



The Impact of Executive Attention Strategy on EFL Preparatory School Pupils' Ideational Behaviour

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Abstract

Most of the pupils depend in their learning on memorization, repetition and modeling, they do not try to think out of the box. Greater significance has been given to improving pupils' thinking skills because of all the rapid changes in the world. The objective of the current study is to examine how executive attention technique affects the ideational behavior of EFL preparatory school pupils for the 2024–2025 academic year. For this objective, the following hypothesis was formulated: “There is a significant impact of executive attention strategy on EFL preparatory school pupils' ideational behavior”. To achieve this objective, Runco Ideational Behavior Scale is used. This scale is a five-point Likert scale questionnaire with 23 items based on Runco et al. (2001), ranging from 1(never) to 5 (always). The population in this research is all fourth preparatory in Al-Nahda Secondary School for Girls, where the total number is 250. The sample consisted of (74) pupils who were randomly chosen. The results showed that pupils' ideational behavior conduct post-test total score differed statistically significantly between the two research groups, favoring the experimental group that received instruction by using the executive attention strategy.

Keywords: EFL, Executive attention, Ideational behaviour, Preparatory school pupils, Strategy.



تأثير استراتيجيات الانتباه التنفيذي على السلوك الفكري لطالبات المدارس الإعدادية للغة الإنكليزية لغة أجنبية

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المستخلص:

يعتمد معظم الطلاب في تعلمهم على الحفظ والتكرار والنمذجة، ولا يحاولون التفكير خارج عن المألوف. وقد أعطيت أهمية أكبر لتحسين مهارات التفكير لدى الطلاب بسبب كل التغييرات السريعة في العالم. الهدف من الدراسة الحالية هو دراسة كيفية تأثير أسلوب الانتباه التنفيذي على السلوك الفكري لطالبات المدارس الإعدادية للغة الإنكليزية كلغة أجنبية للعام الدراسي ٢٠٢٤-٢٠٢٥. ولتحقيق هذا الهدف، تمت صياغة الفرضية التالية: "هناك تأثير كبير لاستراتيجية الاهتمام التنفيذي على السلوك الفكري لطالبات المدارس الإعدادية للغة الإنكليزية كلغة أجنبية". ولتحقيق هذا الهدف، يتم استخدام مقياس رونكو للسلوك الفكري. هذا المقياس عبارة عن استبيان ليكرت من خمس نقاط يتكون من ٢٣ عنصرًا يعتمد على رونكو وآخرون (٢٠٠١)، ويتراوح من ١ (أبدًا) إلى ٥ (دائمًا). يتكون مجتمع البحث من جميع طالبات الصف الرابع الإعدادي بمدرسة النهضة الثانوية للبنات، والبالغ عددهن (٢٥٠) طالبة. وتكونت العينة من (٧٤) طالبة تم اختيارهن عشوائيًا. وقد أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعتين البحثيتين في مقياس السلوك الفكري بعد تطبيق استراتيجيات الانتباه التنفيذي على الطالبات، وذلك لصالح المجموعة التجريبية.

الكلمات المفتاحية: اللغة الإنكليزية لغة أجنبية، الانتباه التنفيذي، السلوك الفكري، طالبات المدارس الإعدادية، الاستراتيجية.

1. Introduction

The majority of students rely on memorization, repetition, and modelling to learn; they rarely try to think creatively. Due to constant developments and changes, it is now more important than ever to develop pupils' thinking skills. In investing, creativity means buying when the price is low and selling when the price is high. Creative people usually purchase when they discover a new, unusual or not-so-popular idea. What they develop and sell is valued by them, despite the opposition and remarks from those with opposing views. It is the responsibility of educators to help encourage pupils' creativity and they should try to prevent some limitations towards creativity. Tangaard (2011) argued that the use of set of topics and materials by the centre adds unwanted pressure on teachers and takes away their room for creative ideas.

It has become clear to educators and researchers that creativity is essential for students' personal development. Nowadays, encouraging creativity is the top priority for children's development in different societies (Baucus & Human, 2008). Improvements like these could lead to important changes in students' thinking as well as their problem-solving skills. Because there is a strong bond between English and creativity, educators focus on improving students' creative skills too. In addition, supporting students' attention in class, helps them be more creative, since when students pay more attention, this encourages them to think in new ways. Therefore, the executive attention strategy recommended by the researcher should boost students, abilities to think in new ways, recall memories, analyze, synthesize information and offer several solutions to a problem.

2. Theoretical Framework

2.1 Key words

2.1.1 Executive Attention

This type of attention is also known as executive control and cognitive control. Is seen as the important mental system that aids people in facing these challenges flexibly and effectively permitting them to change their behaviour by choosing what to do next, actions in a "top-down" or "goal-directed" as opposed to "bottom-up" or "stimulus -driven" manner (Diamond, 2013).

Furthermore, Draheim et al. (2021, p. 242) used attention control interchangeably with executive attention and defined it as: "Broadly defined, executive attention guides the control of thoughts and behaviour in a goal-driven manner and is particularly important when there is a conflict between more automatic processes and one's intentions".

2.1.1.1 Working Memory and Executive Attention

The brain's desktop is called working memory. Baddeley (2007) viewed working memory as the capacity to hold and work on information at the same time; therefore, it involves two aspects: storage and processing. He also explained that two processes, working memory and executive attention, are helpful for remembering the memory items and organizing the ones that are needed for completion the task.

Engle et al. (1999) stated that "working memory" is a complex system that can manage a limited amount of information that a person needs to focus on doing complex things. It may be understood as a place in the mind for holding information, but it does more than just that. This also means that the information must be updated and altered to meet ever-changing challenges in the environment. When people actively handle information by manipulating, organizing, modifying, updating or using it, they rely on working memory. Generally, executive control is seen as a mixture between abilities that support changes in a person's thinking and behaviour. In essence, executive control help people choosing which thoughts and actions to encourage and which to suppress. It is also important to note that executive control is one of the tasks that working memory performs.

2.1.2 Ideational Behaviour

Robbins and Judge (2015) stated that ideational behaviour exists when employees are working on productive activities. Activities that improve productivity are formulating issues, finding and reviewing information and studying and considering different concepts. Because of these productive activities, a solution for user problems that shows originality can be expected.

Kampylis and Valtanen (2010) suggested that creative behaviour is the act of coming up with a new and useful answer to a problem. This behaviour lacks both personal and outside barriers and helps individuals open up, find new possibilities, explore new concepts, create fresh designs and come up with solutions. Creative behaviour includes thinking as well as making something new, distinct and valuable.

Runco et al. (2001, p. 394) emphasized that "ideas are the result of using original, different and even creative ways of thinking". A study noted that ideas share traits with creativity in different settings and can be considered in the study of normal traits. Also, creative ideation identified actual behaviors that highlighted the individuals' abilities with ideas. In addition, they state that ideas are the result of using original, varied and creative thought. Looking at it this way, we see that creative ideas appear in a manner that is typical for population or ordinary, regular creativity.

2.1.2.1 Ideational Behaviour Characteristics

(Boden, 2001, p.95) defined creative behaviour as the act of creating new ideas that are meaningful and understandable by others, yet surprising. The main components of behaviour of ideation are:

1. Originality

Originality is the ability to come up with distinct ideas as part of any individual's mental world. The ability to be original helps people think creatively.

2. Fluency

Fluency is about fast-thinking, producing solutions for unknown issues in a small period of time. The purpose of creative behaviour is to help individuals produce many ideas as they look for a solution.

3. Flexibility

Flexibility is the ability to simultaneously propose different perspectives on a given problem. To optimize creativity, individuals must be able to develop cognitive flexibility.

4. Elaboration

Elaboration is the ability to systematize and organize the details of an idea and use this information to carry on a task. One of the simplest indicators of creative activity is ideation, which was defined as the process and communicating, generating, and developing ideas.

2.1.2.2 Ideational Behaviour in EFL Classrooms

Alsaadi and Hatim (2016) noted that both education in general and English as a foreign language often emphasized either teaching or learning, but not both equally. Recently, there has been a growing trend in focusing on learning within classrooms due to its significant impact on students' ability to acquire foreign languages. As a result, many English teachers actively sought effective methods, strategies, and theoretical approaches to support students in learning English. However, they also encountered major challenges in teaching English as a foreign language, prompting continued efforts to find better instructional solutions.

Lee (2013) pointed out that creativity can be improved for learners in EFL classes and creative teaching can be incorporated. One can be creative in EFL classes, though teachers still have not fully understood the role of creativity in teaching English. Since language allows us to be creative, the relationship between the two is formed.

A creative EFL teacher is intelligent, off-beat in approach, adventurous, reflects on their practice and always assists pupils to succeed by using diverse activities and tools. They opt for learner-centered approaches and try

to motivate their students in interesting ways. They immediately adjust their teaching if something unexpected happens while teaching. It is noteworthy that they use advances in technology in innovative ways, Richards (2013).

Tomlinson (2015) showed that boosting pupils' creativity is especially vital in EFL since it prepares them for proper and effortless communication with others and supports their imagination, critical thinking and analysis. And they use skills in problem-solving and build strong self-esteem. Besides, teaching methods that use creativity in EFL classrooms encourage students to be motivated, creative and achieve better academic results.

2.2 Related Works

2.2.1 Batey et al. (2010)

The study entitled "Individual Differences in Ideational Behaviour: Can the Big Five and Psychometric Intelligence Predict Creativity Scores?" objective of the study was to explore the extent to which ideational behaviour, Creativity is strongly influenced by individual personality traits that are well known. The study involved 158 undergraduate students who studied at a major British University. Admission to the university required students and staff to have high English language skills which was the case for every participant. The numbers in the study consisted of 112 females and 46 males. They were between 18 and 27 years old. Ideational behaviour was measured in the study using Runco Ideational Behaviour Scale (RIBS). Assessing aspects of personality involved the use of (NEO-PI-R) Neuroticism, Extraversion, Openness to Experience, Personality Inventory Revised. Intelligent was measured through the Wonderlic Personnel Test, and fluid intelligence was measured through the Baddeley Reasoning Test. While intelligence and fluid intelligence were highly related, only fluid factors of intelligence were strongly connected with ideational behaviour.

2.2.2 Ariyanto et al. (2024)

The aim of the study entitled "Indonesian version of Runco Ideational Behaviour Scale via Rasch analysis|" the study set out to evaluate creativity in high school students living in Indonesia. Data was obtained from 583 participants between the ages of 16 and 19, who were chosen from eight provinces in Indonesia for the study. The Runco Ideational Behaviour Scale with 23 items was used to gather the data. From May to June 2023 and exchanged information using WhatsApp and Google Forms on the internet. It appeared from the results that attentively assessing and strengthening these services is beneficial. The development of the Indonesian Runco Ideational Behaviour Scale (IDN-RIBS) can greatly change psychology. promoting creative thinking and skills in education and related domains all around the globe.

3. The Analytical Part

3.1 Methodology of the Study

The current study is of descriptive-quantitative nature which utilizes a survey research design. Mills and Gay (2019, p.210) asserted that survey research includes “collecting data to test hypotheses or to answer questions about people’s opinion on some problem or issue.” Toendan (2013) defined descriptive research as the process of gathering data to describe and explain existing conditions, phenomena, and their characteristics. In the present study, the ideational behaviour scale based on Runco et al. (2001) has been used to achieve the objective of this study.

3.2 Population and Sample

In this study, the population represents 14000 Iraqi preparatory school female pupils in Al- Kaarkh second sector in Baghdad for the academic year 2024 – 2025 who study EFL. While the study sample consists of 250 in Al Nahda Secondary School for Girls from the General Directorate of Education in Baghdad city. Two sections are randomly chosen. Section A as an experimental group, which includes 37 pupils and section B as a control group, which includes 37 pupils, so the total number is 74. Furthermore, the pilot study included 110 pupils. See Table (1).

Table (1)
Population and Sample

Population	Sample		Pilot
(5) Sections	Section (A) Experimental Group	Section (B) Control Group	Section C / D /E
250	37	37	110

3.3 Group Equalization

The questionnaire is applied to both experimental and control groups in order to equate the two groups in the variable of ideational behaviour pre-test. The results from Table 2 for the maximum F-ratio is calculated where the variance value for the control group is 114.297 and the variance value for the experimental group is 154.629. The variances of the two groups are therefore considered to be identical since the greatest F-ratio recorded is 1.353, which is less than the tabular value of 3.15 at a 0.05 significance level.

Furthermore, there are no statistically significant differences between the two independent samples according to the t-test results. With a significance threshold of 0.05 and 74 degrees of freedom, the t-value calculated in this test, 0.912, is smaller than the t-value listed in the table, 2.000, indicating that there is no significant difference between the two groups in the

ideational behaviour pre-test variable, and Table 2 shows this.

Table (2)

Means of Students' Previous Year's Scores and standard Deviations According to Ideational Behaviour Pre-Test and Achieved T-Values

Gro ups	No. of pupils	Mean	Standard deviation	Variance	T. Test		D F	Level of Sig.
					Computed	Tabulated		
CG.	37	84.595	10.691	114.297	0.912	2.000	74	Not Sig.
EG.	37	82.135	12.435	154.629				

3.4 Instrument of the Study

In the current study, the instrument was an Ideational Behaviour Scale based on Runco et al. (2001) (RIBS) that has been prepared by using a five-Likert scale to examine the effect of executive attention strategy on the students' creative behaviour. The questionnaire of the ideational behaviour scale RIBS has 23 items. The initial version included approximately 100 items. Removing duplicate items leads to 93 questions on the instrument; about a third of them are reverse-coded and the responses are given on a scale from 1 (not at all) to 5 (very much). Choosing the items at the start using ideation as a focus, made the initial set of items 24. Then, sample interpretable loadings for 23 of the sub-scales are made.

3.5 Psychometric Properties of the Instrument

3.5.1 Validity of Scale

Brown (2004) defined validity as the extent to which inferences drawn from assessment results are meaningful, appropriate, and beneficial in relation to the assessment objective. Numerous forms of validity, including face, content, construct, and others, can be examined. Face validity and construct validity are topics covered in the current study.

3.5.2 Face validity

Face validity, according to Phillips et al. (2021), is the degree to which test takers perceive the test and its items as suitable, sensitive, or relevant. When English language experts agreed (100%) or more that the items on the ideational behaviour scale were valid for evaluating ideational behaviour, the researcher confirmed the scale's apparent validity.

3.5.3 Construct Validity

Construct validity verifies that the tool measures what it is supposed to measure. It enables individuals to gauge the theoretical aptitude or construct that it is intended to investigate (Li, 2016). There are a few things

that show whether the theory is measuring what it claims to measure, the differences observed in groups as well as in individuals. It is assumed that each person has a different amount of the characteristic that should affect how they respond to the test. The researcher has shown that the construct is real and that it is supported by some signs and indicators revealed in the strong connections found in this research. She has shown the construct's validity by statistically examining the test scores of 110 people.

3.5.4 Validity of the Items

Checking how the item correlates with the total score is better than looking at its validity score, since it proves that the item measures the specific concept that the total score measures. In other words, they measured the outcomes they were made to measure. Since each item's scores are intended to be a continuous, graded series, the researcher used Pearson Correlation Coefficient to assess the item's validity. Given that it is assumed that there is a strong and substantial association between these two, it helped to partially confirm the validity of the construct under experimental validity. Since a perfect measurement from the outside does not exist, teachers should consider the overall score of the pupils as the best standard for the calculation. Look at the information presented in Table 3.

Table (3)
Pearson Correlation Coefficients of Ideational Behaviour Scale Items

No. of item	Validity Coefficients	No. of item	Validity coefficients	Critical Value	DF	Significance 0.05
1	0.246	13	0.475	0.196	108	Significant
2	0.546	14	0.471			
3	0.442	15	0.440			
4	0.493	16	0.392			
5	0.602	17	0.467			
6	0.277	18	0.521			
7	0.377	19	0.555			
8	0.484	20	0.481			
9	0.472	21	0.464			
10	0.494	22	0.372			
11	0.341	23	0.552			
12	0.464					

It is clear from Table 3 that all items of the ideational behaviour scale are significant at a significance level of 0.05 and a degree of freedom 108 equals 0.196 which means all the items had internal consistency for measuring the characteristic to be measured.

3.5.5 Discrimination Power of Items

Karim et. al. (2021) stated that discriminatory power measures whether or not items on a scale can tell apart individuals with different levels of the main concept. The application of the ideational behaviour scale revealed that there were (30) students divided between the upper and lower groups. During the use of the t-test for two independent samples to determine the significance of the difference between the two control and experimental groups in the scores of each item, it is found that the calculated T-value represents its discriminatory power, which means that all items are significant at 0.05, and the degree of freedom 56 equals 2000 as shown in Table 4.

Table (4)*Discriminatory Power of the Ideational Behaviour Scale Items*

No.	Group	No.	Mean	Standard deviation	T.Test		Level of Significance.
					Computed	Tabulated	
1	Upper	30	3.567	1.104	2.465	2.000	Significant
	Lower	30	2.800	1.297			
2	Upper	30	4.233	0.935	6.110	2.000	Significant
	Lower	30	2.567	1.165			
3	Upper	30	4.500	0.777	3.657	2.000	Significant
	Lower	30	3.600	1.102			
4	Upper	30	4.333	0.884	5.004	2.000	Significant
	Lower	30	2.900	1.296			
5	Upper	30	4.233	0.935	7.175	2.000	Significant
	Lower	30	2.533	0.899			
6	Upper	30	3.067	1.388	2.735	2.000	Significant
	Lower	30	2.133	1.252			
7	Upper	30	3.867	1.224	4.274	2.000	Significant
	Lower	30	2.500	1.253			
8	Upper	30	4.300	0.877	5.464	2.000	Significant
	Lower	30	2.700	1.343			
9	Upper	30	4.200	0.961	4.503	2.000	Significant
	Lower	30	2.867	1.306			
10	Upper	30	4.600	0.855	4.950	2.000	Significant
	Lower	30	3.100	1.423			
11	Upper	30	3.800	1.186	3.416	2.000	Significant
	Lower	30	2.667	1.295			
12	Upper	30	4.367	0.999	4.787	2.000	Significant
	Lower	30	2.900	1.348			
13	Upper	30	4.600	0.770	6.358	2.000	Significant
	Lower	30	2.867	1.279			
14	Upper	30	4.400	1.003	5.254	2.000	Significant
	Lower	30	2.833	1.289			
15	Upper	30	4.867	0.346	4.807	2.000	Significant
	Lower	30	3.533	1.479			
16	Upper	30	4.333	1.093	3.651	2.000	Significant
	Lower	30	3.167	1.367			
17	Upper	30	4.100	1.155	3.415	2.000	Significant
	Lower	30	2.900	1.539			

No.	Group	No.	Mean	Standard deviation	T.Test		Level of Significance.
					Computed	Tabulated	
18	Upper	30	4.233	1.305	5.443	2.000	Significant
	Lower	30	2.367	1.351			
19	Upper	30	4.267	0.907	4.877	2.000	Significant
	Lower	30	2.800	1.375			
20	Upper	30	3.967	0.999	4.599	2.000	Significant
	Lower	30	2.500	1.432			
21	Upper	30	4.167	1.117	5.254	2.000	Significant
	Lower	30	2.600	1.192			
22	Upper	30	4.033	1.098	2.928	2.000	Significant
	Lower	30	3.067	1.437			
23	Upper	30	4.367	0.809	9.110	2.000	Significant
	Lower	30	2.367	0.889			

From Table (4), it is clear that the ideational behaviour scale items have the power to discriminate between the characteristics of the pupils who have a high level and the characteristics of the pupils who have a low level.

3.5.6 Reliability of the Scale

A measurement is deemed reliable when it gives results that are the same and show equal values (Blumberg et al., 2005). To confirm reliability, psychologists can check external consistency and various other measures. The re-selection method is used, where what matters is the stability coefficient seen over the course of its use and finally the equivalent image method which uses preparing two equivalent images of the scale, based on the characteristics and nature of the things measured. For example, split-half and analysis of variance are used to study if an outcome is consistent inside the test.

3.5.6.1 Test-Retest Methods

The re-test method is one of the most important methods in calculating reliability because this method reveals the stability coefficient of individuals' answers in two applications of a scale with a time interval. Therefore, the scale was applied to a stability sample of 50 pupils and was re-applied after 15 days. To calculate reliability, Pearson Correlation Coefficient was applied to the sample participants' scores from both the first and second applications. The ideational behaviour scale had a reliability of 0.817.

3.5.6.2 Alpha Cronbach Equation

A statistical tool for evaluating the internal consistency or dependability of a collection of scale or test items is the Cronbach's alpha coefficient. Cronbach's alpha typically aids in assessing the reliability of survey questions. It finds how much two or more variables are linked together even though a high value for alpha does not prove everything is

measured by the same latent construct. It is applied to find out whether two or more items have a strong association. A greater value between 0 and 1 shows a stronger relationship between the variables. To extract reliability in this way, the same questionnaires that were used in the retest method were used, so the values of the reliability coefficients for ideational behaviour scale were 0.839.

3.6 Final Application

The questionnaire was distributed to the sample of the research of 74 female at AL-Nahda secondary school for girls from the General Directorate of Education in the city of Baghdad during the academic year 2024-2025. Thus the strategy took three months to apply. The questionnaire was administered before and after the strategy implementation on 21st of September, 2024, and complemented on December 30, 2024, continuing for three months.

The students were given the questionnaire in class to fill it during the lesson. The sample (74) students answer the question with some explanation for certain items.

3.7 Data Analysis

Statistically, to guarantee significant differences in the results of experimental and control groups in posttest scores of creativities. In the experimental group, the students have a mean score of 81.865 and a standard deviation of 12.463, while the control group's mean score is 70.973 and the standard deviation is 10.717. Using a two-sample t-test helps to confirm the equality between the two groups.

On their own, the researcher determined the F-ratio by dividing the bigger variance which is 155.326 in ideational behaviour posttest for the students in the experimental group, by the smaller variance which was 114.854 in the same condition for the control group. Thus, the calculated F-ratio is 1.352, smaller than the table F-ratio 3.15 at two degrees of freedom 1, 36 and this shows there is no meaningful difference between the research groups. So, a t-test is used for two different samples because the calculated t-value was 4.031 which is more than the tabulated value of 2.000 at a degree of freedom of 72 and a significance level of 0.05. The results show that the executive attention approach influences how the participants think, giving a statistical edge to the experimental group after the test. See Table 5.

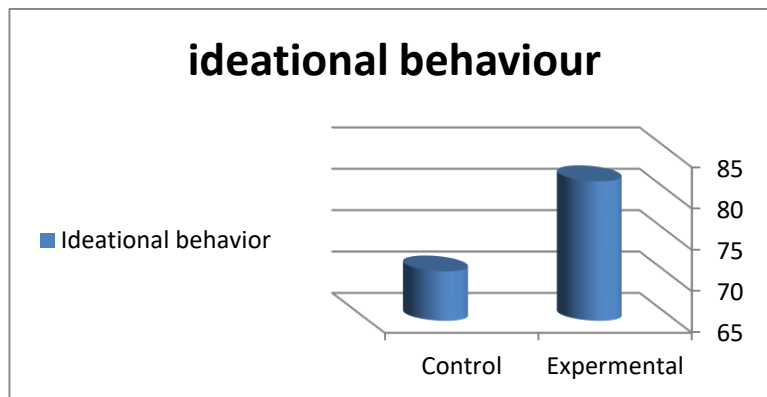
Table (5)

T-Test Results for the two Research Groups (experimental and control) on Ideational Behaviour Post-test

Groups	No	Mean	S. D	Variance	F. Ratio		T. Test		DF	Level of Significance
					Computed	Tabulated	Computed	Tabulated		
EG.	37	81.865	12.463	155.326	1.35					
CG.	37	70.973	10.717	114.854	2	3.15	4.031	2.000	72	0.05

Figure (1)

Mean Scores on the Ideational Behaviour Posttest of the Experimental and the Control Groups



To figure out the size of the effect of the independent variable on the dependent variable, the researcher used the (henceforth ETA) meaning ETA Squared equation to determine the effect size, and when it was calculated to determine the size of the executive attention strategy with the dependent variable ideational behaviour posttest, the calculated ETA value reached (0.184), and when compared to the ranges for the ETA coefficient, it turns out that the effect size is big and positive.

4. Conclusion

Based on the results of the current study, the executive attention strategy enabled the students to improve their metacognitive skills, which encourages students to monitor their own learning. This positively affects their retention of the grammar structures and vocabulary. Using the executive attention strategy enhances positively in increasing pupils' motivation and confidence in their abilities essential that is significant for language learning. On the other side, applying an executive attention strategy raises students' ideational behaviour. This strategy motivates their

creativity in the spoken and written expressions. Furthermore, it improves their thinking to reach a high level and enhances their ability in planning and solving problems as well as inductive and deductive logic reasoning. With this strategy, the students are can reason, analyze and synthesize so as to reach creativity.

Adding to that, the results require the need for teacher training. Teachers must possess the competencies and knowledge to apply this strategy in their classes, which will be beneficial for their students. Another point to take into consideration, individual differences among pupils (age, prior knowledge, their mother's and father's level) have an impact on the effectiveness of the used strategy. Similarly, the positive impact of this strategy and diversity on students' results suggested that learning styles, language exposure, and personal motivation levels played essential roles in the academic outcomes. That is to say, the integration of this strategy within the educational curriculum, such integration led to a more effective practice in teaching and learning foreign languages.

To conclude, this research indicates that this strategy is valuable in developing students' ideational behaviour since its effectiveness is increased in promoting the efficiency of foreign language education with an understanding of the learning context and pupils' needs.

5. Recommendations of the Study

1. Before enrolling in the class for the first time, English language teachers should have training courses in their subject -matter.
2. Warming up tasks is a good basis for a more comprehensible lesson and activates students' minds and creativity.
3. It is necessary to provide special classes with appropriate size and equipment for English language lessons. Moreover, the classrooms should not be crowded to ensure better teaching and learning.
4. Teachers should arise confidence in students to reduce the perplexity to speak English. Furthermore, teachers should be friendly with the students so that they feel free to interact with their teachers.

6. Suggestions for Further Studies

Based on the findings of this study, further studies need to be undertaken as follows:

1. Investigating the effectiveness of a teacher's character in implementing executive attention strategy on student's achievement.
2. Conducting this strategy on the male gender since it is administered on females.

3. Investigating the effectiveness and the role of, for instance, the technology in listening to a slide-tap presentation in supporting executive attention strategy and developing students thinking skills.

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