process Training (APT), performance on a range of visual attention tasks through video games, an increase in overall IQ, and in abstract reasoning on children with ADHD. Considering this, it is valid to affirm that this work is important to our research since it shows that attention can be modulated, and trained, that the benefits of training are several, so much so, that the plasticity of the brain depends highly on the executive attention. In an educational perspective, any actions for fostering the activation of executive attention on congruity with the cognitive processes are decidedly a requirement for teachers in order to improve educational achievements, and the possibly effective CM strategies are the main tool to succeed.

Assessment education and humour: a pedagogical experience in adult education.

This work, carried out by Barrio and Fernandez (2010), had as the main goal to apply the humor in education for adults. The participants were 10 teachers and 350 students who belonged to Centro de educación de personas adultas de San Fernando de Henares (Madrid). They had to develop some activities for Teachers as “The pedagogy workshop of humor”, which was similar

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to a training workshop. Also, for students, they developed some dramatizations, tongue-twisters, contests of funny pictures among others, depending on the fields of knowledge, such as Communication, society, mathematics and nature, Spanish course for immigrants, and interdepartmental. The methodology used was the participation and creativity based on the observation and experimentation fostering the cooperation without competitiveness through teamwork. The project lasted nine months and as results, it was obtained that the humor contributes to facilitate the personal relationships, for example, 90% of the teachers say that the relationship between students and them had become closer. Besides, the humor enhances the teaching-learning process because it provides a pleasant relaxed playful environment, thus, 80 % of teachers declared would like to work in this way in the future. By means of this project, it can be understood that the education needs more humor to improve the teaching-learning process, and in our case specifically, to affect the variable executive attention which takes an important part in this process.

How to attract attention, a challenge for teaching.

This work, conducted by Del Barrio and Borragán (2011), aimed to provide tools to help new teachers to respond the demands of education in different learning contexts through striking oral expression to motivate and attract the attention of students. The success of teaching depends on the quality of communication between actors of the process, however on the teacher falls the task of communicating effectively to generate impact on their students. In consequence, teachers have to acquire features to improve their oral skills. For example: proper posture, voice management, transmission capacity, authenticity, enthusiasm, empathy, and proper personality of teachers, among others. Teaching in an ordered, intelligent and attractive way is a key to success, since many of the weaknesses in teaching are associated with poor classroom management such as

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monotone voice, rhythm exposure (slow or fast), poor or inconspicuous messages, lack of management or body language, lack of connection and contextualization with students, among others. Thus, it is concluded that using voice and speech are essential component in teaching. However, not only teachers must give content or deliver knowledge to students, but also share emotions and intentions that lead to group participation, pay attention and thus possibly learn.

The last studies gave us a general idea of the importance of knowing about classroom management (voice and body language) and attention in the teaching, for facing disruptions problems and convert classes as significant as possible. It also contributed to pose the problem of research about to keep the student's attention through some classroom management strategies, which would help to solve the problem of dispersion and distraction in students, from teacher perspective. There is information about classroom management and its contributions for controlling student discipline, however there is an empty in how this would help in the attention aspect.

Stimulating curiosity to enhance learning.

Firstly, this project directed by Pluck and Johnson (2011), offers theories dealing with curiosity, and citing authors such as Vygotsky and Piaget and explaining the term and history from Behaviorist and cognitive-constructivist approaches. Also, it discusses the relationship between curiosity and pedagogy saying it is axiomatic that curiosity improves learning, and finally it gives an example of second language teaching using a gap fill task or information gap task, for example, in a pair of students one of them has to describe an image that the other cannot see and has to guess. They become more and more curious about the rest of information which helps them to guess. Besides the document suggests other tasks including task-based learning (TBL) such as, role-playing a telephone conversation, or giving and receiving directions and

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Problem Based Tasks (PBT) in which learners have to solve a problem adapted from real situations. These tasks are performed like challenges which active the students' curiosity to face and solve it using the target language. This kind of tasks also can be applied in medical education and in general education context. As a conclusion, it is said that curiosity can be employed to improve the teaching in different educational fields, motivating students to search information especially with the use of PBL. For this research, the last work allows understanding that curiosity has an inherent relationship with learning, and which is indispensable to take into account to select the classroom management strategies which affect executive attention, a construct presents in learning.

This chapter deals with relevant theories about attention and classroom management and antecedents which have to do with this research work and have allowed to understand and focus more in the problem of study of the current investigation. The next chapter will discuss how it will be carried out the research work, also it will provide information on research design, population and sample stage, treatment and process, validation criteria, data analysis and ethical problems.

Chapter 3

The research method

The following chapter will focus on explaining the research method with which this study will be carried out; therefore, it will describe aspects such as research design, population, sample, context, procedure, treatment, validation criteria, and the ethical issues. We are going to start addressing the research design.

Research design.

According to Creswell (2008), research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.

To choose an appropriate research design would benefit this research project, since it will allow to study the research problem in an organized and coherent way, as well as to obtain valid results and conclusions which would contribute to clarify and understand it

Research paradigm.

To understand the perspective from which it is intended to conduct this research, it is appropriate to make the following definitions and clarifications: First, to give us an idea of what a paradigm is, Pérez (1994 as cited in Melero, 2011), says: “the paradigm is a set of beliefs and attitudes, a vision of the world shared by a group of scientists that implies certain methodologies”. Thus, we wanted to design this research work from the positivist paradigm that according to Comte (quoted in Gertrud 2009). Positivism is "a system of philosophy... which recognizes only positive facts and observable phenomena, with the objective relations of these and the laws that determine them, abandoning all inquiries into causes or ultimate origins, as belonging to the theological and metaphysical stages of thought, held to be now superseded.”

For an investigation like this, it is needed a work objective about what is happening in the academic community so, through the data collection and its respective analysis will provide a wider understanding of the problem.

Research method.

In this research work, the descriptive research method will be used. This will enable data collection by the participation of students and teachers, to achieve setting out one or several

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possible mistakes and its solutions to the lack of attention as a consequence of an inadequate classroom management.

Dankhe, (1986 as cited in Hernandez, Fernández, & Baptista, 1997) establishes that the descriptive method:

“It seeks to specify the important properties of people, groups, communities or any other phenomenon that is subject to analysis. They measure and evaluate various aspects, dimensions or components of the phenomenon or phenomena to be investigated ... In a descriptive study a series of questions is selected and each of them is independently measured, in order to describe what is being investigated.” (Own-Translation)

However, a descriptive method is not limited to the mere observation, as Van Helen and Meyer (1996) mention, it also seeks to identify and predict the relation between the involved variables.

We chose this method because it will allow us to measure quickly and individually to participants regarding attention in English classes in relation to the management of the classroom (tone of voice, body language, activities that promote curiosity and humor), without being exposed to any external influence.

Research techniques.

One technique we will use is the questionnaire, which according to Garcia (2002), is an organized and coherent system of questions in a logical and psychological sense, handles simple language, and aims to collect data from primary sources. It is designed with the purpose of favoring the count and verification. The type of questions is set according to the research needs. Garcia (2002) states that between the main features of a questionnaire are: to develop tools to keep accurate and reliable data, obtain relevant information, acquire data that allow calculating

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the conditions of a population, participants and researchers' cooperation, among others. Apart from many of the advantages of this technique, we selected it since as Garcia (2002) clarifies it does not demand vast experience of researchers, it is easy to apply, allows confidentiality, among other ethical aspects, and allows a large data collecting.

The following technique is the interview which, according to Morgan and Cogger (1975 as cited in Grados, & Sanchez, 2007) states: "An interview is a conversation with a purpose. It is an interactive process that involves many more aspects of communication than simple talking and listening, such as, gestures, postures, facial expressions, and other communicative behaviors" (own-translation). In Nahoum (1985 as cited in Grados & Sánchez, 2007), considers that the interview is a private meeting where a person addresses another in order to establish facts answering questions related to a particular problem. The interview is characterized by a flexible technique to collect data through the use of observations, descriptions, and dialogues that seek to capture the specific meanings of experiences evaluating broad concepts whose essence are not measurable.

Population, sample, and setting.

At this stage of work, we will try to define the population, the sample, and the context that will be used in the research.

Population.

In this research, we will work with English teachers and students (male and female) in groups over 30 people from the public high school "Star of South" which has an approximate population of 32 teachers and 1,000 adolescents between men and women belonging to different social strata.

Sample.

The sample will be formed of students of 5 grade belonging to the institution, in a group of 30 people with social strata between 2 and 4. The group will be between 10 and 12 years old, of both genders, and they will be chosen depending on the opinions that the group deserves regarding the attention given in class.

Context.

The research will be conducted in a high school, a mixed public institution of San Juan de Pasto city, which is located between Cr. 32 and the Panamericana avenue, an area where is easy to perceive continuous disruptions due to the frequent noise of traffic. In addition, it is located near San Vicente neighborhood where residents manifest a high level of delinquency and violence issues related to gangs. This situation reduces the security of the area. Although the institution is not very capacious, it has appropriate buildings and entrances for people and vehicles. It also has green areas and two football fields for the relaxation and entertainment of students. It has three large buildings in appropriate conditions, sufficient for the number of students where they can receive classes comfortably. One aspect worth highlighting of this school is that it is not surrounded by high walls, but for short fences showing freedom that students possess.

Procedure.

Permission: First, as a fundamental fact in this research work and as an ethical aspect, we will properly ask for permission from the principal and academic committee. During a meeting or through a letter, we will present the working conditions and the final purpose of the study. Second, we will ask the consent of students and teachers participating, as well as the administrative community and parents, this under the frame of respect and responsibility that a

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work involving various participants must have. Third, we will ask for permission to apply data collection techniques as questionnaires and interviews corresponding to our research questions. Fourth, and finally, permission will be asked to present the analyzed results of the information obtained and subsequently, we will thank for the participation.

In order to achieve the research objectives, the questionnaire will be elaborated regarding classroom management, specifically with aspects associated with the tone of voice and body language, curiosity, humor and how they intervene for improving executive attention in the English classes. This questionnaire will be applied to both teachers and students, and it will be prepared with closed and open questions. Before applying the questionnaire, we will verify its effectiveness through a pilot study in which 5 people chosen at random will answer it and thus analyze the possible shortcomings in terms of extension and clarity and then make the needed corrections. After applying the questionnaire, in a next session, we will implement an interview previously structured with questions that are not intended to influence the participants' responses, on the contrary, simply for sharing their experiences.

After collecting data, which was collected in a descriptive way, this will be organized and analyzed statistically. Conclusions will be analyzed from the evidence, and the interpretation of the phenomenon to be treated in relation to the collected information by means of the interview.

The activities to do in this research focus on detecting the levels of awareness of attentional issues in English classes. Students and the teacher will be asked about their opinion regarding classroom management knowledge, the use that teacher does of it as well as attention and its influence on English classes. After having this information, the next step is to make the observation of real classes to confirm what the teacher said previously, making especial

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emphasis on the weaknesses observed during classes in relation to the lack of body language expression, tone voice management, and the use of humor and activities that promote curiosity.

Validation of the study.

In this step we will establish how the study will be validated through quantitative research.

Quantitative research.

According to Monk (2011) is inspired by positivism approach, which the main objective is to find general laws that explain the operation of the phenomenon of reality through observation, testing, and experience. The criteria that provide validity to a particular study are:

Pilot study.

The term ‘pilot studies’ refers to mini versions of a full-scale study (also called ‘feasibility’ studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule. For conducting a pilot study, the questionnaire will be applied to a sample with the same characteristics of the actual sample in order to observe what is the reaction of the students about its instructions and/or questions, and if they are difficult to understand, they will be modified before being applied looking for better success.” (Teijlingen E., & Hundley V., 2002)

Validity.

The degree of confidence that can be taken regarding the truth or falsity of a particular investigation (Ato and Rabadán, 1991 as cited in Fontes de García et al., 2015). For Baechle and Earle (2007) cited in Corral, (2010). Validity is the degree to which a test item measures what it purports to measure; It is the most important feature of a test. The validity of the questionnaire will be obtained by asking experts who can review it, considering some criteria to assess it such as writing coherence, and/or what questions are considered to be eliminated.

Reliability.

Hernandez et al (2003 as cited in Corral, 2010). Indicates that the reliability of a measuring instrument refers to the degree to which his repeated application to the same subject or object, produces the same results. The reliability of selecting questionnaire will be achieved applying the same questionnaire several times in different periods of time in a sample similar to the original one, the more equal results, the more reliable the questionnaires.

In order to assure that data collection techniques are valid quantitative approach should take into account these two aspects of validation.

Ethical issues.

On the occasion of performing a complete study which takes into consideration a respectful treatment according to the dignity of people, it will refer to the next ethical issues:

Copyright.

This paper gives credit to all authors and their ideas for various conceptual delimitations we have done. For this reason, the use of the ideas of others is respected by naming and referencing each author cited.

Permission.

For our research, it is necessary to ask for written permission due to the application of the questionnaire and interviews, these will be delivered opportunely to the Principal of the institution, teachers and students. In the latter case, if they are minors, the written request shall also be given to their parents. It is left clear that the use of these techniques shall only be carried out for research purposes.

Avoid personal injury.

It is highlighted that this research will not cause any physical or psychological harm to the participants, since it is not required any physical contact with individuals nor they will be exposed to verbal abuse or influences in their thinking. The application of questionnaires and interviews will be professional in nature which will take place guarding the integrity and dignity of the participants.

Confidentiality.

Regarding the data supplied and collected after interviews and observation, complete confidentiality of such information to respect the participants and for ethical issues.

Voluntariness.

Likewise, it will be respected by the student and / or teacher's decision to participate or not in the research project. Participation is completely voluntary.

Reciprocity.

In gratitude to the institution and the participants we promise in the elaboration of a detailed report of the results obtained through this work. Thus, we will recognize that the help provided for the people will be very useful for the start, progress and the culmination of this work degree.

Acknowledgements.

Participation and willingness of students will be recognized with the respective acts of appreciation before and after each session.

This chapter was developed in order to focus this research work in a research paradigm, a method and some techniques to use, which will make it more manageable and viable. It also allowed to choose and delimit the population, the sample, and the work context, explain the

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procedure that will be carried out and the treatment to which it will be exposed, without forgetting establish the validity of it and its ethical issues.

In the next chapter it will refer to the analysis of the results obtained after the application of the techniques in the research problem.

Administrative issues.

Timetable.

DATE	PROCEDURE
September 10 th , and 11 th 2018	To ask for permission from the principal and academic committee, the consent of students and teachers participating, as well as the administrative community and parents.
September 20 th , and 21 th 2018	To verify the effectiveness of the questionnaire through a pilot study to analyze the possible shortcomings in terms of extension and clarity and then make the needed corrections
September 27 th , and 28 th 2018	The administration of a questionnaire to identify the most useful strategies of classroom management to focus students' attention according to their opinion.
September 29 th , to October 13 th 2018.	Analysis of data collection in the questionnaires.
October 18 th , and 19 th 2018	To conduct an interview to identify the most useful strategies of classroom management to focus students' attention according their opinion and teacher's opinion.
October 20 th , to November 3 th 2018	Analysis of data collection in the interviews.
November 5 th , to 17 th , 2018	Analysis of data collection in the questionnaires and interviews to measure the variables (classroom management and attention)
November 19 th 2018	To thank students and teachers for their participation
November 23 th , 2018	To present the report to the University

Budget.

ITEM	COST
Computer printout questionnaire and interview	\$400
Copies for the questionnaire (40 students and teachers)	\$4000
Materials to record the interview (CD, DVD)	\$3000
Marker and pens	\$3200
Researchers Transportation	\$ 30000
TOTAL	\$ 40600

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Appendix 1

Para estudiantes**Cuestionario: Estrategias de Manejo de Aula para la Atención Ejecutiva**

El siguiente cuestionario tiene como objetivo identificar el nivel de conocimiento de los principales problemas atencionales en los estudiantes durante las clases de inglés y reconocer las estrategias de manejo de aula que los profesores usan en respuesta a dichos problemas.

La participación para responder este cuestionario es completamente voluntaria.

Los datos recolectados serán confidenciales por lo tanto no es necesario que los participantes suministren sus nombres.

El cuestionario consta de una primera sección de preguntas abiertas en las cuales los participantes son libres de responder como consideren adecuado, y una segunda sesión de preguntas cerradas de selección múltiple con única respuesta.

De antemano apreciamos y agradecemos su participación.

Género: Masculino ___ femenino ___

Edad _____

Grado: _____

Responde las siguientes preguntas de acuerdo a tu opinión.

1. ¿Cómo definirías la frase prestar atención?

2. ¿Cuándo te es difícil prestar atención en las clases de inglés?

3. Crees que tu atención puede ser entrenada. ¿Cómo?

4. ¿De qué manera el profesor en las clases de inglés ha logra captar tu atención e interés?
da un ejemplo.

5. ¿Qué herramientas te gustaría que el profesor utilice para mejorar las clases de inglés?

6. Qué momento de la clase de inglés te llama más la atención el inicio, el intermedio o el final ¿Porque?

Marca con una x de 1 a 5 cuál es el valor que le das a las siguientes afirmaciones siendo 1 el valor más bajo y 5 el más alto.

7. Tu profesor es amigable en las clases de ingles

___1 ___2 ___3 ___4 ___5

8. Tu profesor te felicita frecuentemente por tus logros en las clases de inglés

___1 ___2 ___3 ___4 ___5

9. Atrae tu atención que el profesor te felicite por tus logros en las clases de inglés

___1 ___2 ___3 ___4 ___5

10. Tu profesor es divertido en las clases de inglés

___1 ___2 ___3 ___4 ___5

11. Tu profesor realiza actividades, dinámicas o concursos entretenidos en las clases de inglés

___1 ___2 ___3 ___4 ___5

12. Atrae tu atención que el profesor realice actividades, dinámicas o concursos entretenidos en las clases de inglés

___1 ___2 ___3 ___4 ___5

13. Tu profesor es creativo en las clases de inglés

___1 ___2 ___3 ___4 ___5

14. Tu profesor lleva material novedoso para las clases de inglés.

___1 ___2 ___3 ___4 ___5

15. Atrae tu atención que el profesor lleve material novedoso para las clases de inglés.

___1 ___2 ___3 ___4 ___5

16. Tu profesor usa un tono de voz dinámico en las clases de inglés

___1 ___2 ___3 ___4 ___5

17. Tu profesor tiene un buen volumen de voz en las clases de inglés

___1 ___2 ___3 ___4 ___5

18. Atrae tu atención que el profesor hable con un tono fuerte en las clases de inglés
___1 ___2 ___3 ___4 ___5

19. Tu profesor se muestra enérgico en las clases de inglés
___1 ___2 ___3 ___4 ___5

20. Tu profesor se mueve alrededor del salón durante las clases de inglés
___1 ___2 ___3 ___4 ___5

21. Atrae tu atención que el profesor se mueve alrededor del salón durante las clases de inglés
___1 ___2 ___3 ___4 ___5

Selecciona con una x la respuesta que consideres más pertinente a cada pregunta.

22. ¿Tu profesor en la clase de inglés favorece un ambiente amable saludando y despidiéndose?
a. Siempre b. Muchas veces c. Pocas veces d. Nunca

23. ¿Tu profesor da a sus estudiantes cortos y amenos descansos durante la clase?
a. Siempre b. Muchas veces c. Pocas veces d. Nunca

24. ¿Tu profesor suele hacer preguntas curiosas en las clases de inglés?
a. Siempre b. Muchas veces c. Pocas veces d. Nunca

25. ¿Tu profesor, para llamar la atención de sus estudiantes, suele bajar el volumen de su voz?
a. Siempre b. Muchas veces c. Pocas veces d. Nunca

26. ¿Tu profesor mantiene contacto visual con sus estudiantes durante la clase?
a. Siempre b. Muchas veces c. Pocas veces d. Nunca

Elaborado por:

María Isabel Burbano Narváez

Santiago David Araujo Guerrero

Para profesores**Cuestionario: Estrategias de Manejo de Aula para la Atención Ejecutiva**

El siguiente cuestionario tiene como objetivo identificar el nivel de conocimiento de los principales problemas atencionales en los estudiantes durante las clases de inglés y reconocer las estrategias de manejo de aula que los profesores usan en respuesta a dichos problemas.

La participación para responder este cuestionario es completamente voluntaria.

Los datos recolectados serán confidenciales por lo tanto no es necesario que los participantes suministren sus nombres.

El cuestionario consta de una primera sección de preguntas abiertas en las cuales los participantes son libres de responder como consideren adecuado, y una segunda sesión de preguntas cerradas de selección múltiple con única respuesta.

De antemano apreciamos y agradecemos su participación.

Género: Masculino ___ Femenino ___

Edad _____

Grado: _____

Responda las siguientes preguntas de acuerdo a su opinión.

1. ¿Cómo definiría la frase prestar atención?

2. ¿Cuándo le es difícil captar la atención de sus estudiantes en las clases de inglés?

3. Cree que la atención puede ser entrenada. ¿Cómo?

4. De qué manera usted, en las clases de inglés, ha logra captar la atención e interés de sus estudiantes, de ejemplos.

5. ¿Le gustaría tener más herramientas para mejorar las clases de inglés? ¿Cuáles?

6. Qué momento de la clase de inglés piensa que llama más la atención de sus estudiantes el inicio, el intermedio o el final ¿Porque?

Marque con una x de 1 a 5 cuál es el valor que le da a las siguientes afirmaciones siendo 1 el valor más bajo y 5 el más alto.

7. Cree que usted es amigable con sus estudiantes en las clases de inglés

1 2 3 4 5

8. Felicita frecuentemente a sus estudiantes por sus logros en las clases de inglés

1 2 3 4 5

9. Piensa que felicitar a sus estudiantes por sus logros atrae más la atención de ellos en las clases de inglés

1 2 3 4 5

10. Cree que usted es divertido en las clases de inglés

1 2 3 4 5

11. Realiza actividades, dinámicas o concursos entretenidos en las clases de inglés

1 2 3 4 5

12. Cree que realizar actividades, dinámicas o concursos entretenidos atrae más la atención de sus estudiantes en las clases de inglés

1 2 3 4 5

13. Se considera creativo en las clases de inglés

1 2 3 4 5

14. Lleva material novedoso para las clases de inglés.

1 2 3 4 5

15. Cree que utilizar material novedoso atrae la atención de sus estudiantes en las clases de inglés.

1 2 3 4 5

16. Usa un tono de voz dinámico en las clases de inglés

1 2 3 4 5

17. Cree que utiliza un buen volumen de voz en las clases de inglés
___1 ___2 ___3 ___4 ___5

18. Considera que hablar con un tono fuerte atrae la atención de sus estudiantes en las clases de inglés
___1 ___2 ___3 ___4 ___5

19. Considera que es enérgico en las clases de inglés
___1 ___2 ___3 ___4 ___5

20. Se mueve alrededor del salón durante las clases de inglés
___1 ___2 ___3 ___4 ___5

21. Cree que moverse alrededor del salón atrae la atención de sus estudiantes durante las clases de inglés
___1 ___2 ___3 ___4 ___5

Seleccione con una x la respuesta que considere más pertinente a cada pregunta.

22. ¿En la clase de inglés usted favorece un ambiente amable saludando y despidiéndose de sus estudiantes?

a. Siempre b. Muchas veces c. Pocas veces d. Nunca

23. ¿Suele dar a sus estudiantes cortos y amenos descansos durante la clase?

a. Siempre b. Muchas veces c. Pocas veces d. Nunca

24. ¿Suele hacer preguntas curiosas en las clases de inglés?

a. Siempre b. Muchas veces c. Pocas veces d. Nunca

25. ¿Para llamar la atención de sus estudiantes, suele bajar el volumen de su voz?

a. Siempre b. Muchas veces c. Pocas veces d. Nunca

26. ¿Mantiene contacto visual con sus estudiantes durante la clase?

a. Siempre b. Muchas veces c. Pocas veces d. Nunca

Elaborado por:

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