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Exploring Elementary School English Teachers' Voices in Gaining Students' Attention in Learning

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Article Info	Abstract
	Student attention plays a pivotal role in learning. It becomes the gateway to learning engagement, behavioral management, and academic achievement. This research investigates several methods elementary school teachers use in Indonesia to capture and maintain students' attention during English language instruction. This study examines the methods and challenges faced in the interaction process, which is crucial for successful learning. The research utilizes a qualitative descriptive study design, including in-depth interviews with three experienced English teachers. The findings indicate that teachers use many interactive and sensory-stimulating methods, including games, total physical response activities, songs, gestures, and visual aids, to attract and hold students' attention. These methods are essential for sustaining involvement and accommodating learning preferences and cultural contexts. However, teachers need more resources, training needs, and a diverse array of students' interests and learning styles, all of which might hinder the execution of these methods. This research emphasizes the need to provide teachers with customized training and resources to use attention-grabbing methods successfully. This study adds to the broader conversation on educational methods in linguistically and culturally diverse settings, indicating that improving teacher support and resources is crucial for promoting successful English language instruction at the elementary school level. **Keywords:** English at elementary schools, gaining attention, student engagement, teaching methods

INTRODUCTION

The instruction of English in Indonesian elementary schools has undergone significant changes due to various factors, including governmental policies, technological advancements, and the growing recognition of English as a crucial global language (Zein, 2017, 2019; Zein et al., 2020). The government's policies highlight the importance of English language education for Indonesia's integration into the global economy. Over time, substantial policy shifts have been aimed at improving English language proficiency nationwide (Zein, 2019; Zein & Stroupe, 2017). Technological advancements have greatly enhanced English instruction in Indonesian elementary schools by providing access to digital resources, enabling interactive and personalized learning, and facilitating blended and distance education (Hidayah et al., 2023). These tools also improve communication between teachers, students, and parents, support teacher professional development, and offer students global exposure, resulting in more efficient, engaging, and accessible language learning (Kim, 2020). The growing recognition of English as a crucial global language has led to significant changes in English instruction in elementary schools, including a stronger curriculum emphasis and increased instruction time (Galloway & Numajiri, 2020; Nunan et al., 2003; Rose et al., 2021). Teaching methods have shifted to prioritize communicative competence, supported by specialized teacher training and technology integration (Kyrpychenko et al., 2021). The curriculum now incorporates global perspectives and standardized assessments to ensure proficiency(Metli & Lane, 2020). Additionally, some schools have adopted bilingual programs to enhance fluency and comfort in using English in various contexts (Alasmari et al., 2022; Chan & Walsh, 2024).

Traditional pedagogical approaches in Indonesia often included rote learning and memory techniques in elementary schools, emphasizing memorizing facts over developing critical thinking and problem-solving skills. This method, rooted in historical and cultural practices, aimed to ensure that students could recall information accurately, often prioritizing quantity of knowledge over quality of understanding (Rosser, 2018). While effective for specific subjects and foundational knowledge, this approach has faced criticism for its limitations in fostering higher-order cognitive skills and student engagement (Ismawati et al., 2023). As global educational standards evolve, there has been a growing recognition of the need to shift towards more interactive and student-centered learning methodologies. Research highlights the benefits of integrating active learning strategies, such as collaborative projects, inquiry-based learning, and digital tools, to enhance student engagement and comprehension (Gillies, 2023; Li et al., 2024) (Abdulrahman et al., 2022). Consequently, educational reforms in Indonesia are increasingly incorporating these contemporary pedagogical methods to better prepare students for the demands of the 21st century, promoting a more holistic and practical learning experience (OECD, 2023).

Notwithstanding these improvements, obstacles persist. Numerous educational institutions, particularly those in rural or underdeveloped regions, continue to depend on conventional approaches due to limited resources or insufficiently qualified educators (Marmoah et al., 2021). There is considerable variation in the skill levels of English instructors across Indonesia. Teachers in metropolitan regions tend to possess formal English instruction training and exhibit higher competence levels (Surana, 2021). On the other hand, educators in rural areas may need more specific English training and often show lower levels of language ability (Marmoah et al., 2021; Poedjiastutie et al., 2021). To tackle this issue, the Indonesian government and many non-governmental organizations (NGOs) have implemented initiatives to provide teacher training and foster professional growth (Poedjiastutie et al., 2021). These programs aim to enhance English teaching proficiency and equip instructors with contemporary pedagogical methodologies.

Incorporating technology in English instruction in elementary schools has seen a notable rise (Hidayat et al., 2022; Septiyanti et al., 2020). Instructional institutions with the financial means to acquire digital technologies use instructional software, language games, and online resources to augment pedagogical efficacy and foster active student participation (Machmud et al., 2021). The cultural variety of Indonesia has a significant influence on the pedagogy and acquisition of the English language. Educators often encounter the need to align instructional materials with their students' cultural backgrounds while acquainting them with the cultural aspects of English-speaking nations. It is essential to balance these cultural subtleties while creating a successful English language program (Poedjiastutie et al., 2021).

Notwithstanding advancements, several of ELT in elementary school obstacles endure. To begin with, a significant number of elementary educational institutions, especially those situated in rural regions, face a dearth of contemporary instructional materials, such as textbooks, audio-visual apparatus, and internet connectivity (Betari & Chowdhury, 2023; Machmud et al., 2021; Septiyanti et al., 2020). Furthermore, the prevalence of overcrowded classrooms hinders the efficacy of teaching and providing individualized attention to students (Poedjiastutie et al., 2021). Moreover, students' access to English is restricted outside the confines of educational institutions, impeding their capacity to engage in language practice and enhance their linguistic proficiency (Poedjiastutie et al., 2021).

In addition to the general concerns regarding English language teaching in elementary schools mentioned earlier, it is essential to examine the instructional processes in the classroom closely. These processes affect students' comprehension and proficiency in the subject matter, the acquired skills, and the embraced values. Effective instructional processes occur when there is meaningful interaction. Establishing meaningful classroom engagement is contingent upon effective communication between students and teachers, whereby the students comprehend the instructional contents (Efriza et al., 2023). Effective communication may occur when students actively engage with the instructional content delivered by instructors within the classroom setting. The initiation of students' attention toward teachers is crucial as it directly impacts the effectiveness of classroom activities. To prevent students from becoming unfocused, instructors should exert maximum effort to gain their learning attention.

Learning attention is a physiological mechanism that regulates the mind's information processing, functioning as a regulating system and engaging in different states of consciousness (Ojell et al., 2023). The ability to quickly pick and interpret inputs is crucial for human coupling with the environment and the acquisition of new knowledge (Altermann & Gröpel, 2023; Ojell et al., 2023). Student attention is a crucial construct that is often mistaken for engagement. Attention is a state of being focused on the right information. It is also a component of behavioral engagement, overt participation, positive conduct, and persistence. The phenomenon of attention serves as a signal for learning-related processes that should be prominently shown in students' behavior (Goldberg et al., 2021; Grammer et al., 2021; Ojell et al., 2023).

The significance of gaining attention in teaching English in primary schools in Indonesia is varied. The rationales are based on the distinctive educational environment of Indonesia as well as the universal principles of successful instruction and acquisition of knowledge. It is essential to engage the interest of younger students throughout the first stages of their English language acquisition (Sulistiyo et al., 2020). It establishes the prevailing mindset towards the language throughout their educational journey. Students who are actively involved in their studies are more inclined to get pleasure from studying English and see it

as a desirable aptitude. Students' receptiveness to new information is heightened when they demonstrate attentiveness, a crucial factor in language learning (Zeilhofer & Sasao, 2022).

Attention enables students to concentrate on intricate linguistic rules and complexities, essential for proficiency in a new language (Abdi Tabari, 2021; McNeill & Fitch, 2023). Learning concentration is crucial for developing proficient reading and listening abilities in the English language (Öztürk & Tekin, 2020). Attracting attention enhances the classroom engagement level, fostering a sense of self-assurance among students to actively participate, inquire, and engage in English conversation (Sun, 2021). This particular encounter plays a crucial role in the development of communication skills. English may serve as a third or fourth language among many students in a linguistically and culturally diverse nation such as Indonesia. Gaining and retaining attention is crucial to facilitate comprehension and maximize the educational value of teachings for all students, irrespective of their language backgrounds (Chi et al., 2023). Attention-gaining methods foster inclusivity and accessibility in educational settings, facilitating equitable learning opportunities for students with diverse learning styles and abilities (McNeill & Fitch, 2023).

The empirical research on the specific methods teachers employ to gain and maintain student attention in English instruction at the elementary level needs to be improved despite student attention's crucial role in the educational process. Furthermore, while several studies investigate broad engagement strategies, they often need to examine the complexities and efficacy of specific attention-capturing methods and the contextual challenges teachers encounter in varied educational settings, such as those in Indonesia. The absence of a comprehensive examination of the methods used to gain students and the challenges teachers face in practical contexts highlights a significant void in research, specifically in comprehending the impact of these variables on the efficacy of English language teaching in elementary educational institutions. To address this research gap, the researchers propose the following questions to guide a comprehensive study.

1. What methods do elementary school teachers use to gain students' attention in teaching English at elementary schools in Indonesia?
2. What difficulties do elementary school teachers have while applying methods for gaining students' attention in teaching English at elementary schools in Indonesia?

RESEARCH METHOD
Research Design
This research utilized a qualitative approach, adopting a qualitative descriptive design. The qualitative descriptive study is the preferred method for researchers seeking to describe phenomena clearly and concisely, which is particularly useful for understanding the who, what, and where of events (Colorafi & Evans, 2016; Sandelowski, 2000, 2010; Stanley, 2015; Turale, 2020). Qualitative descriptive studies are the least driven by pre-existing theoretical and philosophical convictions, making them the least theoretical among the many qualitative methodologies. These researchers use the fundamental principles of naturalistic inquiry, including qualitative research and many behavioral studies that include people and animals. Naturalistic inquiry is characterized by the absence of pre-selection of variables for investigation, the absence of variable manipulation, and the lack of a priori commitment to any particular theoretical perspective about a given phenomenon. Data analysis in qualitative descriptive studies involves the interpretation of participants' statements in a meaningful, correct, and rigorous manner (Colorafi & Evans, 2016; Sandelowski, 2000, 2010; Stanley, 2015; Turale, 2020)

Data Collection Procedures

The researchers interviewed three elementary English school teachers using a purposive sampling technique, which is a planned choice of an informant for the quality of the informant. The participants must have at least 3-5 years of experience teaching English and have attended teaching and learning seminars at least once. The process of conducting interviews to collect data on teachers' methods for gaining attention and their strategies to solve related problems in elementary schools involved several carefully structured steps. Initially, the researchers had to define the interview's objectives, which focused on understanding English teachers' techniques to engage students and address attention-related challenges. The researchers developed a list of targeted questions, such as methods to capture student attention, strategies for managing attention loss, and the role of the classroom environment. Three English teachers were selected to provide diverse perspectives. Consent was obtained to ensure participants understood that the interviews would be conducted in Indonesia to facilitate clear communication. The researchers then scheduled and confirmed the interview appointments, providing a quiet, interruption-free environment.

Data Analysis Procedures

During the interviews, the researchers began with an introduction to reiterate the study's purpose and establish rapport by asking general questions about the teachers' backgrounds. The main questions were then posed, allowing for open-ended responses and more profound insights through prompts and follow-up questions. The interviews were recorded, with permission, to ensure accurate data collection, and notes were taken to highlight key points. After summarizing the key points discussed and expressing gratitude to the participants, the researcher transcribed the interviews, did a member checking (Cohen et al., 2018), and coded the responses to identify common themes. The coded data was analyzed to draw conclusions about effective strategies and challenges in maintaining student attention. Finally, the findings were compiled into a comprehensive report with recommendations for best practices in teaching methods to enhance student engagement. The data analysis was administered employing thematic analysis (Braun & Clarke, 2022; Vaismoradi et al., 2013) through coding processes: open, axial, and selective coding (Cohen et al., 2018; Williams & Moser, 2019).

FINDINGS AND DISCUSSION

The findings are presented as a means to address the research questions. The initial research inquiry pertains to the methods employed by elementary school teachers to gain students' attention while teaching and learning the English language. The subsequent investigations explore the difficulties elementary school teachers encounter when implementing these methods to gain students' attention while teaching the English language.

Teachers' method to gain students' attention

The researchers reveal some thematic findings from the interview data through coding processes. They include employing games, implementing total physical response (TPR) activities, singing songs, showing gestures, utilizing pictures, and playing movies

Employing English learning games

The data suggests that elementary school teachers use games to gain students' attention in teaching English, indicating a significant consensus on the efficacy of game-based learning within the educational setting. Participant 1 mentioned, "… I use games to make students pay attention to the classroom lesson. Students usually pay attention to me because they want to win the games…." Similarly, participant 2 stated, "I have taught many years. Whenever I use games, the class mostly shows enthusiasm, paying attention to my

explanations to understand the game's rules." In almost the same fashion, participant 3 said,

> " … in my experience, mostly the students are happy whenever I mention the word' game.' They responded enthusiastically, although I had not yet explained the game. When I say, "Now let us use a game," the students almost all yield, "Hurray," indicating that they are happy, and then they pay attention to me to understand how to play the game. They are eager to know whether the game will be played individually or in group. It seems that they do not want to lose the game. They want to win the game."

Regarding constructivist learning theory, the findings on game-based learning in primary schools align with this perspective. This theoretical framework places significant emphasis on the active engagement of learners in developing their comprehension of ideas and information. Game-based learning is based on this theoretical framework as it promotes active student participation in the subject matter and the application of information enjoyably and engagingly, with the ultimate goal of achieving victory in a game (Avdiu, 2019). Game-based learning is efficacious in catching students' attention and sustaining their involvement. Games have intrinsic motivational qualities and offer prompt feedback, enhancing students' interest and attention in learning (Nuraini et al., 2022).

Furthermore, Participant 3 observed that games have the potential to facilitate social learning via the promotion of cooperation and communication among students. Participant 3 also highlighted the students' need to ascertain if the game is played alone or classically. This phenomenon can foster the acquisition of crucial social skills and connections while enhancing educational achievements (Avdiu, 2019; Nuraini et al., 2022). Moreover, games allow students to grow their critical thinking skills and nurture their problem-solving capacities since players often must make choices and devise strategies to accomplish game objectives. The involvement of students in critical thinking and problem-solving activities significantly enhances their level of attention toward the subject matter being addressed (Maulida et al., 2022).

Implementing total physical response (TPR) activities
The interview data showed that teachers used total physical response activities to capture students' attention. Teachers instruct students in the target language, and students react by using physical movements. The technique has notable efficacy throughout the initial phases of language learning; however, it may be used across various levels of language instruction. The practice of implantation of total physical activity is indicated by Participant 1. Participant 1 said, "To gain attention, I usually ask students to do my instruction. When I say "clap hand," the students clap their hands." Participant 2 mentioned similar methods. She said, "I order students to follow my instructions. When I say, "stand up," students do what I say. Participant 3 also practiced total physical activity, such as practicing pronunciation. He said, "When students start talking by themselves, I read some vocabulary on the whiteboard and urge them to repeat after me. It works to draw their attention."

Activities that include Total Physical Response (TPR) are very successful in capturing students' attention during sessions, especially in the context of language learning (Hwang et al., 2020). TPR activities need active student participation via their bodies, as all participants have done, asking students to respond physically to what they order. These enhance the engagement of learning (Astutik et al., 2019). Physical movements are crucial in mitigating the boredom associated with conventional sit-and-listen learning approaches, effectively engaging and sustaining students' attention (Çimen & Çeşme, 2022; Kuo et al., 2014). TPR caters to many learning styles by combining movement with education. It specifically caters to kinaesthetic learners who excel in learning via physical movement (Hwang et al., 2020; Wang et al., 2019).

Additionally, it captivates those who learn via auditory means (listening to instructions) and visual means (witnessing activities). Integrating physical activity with learning a new language enhances retaining information in memory. The activation of linguistic input is associated with the formation of more robust neural connections inside the brain. A multimodal method facilitates a more profound integration of language and structures compared to relying only on auditory learning. TPR emulates the innate process by which young learners acquire their first language, whereby they engage in physical listening and responding before initiating spoken communication. This approach facilitates the organic acquisition of a second language, enhancing intuitiveness and reducing pressure in the learning process (Astutik et al., 2019; Hashemi & Azizinezhad, 2011).

Singing English songs
The interview data indicate that the goal is to gain students' attention in teaching English at elementary school. All participants provided similar voices in using English songs. The participants sang songs. For instance, Participant 1 stated,

> "I sing a song to attract students' attention, and the song should be related to the class topic. For instance, when the topic is about part of the body. The song is "*head, shoulders, knees, and toes*". The song's melodious lyrics seem to make students happy and enjoy learning. However, the song should be brief. The shorter the song is sung, the better it is since singing a longer song will consume too much time for study."

What Participant 1 expressed is in line with the body of knowledge in the works of literature. The song's musicality can attract students' attention (Huang, 2023). Emphasizing the musical quality of lyric language is crucial to improving the listening skills of those learning a second language. Instructing students to pay attention to the speaker's tone, language, and attitude conveyed in speech might assist them in replicating their linguistic surroundings, which are not usually present while listening to recordings. Music in language instruction fosters a peaceful environment for students, effectively mitigating auditory disturbances and augmenting their proficiency in pronunciation. Additionally, it fosters the development of creativity and facilitates the retention of valuable phrase patterns and grammatical information (Huang, 2023). Additionally, according to Kumar et al. (2022), utilizing music and songs in teaching English has several advantages, including the ability for teachers to capture focused attention and maintain learners' excitement for studying.

Moreover, they provide chances for language practice via repetition, fostering the development of listening skills, language association and assimilation abilities, and phonological skills. Furthermore, they provide a favorable atmosphere for learning. The following finding of ways to withdraw students' attention is showing gestures.

Showing gestures
Gestures include physical movements, often including the hands and arms, which serve to convey concepts or emotions (Binder, 2023). Non-verbal communication encompasses several forms of non-linguistic expressions that are vital in expressing information in conjunction with or instead of verbal language. Gestures exhibit deliberate and involuntary characteristics, displaying significant variations across cultural and contextual settings (Abdulrahman et al., 2022). The interview data shows that all participants know how to use gestures to attract students' attention. Participant 1 said, "We also should have a good gesture. In front of class, teachers should have body movements, not only quite in front of the class."

Participant 2 also has similar ideas. She said, 'Even if teachers do not do interesting activities, students will pay attention to the teacher if the teachers use appropriate and good gestures in teaching. His hands and body movement should be in line with the verbal information delivered." When using gestures, teachers possess the ability to incorporate humor into their movements. By applying gestures in conjunction with humor, teachers may successfully

captivate students. Participant 2 further said, "with gestures, students will be more interested in paying attention to the teachers, especially when they use funny gestures." Participant 3 also showed his gestures while teaching; Participant 3 said, "When teaching, body movements or gestures are also influential." He noted that both gestures and instructors' looks have the potential to influence students' perspectives. He stated, "Teachers' appearance also can change the students' view. The first-time teachers come to the class. Students are looking to the teachers' appearances. If, for the first time, teachers' appearances are interesting, students will pay attention to the teachers too."

The participants' ideas of using gestures to attract students' attention possess firm ground in the literature on hand gestures that have made significant progress, with research primarily examining their roles in communication and non-verbal aspects. Hand gestures can guide conversational partners without the need for vocal communication, therefore assisting in developing speech, conveying semantic meaning, and enriching messages (Abdulrahman et al., 2022; Binder, 2023). Another ground on the critical use of gestures is a study by Anand et al. (2021). The study focuses on identifying gestures in TEDx talks, which can enhance the effectiveness of TEDx talkers by effectively conveying their ideas and convincing the listeners. Gestures function as a neural linkage between concepts and actions, aiding in visualizing words, enhancing comprehension, and capturing the listener's attention.

Using pictures or objects
The interview data revealed that participants use pictures to gain students' attention. Participant 1 said, "For example, when I teach about describing human body parts, I can draw a monster with three eyes or more and use funny pictures." Participant 2 also uses visual aids like pictures and flashcards to capture students' attention. Participant 2 stated, "I usually use pictures and flashcards. For grade one, the activities include rearranging pictures and naming pictures, animals, or fruits. I usually use funny pictures that excite students and pay attention to the lesson." Participant 3 also uses pictures to attract students' attention. Participant 3 mentioned, "I draw a picture, specifically, a map. The map picture consists of posts. Every post has pictures and questions, and students should guess or answer the question." (P3.5).

Similar research findings support using pictures to draw students' attention. Sakkir (2020) revealed that using pictures enhances students' skills to acquire written English skills, especially pictures that align with students' interests. The present research examines the advantages of Wordles-Picture Books, which convey meanings via graphical visuals instead of textual content, compared to traditional picture books for those learning a second language (L2). They provide an alternate evaluation approach, enabling younger students to develop cognitive inferencing abilities and detect students struggling with understanding before they get confused by decoding or complex texts (Honaker & Miller, 2024). This finding shows that pictures are meaningful to support students' learning. In addition, Chen et al. (2023) stated that using English picture books significantly impacted language learning motivation. Using picture books can also help enhance children's language abilities and motivation by offering them engaging and relevant linguistic information.

Playing video
The data from the interviews demonstrates that one of the methods to withdraw student attention is by playing video. Participant 1 said,

> " Teachers should prioritize creating a pleasant learning environment for students, particularly those in grade three and beyond. This is because, starting from grade three and beyond, school often ends in the late afternoon. To keep students' attention, teachers could consider playing appropriate films tailored to their needs."

The use of video can increase students' learning, which is well-matched with the study managed by Albahiri and Alhaj (2024). They argued that YouTube videos had the potential to serve as practical instructional tools for teaching translation and interpreting. Specifically, they stated that these videos may enhance Saudi students' speaking and listening abilities in translation, allowing them to interpret and render texts fluently, accurately, and confidently.

Furthermore, they believed that YouTube videos had the potential to assist students in breaking down the text into distinct segments or detectable components. Gjinali and Piri (2023) argued that using video resources can foster active listening and non-verbal communication among students as strategies to enhance their comprehension of the target language. This research has shown that the use of video has a beneficial effect on students' learning processes and outcomes. This aligns with the participant's intention to employ video to capture students' attention during English lessons. This section presents an analysis of the data about the challenges encountered while implementing methods to capture students' attention.

Challenges in Implementing the methods to gain students' attention
When teachers endeavor to use methods aimed at gaining students' attention, they encounter many challenges that can influence the effectiveness of these methods. Considering and addressing these issues is crucial to creating a stimulating and inclusive learning environment.

Students' Diverse Learning Styles and Interests
Each educational environment exhibits a diverse array of learning styles and preferences. Methods that effectively include one student may only sometimes captivate the interest of another. The interview data showed the participants faced these challenges. Participant 1 said, "Sometimes some students are uninterested in classroom activities. The students' learning styles are varied. One group likes reading, and the others like speaking. This diversity challenges me to run the classes." Participant 3 said, "If I want to play games, I find students are not interested in participating." Elementary school students can learn and acquire language positively but have unique characteristics (Hashemi & Azizinezhad, 2011). When they are not interested in a lesson, it will be challenging for teachers to motivate them, raise their interest, and gain their attention to the lesson. Interest in learning is a vital component of education, as it boosts long-term information retention, fosters learners for continuous development, and improves concentration and comprehension. Interest may also affect class activities and aid learning by controlling early or delayed learning (Bi et al., 2023).

Resource Limitations
Several captivating methods, especially those that use technology or specific materials, require enormous resources. Educational institutions may need help acquiring the essential resources, so the feasibility of adopting a wide range of inventive instructional methods is diminished. The interview data indicated that the schools have these issues. Participant 1 commented, "The school has problems with facilities. The available board marker is only black while colorful writing attracts more students ' attention." Participant 2 added, "If the markers have other colors, they will become more interesting." The problems also deal with LCD projectors. Participant 2 stated, "Not all classes have a projector or LCD. Teachers who want to use LCD projectors must swap the class. Swapping classes is challenging as sometimes students do not want to swap classes." These findings are supported by Yu (2022). Yu (2022) argued that technological and facility integration in learning processes could be a means to enhance the quality of their English classes, facilitate their learning progress, and foster their engagement in classroom activities. Nevertheless, hindrances, including limited technological literacy, restricted access, and technical difficulties, can impede learning progress, classroom activities, and student engagement.

Teacher Training and Comfort

There may exist variations in the level of comfort and training among teachers when it comes to using new or non-traditional methods to promote student engagement. A lack of confidence, expertise, or assistance may impede the execution of these strategies. The data showed that Participant 2 used pictures to gain students' attention. However, she had a problem with drawing pictures. Participant 2 mentioned, "I use pictures to draw students' attention. However, I am not good at drawing and must force myself to draw. If the school provides a basic drawing course for all teachers, this will be useful for us." Participant 3 sees from a different angle. He said, "Teachers must be creative and innovative to avoid boring classes. The school should nurture teachers' creativity and innovative skills probably by providing regular training for their professional development." What the participants' study says is congruent with research findings revealing that teachers have challenges effectively delivering and preparing educational materials as they still process the necessary qualifications for their teaching delivery (Noor et al., 2023). Teachers at elementary schools face many barriers that impede their ongoing professional development, including inadequate incentives, limited support from educational institutions, and the general character of training programs that often fail to cater to the unique requirements of teachers. Furthermore, it has been stated that some teachers enter the field not driven by a genuine passion for teaching but rather owing to various circumstances, which subsequently impact their motivation and involvement in professional development endeavors (Babinski et al., 2018; Heineke & Vera, 2022; Imran et al., 2024; Mohammed & Gutema, 2023; Noor et al., 2023).

CONCLUSIONS

This research provides evidence that attention is a crucial factor in the educational process, influencing teaching effectiveness, student engagement, and information acquisition. Methods such as using gamification, including total physical response (TPR) exercises involving singing songs, demonstrating gestures, and utilizing visual aids such as pictures and videos, are very effective in augmenting student involvement. These methodologies accommodate many learning styles, enhancing students' ability to concentrate and engage more actively in the educational experience. These many teaching methods foster a vibrant and all-encompassing classroom atmosphere that facilitates the efficient acquisition of language proficiency.

The implications of the study's results are substantial and essential for educational practice, namely within the realm of English language teaching in elementary schools. Adopting the suggested methods may result in heightened student engagement, higher learning achievements, and a more enjoyable and productive learning atmosphere. Furthermore, implementing these measures may mitigate educational inequities arising from the unequal distribution of resources between schools, especially in urban and rural regions. By emphasizing enhancing instructors' abilities to capture and keep students' attention effectively, educational institutions can significantly improve the quality of education and provide equitable possibilities for all students to excel in their language learning endeavors.

This study has several limitations, including a limited sample size that affects the generalizability of the findings and the context-specific effectiveness of teaching methods such as gamification and TPR exercises. The research mainly addresses short-term effects on student engagement, with variability in teacher proficiency and resource availability influencing outcomes. Additionally, the focus on English language teaching in elementary schools and diverse student needs further limits the broader applicability of the results. Future research can address the current study's limitations and enhance the robustness and applicability of its findings.

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