# MEANS OF ELABORATION & PRODUCTION

## in the Suggestopedic Language Teaching and Learning

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# SUGGESTOPEDIC CYCLE

- PRESENTATION
- ACTIVE & PASSIVE CONCERT SESSIONS
- **ELABORATION**
  -1ST elaboration
  -2nd elaboration
- PRODUCTION

# ELABORATION

WHAT IS ELABORATION

Elaborating on the new lexical and grammatical material:

planning and executing multiple activities

at different levels of reproduction and creativity in harmony with the three means of suggestopedia (didactic, artistic, psychological)

- DIRECTION OF PROCESSES OF ELABORATION -global-partial; partial-global relationship

# MEANS OF ELABORATING VOCABULARY

Elaboration activities on vocabulary can be organized by various criteria: opposites, synonymic relationships, logical succession of processes and stages, topics, word families

# SHERRADES

- ONLY PANTOMIME, ONLY EXPLANATION, BOTH
  -ONE EXPLAINS TO THE GROUP
  -IN TEAMS
  -”WHO AM I” a group explains to an individual who has the word stuck on their back or forehead

# MATCH THE WORDS

- BY SIMILAR SYMBOLS, FONTS, COLORS

- MEMORY GAMES

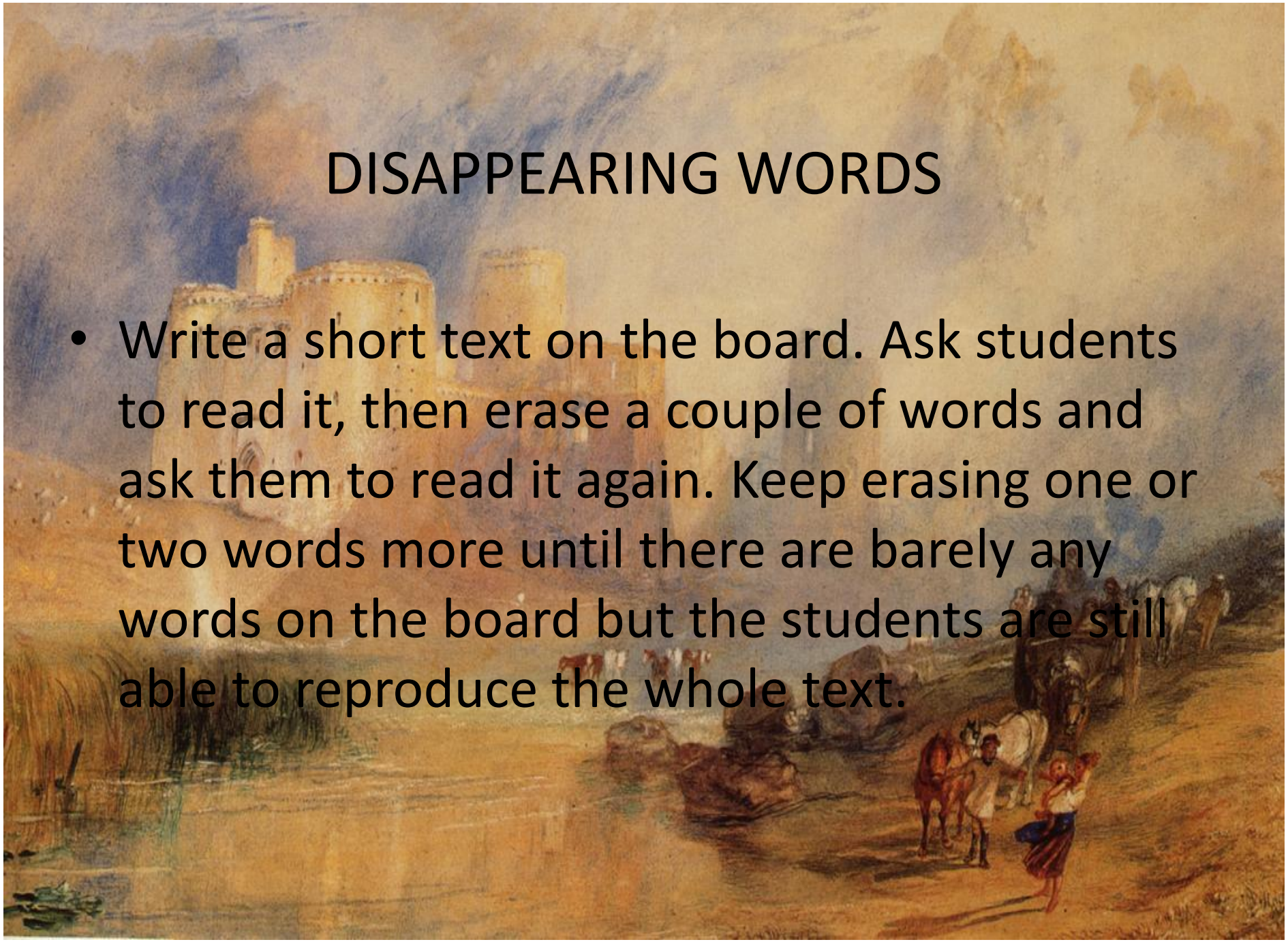
- SLAP THE CARD

  (The game is played by two who stand on the sides of a table. A referee offers one of two decks of corresponding cards, to the first player who draws. He puts the card in the center of the table and the referee starts dealing cards from the corresponding deck. When the corresponding card is dealt the faster player must slap the card and he wins the number of cards dealt on the table )


CROSSWORDS &HANGMAN

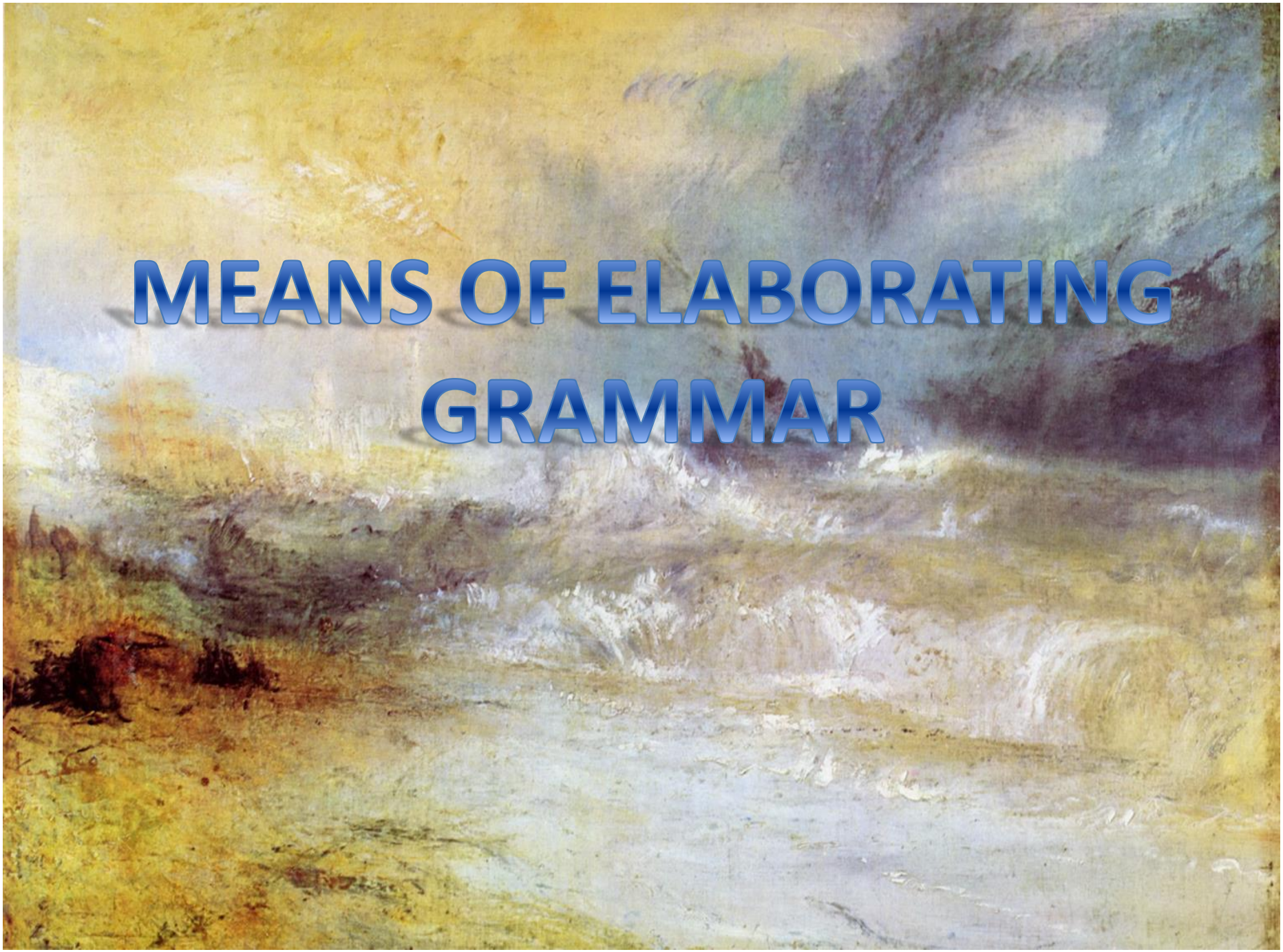
# WIN THE WORD

- Facilitate a competition of several turns or rounds for two or more teams, where for every round or turn the teams get a word of a corresponding pair. The team to collect the words first wins



# DISAPPEARING WORDS

- Write a short text on the board. Ask students to read it, then erase a couple of words and ask them to read it again. Keep erasing one or two words more until there are barely any words on the board but the students are still able to reproduce the whole text.


MEANS OF ELABORATING
GRAMMAR

# THE TENSES

It is possible to elaborate on almost all tenses by playing a situational role-playing game. One group acts and the other observes the action and guesses/uses the correct tense.

- Present continuous - one group acts and the other observes and guesses "What are they doing?"
- Past simple – one group acts (action performed the previous day)the other observes but answers only when the first group is finished – "What did they do yesterday?"
- Past continuous – one group acts, the other without looking tells them to start and after a while to freeze. The first group freezes in the middle of an action, then the other group guesses "What were they doing?"
- Present perfect - Explain that as actors, they must very quickly change their stage costumes. Then ask one of them to walk around so everyone can observe them. After the person is observed he goes out and changes some articles of his clothing or appearance. When the person appears again in the room the others answer "What has he/she changed?"

Almost all tenses could be conjugated in the context of singing and dancing the walz (Strauss' "The Blue Danube Waltz" )

# IRREGULAR VERBS

- Slap the card (featured in the “Means of elaborating vocabulary” section)
- Who Winked
  -the group is in a circle everyone is given some verbs, some of which in the infinitive, some in the past form and some in the past participle. A designated person starts by saying one of his verbs in the infinitive, while the others check if they have one of the corresponding forms, the people who have them must wink unnoticed to the person who began the round. After that the group must find out who the people who winked are. Next rounds follow and the game goes on until the interest of the group peaks.
- Synchronicity
  - Everyone is given the list of the verbs in their three forms. One person starts by saying the infinitive of a verb then, without specific order two other people must say the corresponding forms. But if more than one person speaks at a time the whole group goes back to the previous verb.

# PRODUCTION/PERFORMANCE

- The production is the pinnacle of all activities of the elaboration stage. The goal of the trainer is to create an encouraging and inspiring atmosphere for the students to speak on a previously outlined subject area from the book. Very often an image or an object is given to the students to take home and integrate it in their story. All produce their story while the rest ask questions. It is here where the skills of interaction (dialogue) and production (monologue) are fully developed.
- Always praise and congratulate the students on their performance
- Don't interrupt the stories. Use error correction very gently only when there is a communication break down
- Orchestrate a free and spontaneous environment of the individual presentation of the student to gradually turn it into a group conversation

# DISCUSSION

- How do these activities relate to the three groups of suggestopedic means? Give examples.
- How do these activities relate to the main principles/laws of suggestopedia? Give examples.
- How do we integrate the continuous role play into these activities?
- How are students involved into new roles?
- Why is students` attention drawn to role plays and games?

# Elaboration & Love

- Always praise and **congratulate** the students after their participation
  (even when they make small and negligible mistakes)
- Correct **delicately**
- Have **endless patience**
- Have **life-asserting** approach

# Elaboration & Freedom

- Encourage **spontaneous** initiative
- **Allow** for mistakes
  -avoid interrupting the creative flow; correct only rough mistakes
- Freedom through boundaries
  -freedom without specifications is chaos
  -outline the didactic activities and set clear definitions of the options and goals to draw the focus

# Elaboration &The conviction of the trainer that something extraordinary is happening

- -In the suggestopedic circle the people act like **mirrors** whatever the trainer feels the students feel
- Nonverbal communication
  -verbal communication is the smallest factor in communication. Researches claim that the overwhelming part is held by facial expressions, gestures, surrounding context, even clothing
- Create an **impression**
  -exaggerate the emotions in the intonation to convey diverse atmosphere (**3 step intonation**-informative, mysterious, solemn)

# Elaboration & The Golden Proportion

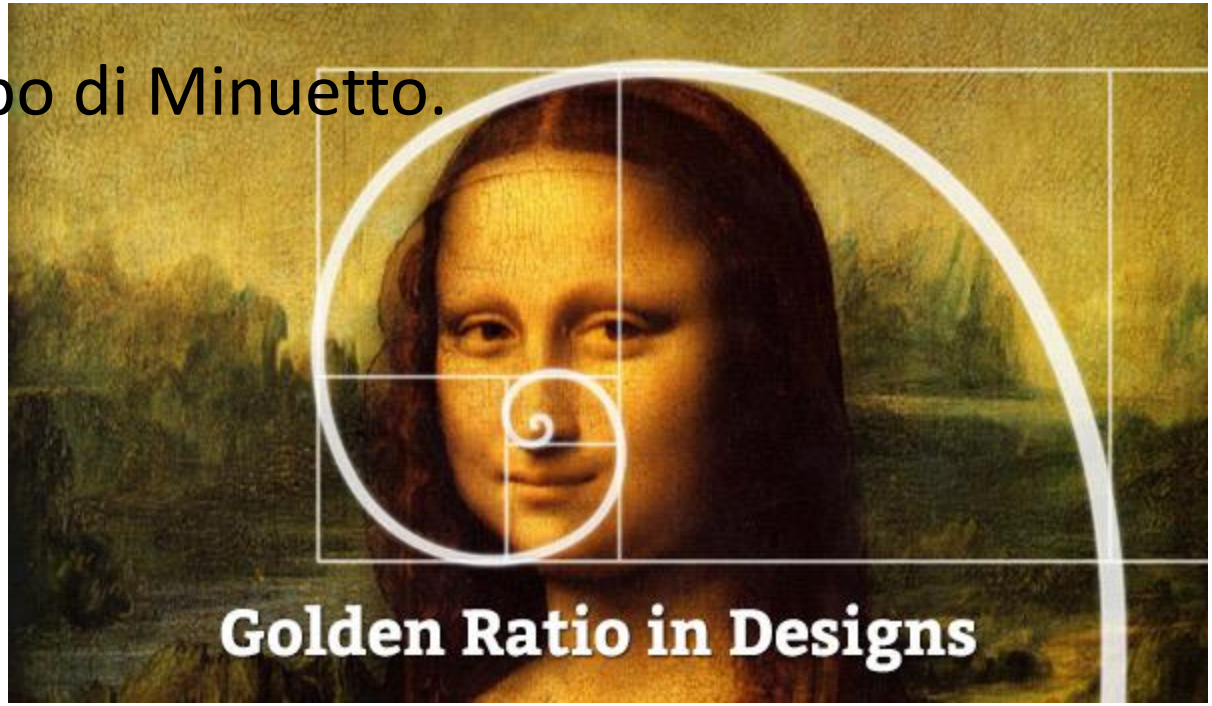
- Vibrancy & Dynamics
  -3 step intonation
  -**diverse** means of elaboration
  (didactic games,
  art, visual stimuli,
  intrapersonal, humanistic activities
  analysis, etymology, role playing)
- Balance
  -thorough planning is key to achieving the balance between activities
  -use your brain and follow your heart: **intuition** can be a guide to a harmonic and proportionate elaboration

# Elaboration & The Classical Art

- The Golden Proportion in classical art

  -Mozzart's **Violin Concerto No. 5 in A major**

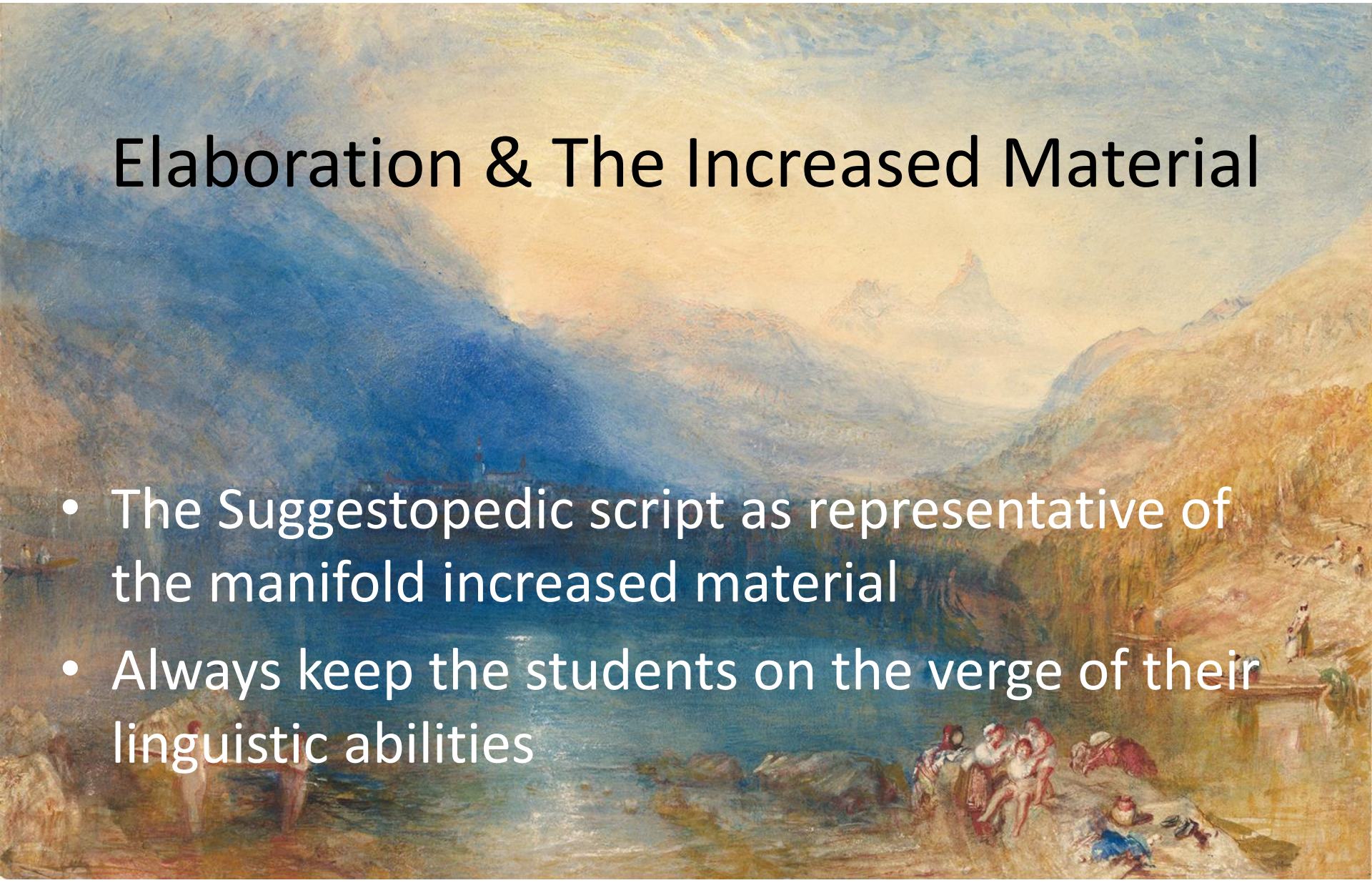
  1. Allegro Aperto - Adagio - Allegro Aperto
  2. Adagio
  3. Rondo - Tempo di Minuetto.



# Partial and Global In Elaboration

- The Script
  -the globality of the language is contained in the organization of the suggestopedic script
- Links and connections during Elaboration
  -keep the **partial-global** circle closed by **linking** the specific elaboration techniques and activities to the global Role play and the Script

# Elaboration & The Increased Material



- The Suggestopedic script as representative of the manifold increased material
- Always keep the students on the verge of their linguistic abilities

# PRODUCTION

- Always praise and congratulate the students on their performance
- Don’t use correction
- Orchestrate a free and spontaneous environment of the presentation of the student to gradually grow into a common conversation

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