Suggestopedic techniques for reproductive practice

(Elaborartion I)

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The Suggestopedic Stages



1. The Introduction
2. The concert sessions (séance)
3. **Elaboration I**
4. Elaboration II
5. Performance

Aims of Elaboration I

- To present and practice the main phonetic and pronunciation rules.
- To present and practice the main grammar structures.
- To elaborate the main lexical items.



Aims of Elaboration I

- To develop students' technical reading skills and reading comprehension skills.
- To develop students' listening comprehension skills.



Procedure / basic rules

- Start and finish the lesson with a song.
- The teacher splits the texts into parts and deals separately with each part.
  - *At first reading it chorally (using various techniques).*
  - *Choral/group work is always followed by individual work.*
  - *Didactic songs are integrated into process of elaboration I.*
- Error correction is done very gently and when appropriate. Often it is accompanied by explanation of the rules (phonetic, grammar, meaning).



Procedure / basic rules

- Students follow the translation of the text only at this stage.
- Suggestopedic teacher suggest in a confident way their expectations of the enhanced abilities of students and of achieving higher results.



Techniques

- Drilling techniques
- Reading techniques
- Grammar structure elaboration
- Vocabulary elaboration

Drilling techniques

- Simple repetition
- Backchaining
- Prompting
- T starts the sentence, students finish it.
- Teacher gives an open beginning and students creatively finish it.
- Question & answer

Useful for:

- Automatising of major phonetic rules.
- Solving “getting your tongue around it” problems.
- Intensive practice of selected language units.

Reading techniques

- Reading using bold words
  - ✓Loud voice/low voice
  - ✓Stand up/sit down
  - ✓Jump up
  - ✓Clapping hands
  - ✓Stamping feet
- Chain reading.
- Teacher tells a word and students find it in the text.

Useful for:

Creating a two-plan environment whereby the focus is shifted away from the reading itself while at the same time students practice reading and elaborate the target grammar and vocabulary, and intonation.

Reading techniques

- Students read chorally after the teacher and copy them (teacher uses various voice techniques, or copies fragments from the séance music, etc.

- Teacher deals out parts of the text to individual students.

Grammar structure elaboration

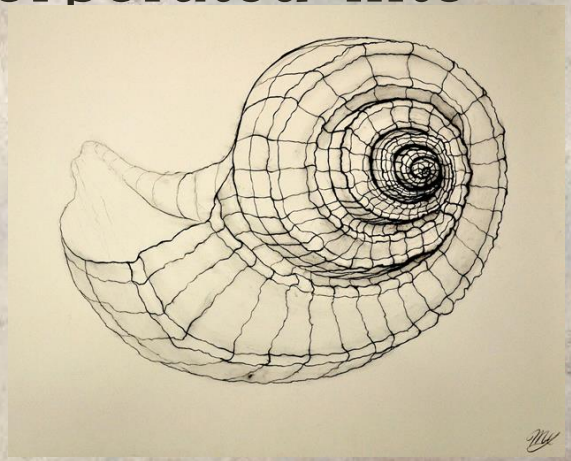
- Songs/chants
- Conjugation
- Drilling and changing the tense
- Finding all the forms of the target language in the text.

Lexical items elaboration

- Making a snake of words (based on various principles)
  - ✓Starting with the same sound
  - ✓Starting with the last letter of the previous word
  - ✓From the same lexical family.
- Teacher points to a word and students find it in the text and read the whole phrase/linguistic clusters.
- Teacher gives the definition of a word/phrase and students find the word.
- Students create their own story, based on words/phrases from the text.

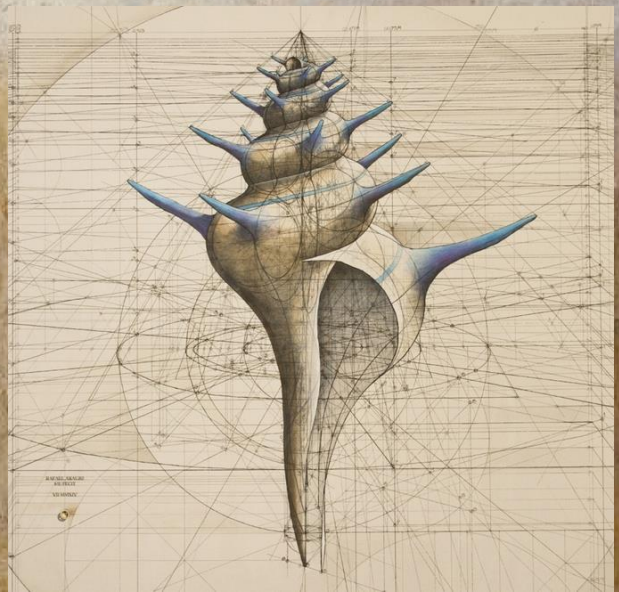
Characteristics of a successful suggestopedic process

- All the means of suggestion are incorporated into the whole process.
  - Pseudo-passiveness/infantilization
  - Prestige/duality (dual perspective).
- Peripheral perceptions.
- Tapping of the reserve complex.
- Relaxing effect/ no weariness.
- The course is a positive experience.



Characteristics of a successful suggestopedic process

- The positive impact on the social performance of the participants in the process.
- Obvious psychotherapeutic and psychohygienic effect on students.
- At least 2-times increased volume material, compared to traditional methods.



Means of suggestopedia

Psychological

Didactic

Artistic