

THE INFLUENCE OF PAYING ATTENTION IN CLASSROOM ON STUDENTS' ACADEMIC ACHIEVEMENT IN TERMS OF THEIR COMPREHENSION AND RECALL ABILITY

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Abstract

Students' attention in classroom and their academic achievement are two related variables, and they are reflected in students' comprehension and recall ability. However, most of the studies referred to comprehension and recall ability interchangeably and mainly used recall tasks to measure working memory capacity. Adding to that, to the best of my knowledge, there are not many studies that combine the three main variables, but they relate each one of attention and working memory capacity to achievement in an indirect way. Thus, this paper was conducted to investigate whether paying attention in class affect students' academic achievement in terms of their comprehension and recall ability. In order to measure the three main variables, which are comprehension, recall ability and attention, three different tests were used, and they were applied on a sample of two hundred English Education students in counseling psychology class. The comprehension test had three questions related to the previous lesson of counselling psychology class. For the recall ability, a task had three parts, each of which included lists of pictures or letters that the participants needed to recall their order, and the attention task was mainly adapted from the Stroop colour naming task. Students' performance in each of the tasks was compared with their achievement in the university; their GPA. In general, it was found that students whose GPA is higher than three did better than those with a GPA lower than three; however, the differences between the two groups were subtle.

Keywords: students; attention; comprehension; academic achievement; recall ability.