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Exploring AI-Supported Tools and Self-Regulated Learning Strategies for Extending EFL Students' Attention Span

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Abstract
This study aims to reveal the role of some learning strategies used by students to increase their attention span when learning the English language, as a short attention span leads to distraction. The significance of this study is to shed the light on the most effective attention span strategies that can help the English language learners to prolong their concentration in learning English language. The participants were male and female students from Jadara University in Jordan and the University of Anbar in Iraq. The researchers used semi-structured interviews to collect the study data. The unit of analysis was the sentences. The results of the study revealed that students from the English language departments, who are expected to graduate, use the following strategies: Notebooks Strategy, Integrating Technology Strategy, Pomodoro Technique Strategies, Time Blocking Strategy, 90-minute focus sessions, the 1-3-5 Rule Strategy, 52/17 Method Strategy, Joining study groups Strategy, Regular Review Strategy, The Eisenhower Matrix Template Strategy, One-Thing Strategy, Flashcards Strategy. In addition, there is no difference between the students who used AI tools and self-learning strategies to increase their attention span. In conclusion, these learning strategies have helped learners to improve their attention span in learning English as a foreign language. Most of these strategies focus on organizing time and enhancing internal and external motivation, and they are effective in extending students' attention spans. Also, students use the same strategies whether they engage in self-learning or use AI tools that help them focus and increase their attention span.

***Keywords*:** Attention Span, AI-Supported Tools, Self-Regulated Learning Strategies, Time Blocking Strategy, 90-minute focus sessions, the 1-3-5 Rule Strategy.

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Introduction

The main goal of students enrolling in the departments of English is to learn and use English efficiently. Learning a foreign language that has a different linguistic system from the mother tongue presents various obstacles for English learners. Additionally, language learning or learning in general is influenced by several factors that both learners and teachers must take into consideration. The process of effective learning is based on understanding, perception, and the ability to retrieve and employ information. The researchers realized that employing a variety of teaching strategies, considering individual differences, and integrating culture and diversity in classroom management within English departments are insufficient for students to master and use English. A gap must be bridged to achieve the goals of language learning and usage. The researchers observed that the teaching process alone is inadequate if it is not complemented by the learning process. Learning process requires students to use strategies that align with their learning styles. Researchers (Al-Zubaidi, (2025), Jadwe, et al. (2025), Jameel (2025), and Natasya, et al. (2025)) have recognized that simply employing diverse teaching strategies, using AI tools that may replace self-learning, accommodating individual differences, and integrating culture and diversity into English department classroom management are insufficient to enable students to master and use English. The warnings generated by AI tools and the challenges need to be investigated (Al-Zubaidi, 2025). Therefore, a broader approach is needed to bridge the gap in achieving language learning and usage goals. Numerous studies (Shawaqfeh (2025), Rintaningrum (2023), Fitrianto (2024) and Shawaqfeh et al. (2024) investigated the effectiveness of technology in developing the language skills of English as a Foreign Language (EFL) learners. These studies have demonstrated the effectiveness of Artificial Intelligence (AI) tools and technological platforms in improving student performance in English. However, the measurement of this performance has not addressed the duration of this development, nor the factors that influenced language skill development. Furthermore, these studies have not revealed whether the use of technology and AI tools reduces student distraction. Does individual learning without AI tools and technological platforms reduce learner distraction? Does individual learning with AI tools reduce learner distraction? These questions are crucial in the current era, given the rapid development and updates of AI tools and the emergence of new generations of AI technologies. To answer these questions, a review of the latest literature (Zimmerman, et al. (2023), and Warankar, et al. (2024) revealed that students' attention span is a significant factor in lifelong language learning and requires students to understand and apply specific strategies. Accordingly, this study aims to reveal the role of certain learning strategies used by students to increase their attention span while learning English.

To achieve the aim of the study, the following questions were set: (1) What are the learning strategies do students use to increase their attention span? (2) Do students use the same attention span strategies when engaging in self-learning as when using AI tools?

The researchers realized that usually, the researches who conduct research in the field of attention span investigate learners' mental disorder levels and, a tachistoscope is typically used to measure learners' attention spans (Lanyu, 2024) by presenting objects, numbers, letters, or compound words in a short period of time (a glance). People's perception of these materials is measured somewhat simultaneously, since learners' eyes do not have time to rotate. The amount perceived by learners is their attention span, which is very short and measured in seconds. This study aims to investigate the most effective attention span strategies that can help the English language learners to lengthen their concentration in learning English, and the learners' period of

attention span is not the core. The most important is to help learners improve their attention span. The significance of this study's outcomes lies in highlighting the strategies that are most effective and commonly used by students to enhance their learning efforts and competence. Additionally, students can benefit from adopting the learning strategies employed by peers and may even replace their own strategies due to the demonstrated significance and usefulness of these approaches. Finally, the outcome is significant for the students and the instructors as it highlights the role of the AI tools in increasing learner's attention span.

Literature Review

Learning a foreign language stimulates the mind and enhances its ability to acquire knowledge. This process may be hindered by the linguistic habits of the mother tongue. Thus, the learning process demonstrates its importance in reformulating linguistic habits, including ~~acquiring~~ the acquisition of a foreign language culture, as learning leads to the learner's satisfaction and the achievement of goals (Malik et al., 2021, and Jadwe, 2025).

The learning process is the learner's approach using strategies that are compatible with their style in order to develop the competence and ability to use language within the context (Shawaqfeh, 2025). Alzubaidi, (2026) emphasises the need for researchers and learners to be aware of the relationship between words, ideas, and knowledge building, in order to learn academic writing and save time. Therefore, to be aware of the learning strategies is very important for the learner to be able to understand information as well as solve problems in a scientific way. The purpose of the learning process and the use of learning strategies is to help in memorizing information, retrieving it, and being able to employ it (Sukardi et al., 2021). Therefore, the various learning strategies motivate students to develop their linguistic competence and use it correctly; in other words, they can understand the speaker and the speaker understands them. This learning comes through focusing on attention duration strategies (Shukur et al., 2024).

The learning stage begins with self-preparation and a strong desire to learn a foreign language. The learning process is not random but is organized according to academic principles that follow a scientific approach, the first of which is the adoption of strategies. Learning is a process in which the learner performs scientific procedures and uses means and tools aimed at retaining what the student learns and aims to enhance the information they have obtained (Jameel, 2025).

The ultimate goal of the learning process is to use and employ information and the possibility of retrieving information at any time, which is called lifelong learning, and effective learning. Learners will use learning strategies to address their weaknesses and enhance their strengths (Shawaqfeh et al., 2025). Therefore, for effective learning, learners must choose strategies that are compatible with their learning style and pattern. Each student has her/his own learning style that differs from others, so we find that a certain strategy is useful and successful for one student and does not suit another student. This is a result of the difference in learning style and pattern, and individual differences among learners must also be taken into account. (Jin et al., 2024).

Self-regulated learning (SRL) is a learning method which enable learners to control self-learning, mental process, intrinsic motivation to achieve educational goal. its base is psychology, the aim of using SRL is to set and regulate learner's educational goals and monitor the progress of achieving the goals. (Khine, 2024).

Self-Regulated Learning Theory emphasizes two main behaviors the self-monitoring and autonomy, that means the learners monitor their progress and learn new information by using their own learning strategies. Interacting with AI tools is one of the independent learning affords students opportunities for self- learning and autonomous immediate feedback (Jalambo, 2025). Since, the widespread adoption of artificial intelligence tools, it has become necessary to examine their ability to enhance self-learning, especially foreign language learning. Numerous studies have demonstrated the effectiveness of artificial intelligence tools in promoting self-regulated learning (Lee et al., 2025).

Researchers have been interested in the ways students study and the means teachers use to enhance their learning. Knowing how students learn has a significant impact on increasing students' awareness and acquiring new knowledge. The way students learn is affected by several factors, including concentration period, age, study environment, individual differences between students, and other influences. In recent years, researchers have focused on the concentration period factor as a factor that has a significant impact on understanding, knowledge; and effective teaching (Sun & Asmawi, 2023).

The age-old fact is that learners have a short attention span, due to several factors, including rigid educational material, uninteresting teaching methods, classroom environment, and other factors that distract students' attention span, in addition to psychological and educational factors such as excessive movement, distraction, and lack of focus (Frey & Bosse, 2018). The attention span is an important variable, as it is an involuntary state of awareness that has a significant impact on learning and acquiring new skills. Attention span during learning refers to the actual amount of time (i.e., the period of time from start to finish) during which a learner can focus on learning a new skill without distraction (Premnath et al., 2023; Shawaqfeh, 2025). Lanyu (2024) defined attention span as the amount of information and objects a student can perceive at the same time an event occurs. That is, attention span refers to the ability to comprehend and perceive new information at a very high rate without distraction. There is a positive correlation between attention span and learning; the higher the attention span, the greater the amount of knowledge acquired during the learning process, and the opposite is true.

The variables that affect students' learning of the English language are many, and varied and cannot be limited to the framework of one research or one author due to the diversity of their nature according to the educational environment. However, the common variable that accompanies all learning processes and all stages is the variable of attention span (Anber & Jameel, 2020), in addition to the linguistic backgrounds of English language learners (Habeeb & Jameel, 2023). Also, the large number of students in one class in a limited time frame increases the state of distraction and lack of attention span (Jameel, 2022; Setyowati et al., 2023). It also becomes difficult for the English language teacher to provide feedback to learners with short attention spans (Shawaqfeh et al., 2024). Even learners whose native language is Arabic and who study subjects in Arabic suffer from a short attention span (Shukur & Sayil, 2021). This means that learning a foreign language is not the main cause of a short attention span. The focus on improving students' attention span is a core element in teaching the English language, teaching foreign culture, idioms and chunks, integrating technology, pragmatics, and language functions. All the elements related to teaching English require students' attention to learn the language (Jameel et al., 2024). Recently, the AI tools are considered as an effective factor that affect EFL learners' language progress, the artificial intelligence tools have facilitated the learning process and led to reducing periods of distraction. Since the learning process is affected by several factors such as students' level in the

English language, individual differences, student linguistic proficiency, learning strategies, and others, to overcome these factors and bridge the attention span gap, Premnath et al. (2023) developed entertainment strategies using interactive multimedia using the Internet to enhance attention span in learning English. They found that engaging students with multimedia has improved their attention span and develop their levels in English.

As an attempt to reveal the effect of selected teaching strategies on students' attention spans, Al-Khayyat (2015) found that the implementation of a CALL instructional programme contributed to improving intermediate learners' attention span and enabled them to learn in a more effective and engaging environment, which, in turn, enhanced their language performance. Similarly, Jameel (2024) believed on the importance of using authentic educational materials, noting that such resources can significantly increase learners' attention span due to their relevance to real-life contexts. The findings further indicated that students who learned English through authentic materials demonstrated longer attention spans compared to those who did not use such resources. Moreover, these materials were found to influence psychological factors, including language learning anxiety.

Ilter and Yeşilyurt (2021) found that the flipped learning strategy in learning English developed the effective use of class time and increased students' concentration in the classroom, as the information they acquired in the classroom was something the students had already reviewed and become familiar with the vocabulary of the material to be learned, so it became almost familiar to the students. The teacher's role was to refine the information, present what the learner would benefit from, and provide feedback to consolidate the information among the students.

Lance (2023) found that providing learners with various tasks, engaged them with educational games, and implementing the Total Physical Response Method have improved students' attention span during learning English. Students' attention span can also be increased by integrating authentic materials in teaching English, as students interact with authentic materials, reducing distraction as they learn by interacting with the real environment around them (Raja, 2015). Furthermore, Premnath et al. (2023) questioned whether students' use of technology increases or decreases attention spans in learning English. They found that the use of technology in general does not increase students' attention spans, but rather sometimes distracts them, especially if students are required to visit multiple websites to obtain information or access multiple overlapping icons for the purpose of learning. Therefore, the researchers proposed developing different learning styles to maintain students' attention spans in a positive way and to develop and increase attention spans by providing a comprehensive approach to learning English through a gamified web application for university students, which increased students' attention spans by creating a supportive and an engaging learning environment.

Premnath et al. (2025) conducted a study on the use of technology to improve students' attention spans. The researchers developed VerbaSure (VerbaSure consists of game-like media) as a tool for students to learn English. The electronic program includes games aimed at developing attention spans to evaluate their impact on developing students' English proficiency. The researchers found that educational media associated with games, problem-solving, narrative style, in addition to engaging students in holistic learning increased students' attention spans and performance.

By reviewing the previous literature and previous studies related to student attention, we can conclude that student attention is an important factor in students' perception and understanding of information and knowledge acquisition. There is a relationship whereby the longer the attention

span, the more knowledge students acquire. The researchers reviewed some researches such as (Al-Zubaidi, 2025); (Lanyu, 2024); (Paudel, 2019); and (Premnath, et al., 2023) conducted on the relationship between attention and achievement found that the use of some strategies related to student engagement in learning, i.e. strategies that include a psychomotor aspect, had a significant impact in increasing students' attention span. This matter lies at the core of this current study, which examines the strategies that increase students' attention span when studying English language subjects from their perspective, to investigate the strategies that enable them to focus on learning the material without boredom or distraction.

Methodology

The Design

The design of the study is a qualitative descriptive study. This kind of design demonstrates EFL university students' use of strategies that increas their attention span. By using semi-structured interviews, the design allows the authors to reveal students' actual use of attention span strategies.

The Participants

The participants were 12 male and female fourth-year university students from the Departments of English at Jadara University and the College of Arts, University of Anbar. The selection of the participants was based on the students' approval to participate in the interview. The researchers introduced the students to the research objectives and then invited them to volunteer for participation in a semi-structured interview. Nine male and female students from Jadara University and eleven from the College of Arts at the University of Anbar agreed to participate. During the interviews, the researchers determined that six responses from each university were valid for analysis. Table 1 shows the distribution of the participants.

Table 1. *Distribution of participants*

University	Male	Female	Total
Jadara University/ Jordan	3	3	6
University of Anbar/ Iraq	3	3	6
Total	6	6	12

The Instrument

To collect the data for the study, the researchers prepared a semi-structured interview. Interview's questions prepared to elicit students' use of learning strategies to increase their attention span when learning the subjects at the Departments of English via AI tools and self-learning. The interview questions are: (1) what are the strategies that you use to increase learning attention span? (2) What are the strategies that you use to increase attention span when engaging with AI tools? Most participants answered the questions without distinguishing between the first and second questions; consequently, some responses provided detailed answers to the first question, while the second question received only brief responses.

Validity and Reliability of the Instrument

To reveal the validity of the instrument, a semi-structured interview distributed to jury members who are specialized in teaching English as a foreign language and also educational psychology. The members' recommendations and suggestions were taken into consideration. The

instrument reliability was determined using the test–retest method and Cronbach's alpha coefficient. The reliability coefficient was 0.87, which is considered high.

Procedures of the Study

The researchers took the following steps:

Firstly, defining the research problem; secondly, identifying the study sample. After identifying the target group, which was fourth-year students whose language proficiency was considered high, the researchers met with the students and provided a full explanation of their participation in the study. A number of students then volunteered to participate. Thirdly, formulating the study objectives and research questions. The fourth step was selecting the data collection instrument and establishing its validity and reliability, formulating the interview questions. The fifth step was reviewing the theoretical literature, then assigning participants to conduct face-to-face interviews. The seventh step was recording the participants' responses and then conducting a textual analysis of them, finally analyzing and interpreting the results.

The Results

The results of the interview are as follows:

Note: Numbers 1st, 2nd, 3rd, etc refer to the student's number. And "S" refers to student.

The results of the first and second question are integrated in one paragraph, because the participants integrated the answers of the both question in one paragraph.

1st S: **Male/ Jadara University**

Notebooks Strategy

The analysis revealed that the student used the "Notebooks Strategy"**.** He said: "When I read, I underline important sentences and then write the sentences in my own style. I also circle key words while reading, as this helps me focus while reading".

2nd S: Male/ Jadara University

Integrating Technology Strategy

The analysis revealed that the student used " Integrating Technology Strategy"**.** He said: "I use AI tools, summary sites, I use electronic talking dictionaries, also I use content detection programs to extract the main idea of the content, and use the AI talking assistant to write texts in my style. I am aware that artificial intelligence tools reduce my period of distraction when studying a particular subject, as I become immersed in the assigned task until I complete it with a slight feeling of distraction, which is different from completing a task without using artificial intelligence tools".

3rd S: Male/ Jadara University

Pomodoro Technique Strategies

The analysis revealed that the student used "Pomodoro Technique Strategies"**.** He said: I use a time management strategy that helps me divide my study time into several times, lasting no more than 25 minutes, followed by a break time of 10 to 15 minutes. This strategy was effective in increasing my focus while studying English subjects and it has become regular study habit. This is my style for breaking down distractions and increasing my attention span. However, this method

differs slightly when using AI tools, where the attention period exceeds 30 minutes and the break time period is less than 10 minutes.

4th Female/ Jadara University

Time Blocking Strategy

The analysis revealed that the student used "Time Blocking Strategy"**.** She said: I divide my day into specific periods according to a schedule that I stick to. I allocate a specific time for each study task. I start allocating time within a specific time period that I stick to use a stopwatch. Study time begins with general tasks, such as allocating 15 minutes to review the work and tasks that I have to do, and then I prepare a timetable divided into minutes that fit each task, including breaks and meal times. Since using this strategy, I have become more focused on my studies, and my level of academic achievement has increased. For example, I allocate 10 minutes to study grammar, then a break, then I allocate 15 minutes to solve exercises in the academic writing subject. This is the study method I adopt, even when using AI educational tools.

5th S: Female/ Jadara University

90-minute focus sessions

When I felt that I was not in control of my time while studying my specialized subjects, I started apply time management strategies as well as strategies that help me to increase concentration. I usually use many of them, but the 90-minute focus strategy was very useful for my study style and lifestyle. 90-minute strategy ~~is~~ bases on a scientific principle, the principle emphasizes that the human mind needs to be recharged after a period of effort and concentration, due to the fact that brain functions are activated and receive new concentration after taking a break ranging from 15 to 15 minutes. Prolonged concentration exhausts-learner, and the study process becomes passive reading without benefit. The brain needs to be trained to focus for 90 minutes.

In addition, the human brain needs to activate its internal psychological clock to take breaks, and this can become a habit that encourages learners to engage in studying and achieve learning objectives.

6th Female/ Jadara University

The 1-3-5 Rule Strategy

The analysis revealed that the student used "The 1-3-5 Rule Strategy"**.** She said: My study style either using AI tools or/and self-learning is that I set goals before starting to study. I consider not setting goals a waste of time that leads to frustration. I searched the Internet and YouTube and found that the most appropriate strategy is the so-called 1-3-5 rule, where I divide study tasks into three tasks: a basic task, followed by three intermediate tasks, then five other tasks that complement the previous tasks. That is, I complete 9 study tasks per day. The division is based on the size and nature of the study materials that I am required to complete.

1st S: Male/ University of Anbar

52/17 Method Strategy

The analysis revealed that the student used the "52/17 Method Strategy". He said whether using the aid of AI tools or self-learning, I focus on studying for 45 minutes followed by 20 minute break. I feel that renewing energy to start a new task is very important in increasing focus on a new subject. I repeat this strategy at least three times a day, depending on the subjects I am required

to prepare and study. I repeat this strategy at least three times a day, depending on the nature of the material. During examination periods, I apply this strategy to a single subject.

2nd S: Male/ University of Anbar

Joining Study Groups Strategy

The analysis revealed that the student used the "Joining Study Groups Strategy". He said: When I shared learning via groups, I used to concentrate on peers' feedback and explanations. When I shared information with peers, my concentration was high and I understood the subject well. I often answer exam questions by recalling information I shared with my peers or that was explained by the teacher. When I use AI tools, I tend to obtain information without focusing on understanding.

3rd S: Male/ University of Anbar

Regular Review Strategy

The analysis revealed that the participant used a " Regular Review Strategy". He said: I designed a study schedule and adhered it regularly, which instilled inside me a habit that made me focus better on my studies. I plan to accomplish tasks, and taking breaks without raising learning pressure, and thus my focus on understanding the material became organized. Also, my study place is fixed, and I don't change it, so don't get distracted. The mentioned method, I even use it during the use of AI tools, as I use them naturally so that I don't become addicted to using AI tools without actually acquiring ~~the~~ information and retaining it in my memory after understanding it.

4th S: Female/ University of Anbar

The Eisenhower Matrix Template Strategy

The analysis revealed that the student used the "Eisenhower Matrix Template Strategy". She said: I had difficulty trouble concentrating while studying English subjects. During my research, I found that many researches revealed the effectiveness of the Eisenhower Matrix in increasing concentration and time management, as it divides study tasks into four squares. Each square determines the level and importance of the task, i.e., what needs to be completed first, followed by the rest of the levels of importance of the tasks. I use this method when I use AI tools and self-learning to prepare for exams, as it is very effective and greatly stimulates concentration.

5th S: Female/ University of Anbar

One-Thing Strategy

The analysis revealed that the student used a "One-Thing Strategy". She said: I focus on one subject that I care about well. Although, this method takes time, I feel that my attention span increases. This strategy has significant effect on achieving learning goal, and feel great satisfaction. To adopt this strategy, one needs to be aware that it focuses on priority. Although I feel that this strategy consumes time, but I am satisfy using it, because it stimulates the process of concentration and stimulates the motivation to study, either by using AI tools or self-learning.

6th S: Female/ University of Anbar

Flashcards Strategy

The analysis revealed that the student used a "Flashcards Strategy". She said: I use colored small papers to study literary subjects such as theater, poetry, and novels, as they are very

important in increasing attention span and the ability to remember and retrieve information easily. I use piece of paper for each piece of information, and in this way, I can separate each important piece of information from the other. I usually do not write more than 15 pieces of papers. The study method is to write on the piece of papers and then review them as a means of hinting to remember the events and link them together.

Discussion of the Results

The results of the first and second question are integrated in one answer because they complete each other. To answer the first question, the results revealed that the students in both countries use several attention span strategies that enable them to focus on learning English materials. The most used strategies were: Notebooks Strategy; Integrating Technology Strategy; Pomodoro Technique Strategies; Time Blocking Strategy; 90-Minute Focus Sessions; The 1-3-5 Rule Strategy; 52/17 Method Strategy; Joining Study Groups Strategy; Regular Review Strategy; The Eisenhower Matrix Template Strategy; One-Thing Strategy; and Flashcards Strategy. These strategies characterized by time control, task structuring, and active learning to increase the attention span. the mentioned strategies have one major aim that is to enable students to focus and invest learning time by structuring time, dividing tasks, and enhancing mental focus to avoid monotony and boredom when learning a foreign language, as well as to reduce the effects of stress and distraction during learning, which can lead to ineffective learning and the acquisition of superficial, inaccurate information without gaining experience in the new language.

The results revealed that the EFL students in both countries use these strategies for several reasons. The students use the Notebooks Strategy, because it helps them to understand the information in their own words, and they focus on generating ideas that facilitate the learning process.

To answer the second question, the results revealed that use Integrating Technology Strategy, which helps them to summarizes the new information by using technology; thus, they pay attention to the result of the summarized information. In addition, the students use Pomodoro Technique Strategies, which help them to break learning time into short periods that help them to focus and prevent mental fatigue. The Time Blocking Strategy has been used by many students, because it helps them to specify time for each learning task. 90-Minute Focus Sessions have a significant effect on students' language learning; they help students to build deep concentration by aligning learning time with the students' brain's natural rhythm. The 1-3-5 Rule Strategy and the 52/17 Method Strategy have helped students to increase their motivation and avoid boredom by breaking time, and allowing mental rest and refreshed motivation to study. The 52/17 Method Strategy is built on scientific, and psychological foundations that emphasize the importance of alternating between periods of focus, as brain responds to the natural rhythm of attention and prevents fatigue and boredom while studying.

The Joining Study Groups Strategy has helped students to engage with peers, and concentrate on tasks. In addition, the Regular Review Strategy helps students to schedule their minds to stay concentrate at specific times. The Eisenhower Matrix Template Strategy helps students to concentrate on the important tasks first, then do the less important, ones so, they do not lose time and invest the study time in acquiring new information. The One-Thing Strategy has also helped students to focus on one subject at a time; it helps students to achieve deep concentration. Finally, the Flashcards Strategy helps students to do quick revision of the material, self-evaluation, and engages students to focus on the most important information to memorize it.

These results are consistent with the results of Jameel (2024); Ilter & Yeşilyurt (2021); Premnath et al. (2023); Lance (2023); and Lanyu (2024) found that the attention span is an important factor that affect the learning process, and the studies suggested several learning strategies, including technology engagement, peer interaction, time investment, short-term learning and using game-based learning as an entertainment tool to learn English language.

Limitations

The study is limited to the following:

1- Location: The study conducted at the Jadara University in Jordan and the University of Anbar in Iraq.
2- Duration: The study conducted during the first semester of the academic year 2025-2026.
3- Participants: The participants were recruited from the Departments of English at Jadara University and also from the Department of English, College of Arts at the University of Anbar.

Conclusion

Related to the first aim, the researchers found that the strategies used by students at Jadara University were characterized by organizing time for a limited period that increased students' attention span. While the strategies used by students at University of Anbar were characterized by prioritization, i.e. focusing on very important topics first, followed by less important topics.

It can be concluded that students use the same strategies either they use self-learning or AI tools that help them focus and increase attention span. Students at Jadara University used time management strategies, at the same time students at University of Anbar used the strategy that enable them to divide materials and tasks into small pieces, and students seek help from peers to increase their attention span. It can be concluded that all strategies used by students to increase their attention span are worthy of being highlighted and promoted, as they are grounded in scientific principles, supported by theoretical foundations, and guided by general frameworks that regulate their use. Moreover, students have demonstrated their effectiveness, with each strategy varying according to the nature of its content.

Concerning the second aim, the researchers found that students who integrate AI tools use the same strategies that increase their attention span when they use self-regulated learning. It is inferred that increasing attention span strategies are effective in increasing students' focus.

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