

## Selective Attention

### MATERIALS NEEDED

Videos, audio-recordings, pictures, books, objects, internet, word cards

### AIM OF THE ACTIVITY

The aim of the activity is to introduce a text/song/rhyme/chant in a new language and to draw attention to the pronunciation and meaning of some key words or phrases the learners might understand.

### PREPARATION FOR THE ACTIVITY

A video with a text/song/rhyme/chant is presented to the class. The pronunciation should be clear to allow pupils to identify the words or phrases easily.

### SIGNIFICANT BENEFIT OF THE ACTIVITY

The activity helps pupils to listen to the new text/song/rhyme/chant in a selective way and to make connections between the new language and their own.

### PROCEDURE

Pupils sit in a circle. The teacher tells them that they will hear a text/song/rhyme/chant in a new language. He/she gives some information about its content in the language of education and presents some pictures of some selected words or phrases.

The teacher places pictures on the board and says the words/phrases clearly several times. If the pupils are ready to read, the teacher also writes the targeted words or phrases on the board. The words or phrases should occur several times in the input. The teacher then instructs the pupils to clap their hands, use percussion instruments, or make some movement every time they hear the words or phrases as they listen to in the recording.

In the beginning, the teacher will need to give signals to scaffold the reactions for holding up pictures or objects, clapping, raising hands, sounding bells, or stamping a foot etc.

### EXAMPLE

An interesting example is the nursery rhyme Brother Peter/Frère Jacques/Bruder Jakob because although the lyrics are similar, the order of words is quite different and the English version has a statement about the bells, the French version has an imperative, while the German version has a question.

Some children will mime “Brother Peter/Frère Jacques/Bruder Jakob” folding their hands in front of their chest.

Some children will mime “Are you sleeping?/Dormez vous?/Schläfst du noch?” -- folding hands next to one cheek.

Some children will sound bells for “Morning bells are ringing/Sonnez les matines!/Hörst du nicht die Glocken?”.

Are you sleeping?

Are you sleeping?

Brother John

Brother John

Morning bells are ringing.

Morning bells are ringing.  
Ding ding dong  
Ding ding dong

Frère Jacques  
Frère Jacques  
Dormez vous?  
Dormez vous?  
Sonnez les matines!  
Sonnez les matines!  
Ding ding dong  
Ding ding dong

Bruder Jakob  
Bruder Jakob  
Schläfst du noch?  
Schläfst du noch?  
Hörst du nicht die Glocken?  
Hörst du nicht die Glocken?  
Ding ding dong  
Ding ding dong