METHODOLOGICAL STRATEGIES TO EXTEND THE ATTENTION OF THE STUDENTS OF THE SIXTH YEAR EGB OF THE EDUCATIONAL CENTER "5 DE MAYO" IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE

ESTRATEGIAS METODOLÓGICAS PARA AMPLIAR LA ATENCIÓN DE LOS ESTUDIANTES DEL SEXTO AÑO EGB DEL CENTRO EDUCATIVO "5 DE MAYO" EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS

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Methodological strategies to extend the attention of the students of the sixth year EGB of the Educational Center "5 de mayo" in the teaching-learning process of the English language

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ABSTRACT

This investigation delves into the efficacy of various methodological strategies in sustaining student attention within a sixth-grade English classroom in Chone City. With a class size of 62, maintaining student engagement presents a significant challenge. To address this, the study employed a bibliometric analysis to inform the research framework. A convenience sample of five English teachers with varying levels of experience was selected for in-depth interviews. Additionally, classroom observations were conducted to gather comprehensive data. The research findings illuminate the correlation between specific methodological approaches and their impact on student attention levels. By examining the perspectives of experienced educators and observing classroom dynamics, this study offers valuable insights into effective strategies for optimizing student engagement in large-scale classroom settings. The study also explores the role of interactive and participatory teaching methods, such as group discussions, multimedia presentations, and hands-on activities, in fostering a more engaging learning environment. By integrating these approaches, teachers can create a more dynamic and stimulating classroom atmosphere that caters to diverse learning styles and keeps students actively involved. Furthermore, the research highlights the importance of continuous professional development for teachers, enabling them to stay updated with the latest educational trends and techniques. This ongoing learning process empowers educators to implement innovative strategies that can effectively capture and maintain student interest. Ultimately, the findings of this study aim to provide a comprehensive understanding of the factors that contribute to student engagement and offer practical recommendations for educators seeking to enhance the learning experience in large classroom settings.

Keywords: methodological strategies, learning-teaching process, attention, english learning

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Estrategias metodológicas para ampliar la atención de los estudiantes del sexto año EGB del Centro Educativo "5 de mayo" en el proceso de enseñanza-aprendizaje del idioma inglés

REUMEN

Esta investigación profundiza en la eficacia de diversas estrategias metodológicas para mantener la atención de los estudiantes dentro de un aula de inglés de sexto grado en la ciudad de Chone. Con una clase de 62 alumnos, mantener la participación de los estudiantes presenta un desafío importante. Para abordar esto, el estudio empleó un análisis bibliométrico para informar el marco de la investigación. Se seleccionó una muestra de conveniencia de cinco profesores de inglés con distintos niveles de experiencia para realizar entrevistas en profundidad. Además, se realizaron observaciones en el aula para recopilar datos completos. Los hallazgos de la investigación iluminan la correlación entre enfoques metodológicos específicos y su impacto en los niveles de atención de los estudiantes. Al examinar las perspectivas de educadores experimentados y observar la dinámica del aula, este estudio ofrece información valiosa sobre estrategias efectivas para optimizar la participación de los estudiantes en entornos de aula a gran escala. El estudio también explora el papel de los métodos de enseñanza interactivos y participativos, como discusiones grupales, presentaciones multimedia y actividades prácticas, para fomentar un entorno de aprendizaje más atractivo. Al integrar estos enfoques, los profesores pueden crear una atmósfera de aula más dinámica y estimulante que atienda diversos estilos de aprendizaje y mantenga a los estudiantes activamente involucrados. Además, la investigación destaca la importancia del desarrollo profesional continuo de los docentes, permitiéndoles mantenerse actualizados con las últimas tendencias y técnicas educativas. Este proceso de aprendizaje continuo permite a los educadores implementar estrategias innovadoras que puedan captar y mantener eficazmente el interés de los estudiantes. En última instancia, los hallazgos de este estudio tienen como objetivo proporcionar una comprensión integral de los factores que contribuyen a la participación de los estudiantes y ofrecer recomendaciones prácticas para los educadores que buscan mejorar la experiencia de aprendizaje en aulas grandes.

Palabras clave: estrategias metodológicas, proceso de enseñanza-aprendizaje, atención, aprendizaje del inglés

INTRODUCTION

Strategies methodological

According to the Merriam–Webster Dictionary method is "a systematic procedure, technique, or mode of inquiry employed by or proper to a particular discipline or art.", at the same time, the University at Buffalo defines the method as "the broader techniques used to help students achieve learning outcomes, using different ways to implement methods knowing as activities.", so the method can be considered as the way to achieve a goal, in education, the teacher uses different methods to teach different topics to his students, but it is important to consider an effective method to improve the attention of his students, specifically in a second language lesson.

Conversely, Brown (2000) makes a comparison between method and methodology, defining the first one as "specific, identifiable clusters of theoretically compatible classroom techniques" (p. 15), and the second one as "pedagogical practices in general… Whatever considerations engage in `how to teach´ are methodological." The last concept is like Richard and Rogers' (1985:16) who define methodology as the procedure that concerns the techniques and practices employed in the classroom […] Taking this division into account we can center this draft into the second concept, looking for the best methodology to improve students' attention.

When we talk about academic language, we can share opinions with Liu & Shi, (2007) who imagine that a method is characterized by a set of principles, procedures, or strategies to be implemented by teachers to achieve desired learning in students. The teacher chooses these methods, according to the subject and the needs of each group of students.

In education also exists dynamics, which can also be categorized as "a tool useful to keep the rhythm and the attention of the class avoiding falling in the students' learning" In fact, teaching through dynamics can make the learning funnier and smoother for children. At this point is necessary to quote Berger (1999) who recommends the use of humor and low comedy in classes. Scientific studies proved that pupils not only learn better when the teacher uses humor but also, they can remember the information for a longer time. An illustration of that is when readers can remember a funny day better than a stressful moment in their lives.

Referring to dynamics in pedagogy we refer to "a teaching method based on structured activities, which purposes can vary in function of class objectives." Dynamics are used principally to achieve skills through experimental experiences. It is common the use dynamics to teach topics that the syllabus does not consider. Commonly, dynamics are developed in groups, providing social skills to children, and teaching cooperation, communication, and promoting a better learning environment.

Another factor that influences the learning-teaching process is the classroom or the learning environment.

Abad (2013) suggests that the enemies of learning are the distractor factors, as well as that, Tellos (2015) classifies these factors into two main groups, external factors, and internal factors, In the first group we can find some as light, temperature, monotony, noisy, and space. Instead, the second group content anxiety, familiar troubles, mental hardships, lack of motivation, and more psychological aspects.

On one hand, we have Robert and Sampson (2011) researched that some students who participate actively in the learning procedure are seen to have higher grades than those students who do not participate, despite shy learners are not considered in the second group, even if they talk only the necessary does not mean that they do not follow the learning in an industrious way. In addition, Noble (2006), found that the academic activities of scholars, perceptions of their adapting strategies, and background qualities were indirectly connected to their compound scores, during academic achievement in secondary school. It should be noted in academic centers concurred by ungraduated from low increase and dysfunctional families, that their grades are lower than those students who belong to families with strong relationships and confidence between its members.

Similarly, a good relationship between lecturer-pupils influences the teaching-learning process, Adeyele and Yusuf (2012) declared that the ability of the academic staff matters the most for collegians' satisfactory performance. An important apport for this field was Miambo (2011) who ascertained that there is a positive impact on the performance of students in higher education and the docent's teaching style, which is hardly related to methodology and its influence on academic development, being this factor "which motivates the student to attend classes in the way of teaching of the content using active learning approaches by the lecturer even if the topic under discussion is not interesting" (Clay and

Breslow 2006) This idea is similar to Zanín and Bortolí (2005) who adding the lesson's monotony and the excess of homework as a distracting internal factor at the moment of teaching.

On the other hand, Raya (2010) shares her thinking line with Tellos about the external factors and highly recommends arranging classrooms with neutral tones, a good illumination system, a temperature under 20º and above 17º, and avoiding noisy sounds to make a quiet and comfortable environment for all students. Another factor important for this author is that she suggests individual learning because she considers that classmates are also a distractor factor.

Conversely to Raya, Syed Manzoor (2015) indicates that an attended object must have at least one of the following characteristics: **intensity of the stimulus, size, novelty, contrast, strangeness, change, movement, repetition, freshness, and interest.** The first characteristic sustains that a higher voice can get a better reception by students, the objects must be big and colorful, and the methodology should be a novelty because new things obtain the attention of everyone.

Additionally, the term competence is used to refer to the skills and dexterity of each individual or a classroom talking in general ways. The term competence first appeared at the end of the XVII century, at Harvard and Chicago Universities making parts of McClelland and Bloom's works, the same which being origin fundaments in competencies:

- Learning is an individual process.

- Pupils are oriented by their goals.

- Learners require time to develop and domain the learning.

Cejas and Pérez (2003), convey the term as the "capability", the "skill" or the "aptitude" to carry up a task, nevertheless, exist many more conceptualizations of the term depending on the authors. Besides, another group of writers associate the term with learning acquisition, dexterity development, and skills proficiency in professional ambits.

Similarly, authors such as Mertens (2000), Brum, and Samarcos (2001), have limited the term to "the group of knowledge, skills, dexter and attitudes in conjunction with experiences, mental skills, reasons apply in the successful professional and academic development.

Students' attention

Significant Learning

Significant learning is an internal cognitive activity that can be stimulated by external stimuli. Its goal is to "learn to learn." This is achieved when the student applies cognitive learning strategies (Lopez, 2010) This learning can be taken as a strategy because if the student can identify their learning style, it will be easier for them to focus their attention.

As stated by (Aceituno, 1998) significant learning is that in which the pupil acquires information as knowledge, and it is in this part when strategies make their apparition conforming to (Lejter de Balcones, 2000) the shared content must be ordered, logical, and schematic besides the main function it has in learners' sensitive and motivational side.

"Significant learning seeks to activate short-term and long-term memory, where students build their knowledge." In other words, they connect the important parts of new knowledge with what they already know. This is how the same author indicates that significant learning will depend on the student's willingness to conduct this connection.

Learning strategies

Learning strategies are the integrated sequences of procedures or activities that are specially chosen by the professor to facilitate the acquisition, storage, and use of information or knowledge (Nisbet and Shucksmith, 1986). They help to delimit the content to given to the collegians, in addition to helping to motivate and focus the attention of the undergraduates.

By the terms of Díaz Barriga y Hernández Rojas (2010:179), Learning Strategies have many characteristics like flexible procedures that might include techniques or specific operations, they must be used in an adaptative way, not only in conditions, but also in contexts, and require the application of metacognitive knowledge, contrary they could be confused with simple techniques.

Román y Gallgo, 1997 according to Learning Strategies are tools which contain "Action Plans" in which the reader can find metacognition, searching Strategies, acquisition Strategies, personalization of information, remembering Strategies, and even support strategies. The last group can name support Strategies about motivation, self-control, context control, organization techniques, and answer makers.

Perception

Perception is an additional important focus in the teaching-learning process, this includes the way that people get the information, this perception can distinguish three methods: visual, auditive, and kinesthetic, terms (Marina 1998: 132) Perception refers to "the capability to obtain information through senses and their subsequent procedure to give it a meaning"

Perception is defined as "the psychological and cognitive process that makes it possible to integrate and interpret the sensorial information, giving it a meaning and elaborating a significance" (Science and Humanities Institute, 2012, p. 244) In other words, attention is close to perception, so it is correct to say that without perception is impossible to get attention. Concisely, the cognitive process is progressive, so if the pupil does not perceive, he will not get attention, and therefore he cannot store the information. According to Goldstein (2006) "Once the attention is focused in an area, through the senses as sensorial receptors, it can detect the stimulus or the stimulus setting that begins the perceptive process" Besides, perception is the mental representation of every fillip receptive by the senses, hence it is necessary to motivate to the learners by the use of strategies for each kind of perception, could them be visual, auditive, or kinesthetic.

Learning Styles

A particularly crucial step in the teaching-learning process is recognizing students' learning styles, for instance, auditive students have a facility with words, they can learn what their heard, like dialogues, can remember the things they listened and even could think by sounds. (Meza and Gómez 2008), if the chosen activities are not adequate, they Will lose their attention faster than with the correct ones.

In line with Meza y Gómez (2008), visual learners are the owners of an organized, ordered, calm, and more observant behavior; their learning is based on everything they see, e.g. photos, images, videos, or whatever docent writes in the board, that is conforming to Oxford, Hollaway y Horton-Murillo (1992) who stated that activities as conferences, conversations or even oral instructions could stress this kind of students.

Likewise, kinesthetic pupils can learn through their hands, what they touch and craft with their sensations. Their memories are general, but store information through muscular memory. (Meza y Gómez 2008), that implies learning by experience. Oxford, Hollaway, and Horton-Murillo (1992)

sustain that activities such as writing or listening for a long time could be uncomfortable for this sort of pupils, they need little pauses to rest, or in contrast, to develop activities.

Prolongation of attention

"Capacity Theory" (Banyard, 1995: 29) refers to the quantity of attention that a person can pay in determinate periods and how this can change according to the motivation or the fillip of the individual. In short, this theory alludes to the human capacity to focus attention on themes considered important by the subject, this process is known as "selective attention."

Roeders 1997 brings up that attention is centered on stimulus finding in the environment, putting aside all that is not related to a person's interest. It is for this reason that teachers must apply strategies that establish motivation in students for learning, and that make learners pay attention in classes too. Consequently, this author numbers some motivational strategies that help to prolong attention, such as collective works, puzzles, or debates.

Another alternative to extending the attention in classes is the use of Communicative Language Teaching, allowing participants to break the monotony and take the theories to the practices in company with their peers and cutting with Traditional Teaching based on grammar (Richards, 1992 p. 98 - 99). Also, in this methodology, the teacher has a particularly significant role, in compliance with Prieto (2008) under this methodology professor must have the attitude of being a class element without being the principal one.

Suggestopedia is another method that consists of the learning environment adequation, creating a relaxing environment allows undergraduates to return to an infantilization model. It is necessary to remember that it is during childhood that the human brain can process better information, and with this method, the teacher assumes the father/mother role. In this way, and following Bancroft (quoted by Richards, 2007) "the older learner acquires the self-confidence, the spontaneity and the receptivity as when was a toddler."

Tokuhama 2011 believes that the prolonged attention span is about 15 to 20 minutes, and because of that recommends making pauses during classes to develop the metacognition of individuals, consequently, Teyssier, 2017, states that an efficient manner to keep attention is by playing short trivia in middle of the lessons to monitor collegians' attention and the knowledge achieved. For his part,

(Universitaria, 2016) proposes starting the classes with a mental warm-up to prepare the brain for the lesson, at times to help it to lose the fatigue from the previous class.

METHODOLOGY

The research was based on a mixed approach, combining qualitative and quantitative methods. The data were collected through observation forms applied to 62 sixth-grade students of a Government-subsidized school educative center in Chone City. Furthermore, interviews were conducted with 5 experts with different levels of educational experience, among them, the teacher of the observed students.

The collection period lasted approximately five weeks during the academic cycle. To carry out the research, permission was requested from school authorities, and an extracurricular meeting was scheduled with the teacher in charge. The instruments used were validated by five specialists in education, four of them are specialists in foreign languages, while another is an expert in neuroscience. The research context was developed in Chone City, in Manabi, Ecuador. The study involved 62 students and a foreign language teacher. This context was selected because the researcher noticed in their first approach to the institution, during a research project, a lack of attention from the students in the teaching process in the subject of English, due to the lack of use of methodological strategies. The sample was selected by convenience, meaning the participants were chosen because of their proximity and accessibility to the research.

RESULTS

Interview results

Question 1: According to the interview, teachers express those dynamics are essential when it comes to getting students' attention. As an example, they suggest using songs, new quotes, games, the association of experiences, and breathing exercises to improve the children's state of relaxation and even that they are in a suitable environment, bringing forward the attention mode. They also consider it important to find a balance between intrinsic and extrinsic motivation to maintain interest and engagement in the learning process.

Question 2: Videos were the most strategic and practical methodology used by teachers. In addition, they use conversations, new expressions, and previous knowledge linked to conversations, without forgetting the association of experiences as an "opportunity to connect between theory and practice".

Question 3: The lack of components in a classroom, such as space; conditions; temperature; and desks; among others, could negatively affect the student's mood and attention in class, producing some failures in the teaching-learning process. Where we can quote Jaramillo (2007a) "The classroom environment is essential in favoring the physical, social and cognitive development of boys and girls".

Question 4: Most interviewees hailed the importance of screens, access to audio, good lighting in the classroom, the ability to hear students' pronunciation, and sometimes if conditions are poor, teachers can do free practice in open places such as parks. Again, quoting Jaramillo (2007b), who recognizes the importance within the environment of **objects, smells, shapes, colors, sounds, classroom furniture, its distribution, walls, murals, materials, the way they are organized and the decoration or ambiance** (Jaramillo, 2007).

Question 5: All participants agreed on the importance of noise in the teaching-learning process. They agreed that excessive sound negatively affects students' attention. One teacher also expressed that during night classes, music bands from different schools rehearse and disturb the attention of other students. Noise in the educational process is a negative agent that can result in **stress, fatigue, distraction, increased blood pressure and interrupted sleep**.

Question 6: According to Piaget (1969) in his learning theory of associative learning, "it is a process by which the subject, through experience, manipulation of objects, interaction with people, generates or constructs knowledge" Most of the interviewees agree that students show more interest in class after the dynamics or methodology, especially if the topic or skill to be developed is related to the activity at the beginning of the class. It is very important to use new strategies and avoid routines; children tend to get bored without innovations and games. In some cases, mentioned the students relax after the activity, and even one of them thinks that teaching a second language implies teaching a second culture.

Question 7: Perception is one of the most important elements in the teaching-learning process; perception not only affects how students receive the contents but also how often they retain the information. Perception is the mental process through which the information obtained is elaborated,

organized, interpreted and given meaning thanks to the interrelation existing between the subject or consciousness. This is why some of the teachers interviewed agree that a good learning environment will help to capture a better perception of the student.

Question 8: The interviewees have different ways of capturing students' perceptions, most of them use an audio-visual method such as videos, flashcards, and songs. Maintaining a good learning environment was also mentioned. Meanwhile, other interviewees prefer the use of games, activities or kinesthetic activities to stimulate the classes. Torres E (2006) conceives perception as the cognitive process that facilitates the adaptive capacity of the human being through the multiple stimuli it receives, this is how the interviewees also take as a strategic option, the adequacy of a good environment in the classroom.

Question 9: The responses to this question vary depending on the interviewees. On the one hand, some of them point out that it is very important to identify them because in this way they obtain better learning results by being able to carry out activities that capture the attention according to each student, on the other hand, it is also important to point out the relevance of holistic and integral education, where the teacher works the general characteristics of their students, leaving behind the individualities. Holistic education is "knowledge as a whole", which means, to include both the different types of learning and the different areas of learning practically.

Question 10: Learning strategies help facilitate learning and knowledge acquisition in general. Then, by recognizing learning styles, different activities can be divided, for example, with auditory learners, watching videos and listening to music would be activities that would maintain attention during class, on the contrary, with visual learners, activities on the blackboard with images or role-plays, as well as for kinesthetic learners, activities such as descriptions would be of interest. It should be noted that the interviewees mentioned that watching videos and classes with active pauses are activities that maintain the attention of all learning styles equally.

Table 1. Observation results

Methodological teaching strategies	Whole class %	Partially %	Not apply %	Total %
The teacher applies methodological teaching strategies in class dictation.	0	28,57	71,43	100
Students show interest in the strategies applied by the teacher.	0	28,57	71,43	100

The applied strategies by the teacher are easy and comprehensible for students.	0	28,57	71,43	100
Students show motivation in the methodological strategies applied by the teacher.	0	28,57	71,43	100

Source: Unidad Educativa Fiscomisional de Chone
Elaborated by: Stéfany Salomé Molina Andrade & Mariellis Zambrano Ocampo.

Methodological strategies are described by Diaz & Hernandez (2002), as procedures that teachers use flexibly and reflexively to motivate significant learning by students with the necessary resources for teaching. The 71,43% of the observed classes teacher uses methodological teaching strategies, and as a result, the students show interest in the same number of lessons.

The correct choice of methodological strategies motivates students to participate in building their knowledge, making comprehension of the topics easier in the teaching-learning process, and keeping their interest in the classes. (Arguello Urbina & a Sequeira Guzmán, 2016). Most of the observed lessons show the correct choice of methodological strategies by the teacher, consequently, students' motivation for the topic increased, contrary to the 28,57% of classes the teacher does not apply the correct strategies.

Table 2

External Factors.	Whole class %	Partially %	Not apply %	Total %
External factors interfere with the learning-teaching process.	0	57,14%	42,86%	100%
Students present attention problems due to some external factors such as noise, lack of didactic material, temperature, and physical space.	0%	57,14%	42,86%	100%

Source: Unidad Educativa Fiscomisional de Chone
Elaborated by: Stéfany Salomé Molina Andrade & Mariellis Zambrano Ocampo.

Raya (2010) states that external factors such as illumination, temperature, and external noises, among others, could affect students' attention during classes. Observation files reveal two important factors. On one hand, most of the classes are affected negatively by external factors. On the other hand, close to half of the time external factors are not appreciated in the teaching-learning process. That means that the rest of the students respect the lesson time and do not spend the time playing around, of course, the distance between the different sports places and the classrooms is another factor to consider. Therefore, classrooms in this educative center are equipped with air conditioner, which keep a cool environment,

and also with screens that make possible a didactic learning environment using the technology and giving a useful tool to develop activities and play audiovisual materials.

Table 3

Students' attention	Yes %	Sometimes %	No %	Total %
The teacher starts the class using methodological strategies that motivate students	57,14	0	42,86	100
The teacher keeps students' attention.	14,29	85,71	0	100
The teacher uses adequate methodological strategies to prolong students' attention.	0	71,43	28,57	100
The teacher gets the students' full attention	0	42,86	57,24	100

Source: Unidad Educativa Fiscomisional de Chone
Elaborated by: Stéfany Salomé Molina Andrade & Mariellis Zambrano Ocampo.

Bernstein, L. (2022) indicates the importance of engaging the classes using methodological strategies to motivate students. Bernstein indicates that "when students are engaged, they feel motivated, and learning happens more easily." The teacher gets engaged at the start of the class on many occasions, even though students do not keep their attention at all, however, the attention focus was never zero, demonstrating the importance of good engagement.

Educación 3.0 (2017) provides a list of some strategies that could help to prolong the students' attention, in that list the researcher could find activities such as quizzes, mental games, and using humor, among others. In the observed classes, the teacher used some of these strategies, however, the result was not the best, and students lost attention rather than keep during the whole class.

Table 4

Learning style	Yes %	Sometimes %	No %	Total %
The teacher considers the students' learning style	0	14,29	85,71	100
The teacher knows his students' learning style	85,71	14,29	0	100
The teacher takes into account the use of adequate methodological strategies according to students' learning style	0	57,24	42,86	100
The teacher employs methodological strategies that are interesting for all students.	0	57,24	42,86	100

Source: Unidad Educativa Fiscomisional de Chone
Elaborated by: Stéfany Salomé Molina Andrade & Mariellis Zambrano Ocampo.

Shaidullina, A. R., et al., (2023) articulate that learning styles refer to the unique ways in which individuals best receive and process information. Therefore, these authors consider that "incorporating learning styles can enhance students' understanding and engagement with various scientific concepts." Despite that, the observed teacher did not consider the different ways in which their students best learn, especially when the mentor already knows about their learners' preferences.

Felder and Silverman (2022) demonstrate in various studies that identifying the preferred modes of learning such as visual, auditive, or kinesthetic can lead to and improve learning outcomes, engagement, and motivation, as a result, attention is improved too. In spite of the previous study, the teacher seldom takes into account the pupils' learning style, affecting those whose learning mode is different from the majority of students.

Table 5

On a 5 to 1 scale. Being 5 the higher, mark						
Sustained attention during the class.	5	4	3	2	1	Total
Previous the class start.	0%	42,86%	0%	14,28%	42,86%	100%
During class development.	0%	42,86%	57,14%	0%	0%	100%
After the class development.	14.29%	85,71%	0%	0%	0%	100%

Source: Unidad Educativa Fiscomisional de Chone
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The previous table shows the rank of students' sustained attention during the class performance. Results show that only in 14,29% of the classes could the teacher keep students' attention peak, but only after the theoretical class development, actually the higher peak in attention seems to be during the exercise resolution, getting 85,71% demonstrating that theoretical lessons need to change the focus to obtain learners' attention.

Contrary, the start of the lessons is the most boring time of the class for students, get the attention of the children is extremely hard for the teacher. The factor that makes the situation complicated in this case is the schedule because the lesson time is just after the break, consequently, students feel excited about the games and don't pay attention to the start of the lessons. Another factor is the lessons before the English class, some days students have art lessons before English, and as a result, they spend time

in the English class saving their art tools, finishing some draws, or even finding boring the theoretical approach of the lesson after a practical class.

By comparison, the students' attention is at a medium level during the development of the class, which means that students certainly do not center all their attention in the class but even are distracted during the explanation of the topics.

DISCUSSION

According to the interview, methodological strategies focused on student-centered learning are necessary to develop a better perception from learners of the topics shown in class. Also, Rodriguez and Mala (2023) state that the participation of students develops their confidence and social interactions. In the same way, the environment in which students should take classes reports an advantage in the prolonged attention of students, the lack of external noises allows an improved learning experience, in this line of thinking, the climatization of the classroom makes the space comfortable avoiding the boredom caused by the heat.As the authors complain at the beginning the importance of resources is fundamental, however, in some institutions, this is not possible, teachers should develop new strategies in order to develop students' pronunciation. "5 de Mayo" school counts with a screen that makes possible the use of audiovisual resources to improve listening skills and motivate students using technology in education.

In the observed classes, the researchers could appreciate the methodological strategies used by the teacher, the right choice of these strategies changed the whole class. A correct option can help teachers to make the lessons smother and facilitate the learning to students.

Motivation is another factor to take into consideration at the moment of speaking about the teacher-learning process. Methodological strategies that involve mental skills such as memory, trivia, and puzzles can raise students' motivation and consequently hold the attention peak rather than in normal class.

Referring to the learning style a teacher must be able to identify the different characteristics of their pupils that can help them build their skills and proficiency in the target language. The impartation of lessons through these styles results in more success in the reception of information for learners.

CONCLUSIONS

Methodological strategies raise students' attention, the teacher in most of the classes was able to apply the correct strategy to get students' motivation, and thus hold learners' attention. In the lessons in which the strategy was not adequate students lost their attention easily and made the class hard to contain.

The school's infrastructure allows silence in class and the conditions are appropriate for teaching without external factor distractors. The presence of technological tools could facilitate learning, nevertheless, these resources are not always used, despite that, teacher prefers the use of traditional methods as students' book exercises and explaining the topics making use of board wasting modern resources that could improve students' pronunciation.

Getting students' attention is not all a teacher needs to consider in their class. It is important to hold this attention too. Even if the teacher could focus the attention of the pupils on the board sometimes the kids felt bored by the monotony of the lessons and lost their motivation and attention. Eventually, learners start conversations between them and create disturbs in the classroom.

Even if the researchers and some authors consider the learning styles important at the moment of the impartation of one class the observed teacher does not take into consideration all the learning styles of their learners. During the observation process, the authors of this paper realized the presence of various types of learning styles, whereas the teacher only paid attention to the traditional style (auditive style). As a result, not all students can get the information the first time and several repetitions were necessary to teach each topic to the classroom.

Finally, through the observation files the researchers can find out that the major attention peak occurs during the practical exercises, this is because students feel motivated to participate and break the routine, moreover, students during this period can feel themselves integrated in the class impartation as an important element and not only as a teacher's listener.

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