

Research institute of Suggestology-

a look from inside



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Foreword

"Suggestopaedia is a science which takes its origin from the desuggestive-suggestive communicative psychotherapy related to the global-influence liberating and stimulating factors in art and to the experimental psychological research of a personality's attitude, motivation, needs and purpose. This whole complex has been adapted to the educational process conditions."

The above is Dr. G. Lozanov's definition of the educational system devised, tested and applied in practice by himself and the working team of the Institute of Suggestology in the 1970s and 1980s. It is due to its comprehensive approach that suggestopedia-based training stimulates the whole human personality and helps reveal its potential that no other methodology known so far has addressed. Furthermore, the volume of knowledge and skills acquired in the course of a suggestopaedic training process, whose volume is substantially high, causes no fatigue whatsoever, and is received with pleasure and a feeling of satisfaction.

Suggestopaedia has been attracting the attention of scientists and pedagogues all over the world. In many countries it is successfully applied in the educational and training process. The high outcomes and the exceptional psychohygienic effect have been winning over numerous followers of this type of training.

Suggestopaedia, however, is a serious and complex science, which has been studied and experimented in depth. It can be applied only by trainers, who have acquainted themselves with its nature and application techniques.

Regretfully, following the demise of Dr. Lozanov, some trainers have claimed to be well familiar with Suggestopaedia. The practices of such trainers, however, results in deviations and deformations in the suggestopaedic methods, thus undermining their significance and reducing their efficiency.

We, Dr. Lozanov's collaborators at the Institute of Suggestology, having developed and introduced suggestology jointly with him for decades, and being members of the *Lozanov International Trainers Association - LITA*, consider it our duty to issue a warning against the risks of distortions facing those who set their mind on dedicating themselves to this extremely valuable science in order not to condemn it to oblivion.

We owe it to the generations to come; we owe it to mankind.

Why is mankind looking for new pedagogical approaches?

The strive for liberating and stimulating the capabilities of the human personality dates back to ancient times and has been observed by the different esoteric schools. This strive is ever more relevant nowadays in the search for "humanitarian balance" in the developing technical civilization.

The history of mankind and scientific experiments have provided us with substantial evidence to prove that nature has endowed human beings with an extremely large capacity to perceive, respond, adapt to and impact the surrounding environment. However, as this environment is not friendly and generous in its entirety, nature has created an immune protection for human physiology and psychological barriers in the human psyche. Hence, one does not readily trust any information, but rather rethinks it, interprets it or simply casts it aside, where it is perceived as useless, unconvincing or where it fails to overcome their critical-logical, intuitive-affective or ethics barrier. This is a complex process, which takes intellectual effort and time.

Children's curiosity and inquisitiveness are widely known - they are the source of knowledge which helps the personality to survive and evolve the way thirst and hunger urge the personality to find the substances needed for their survival. This hunger for information with children is so strong that it sometimes makes them keep repeating the same question over and over again until they get an answer.

Hence, an exceptional paradox! Caring mankind has put in place an entire institution, which satisfies man's natural thirst for information in a competent and efficient way. However, it is school that seems to make this yearning for knowledge disappear. Instead of being happy with what the learning process and the knowledge acquired, most students nourish a feeling of resentment and internalized anger against this educational institution. This has resulted in a common situation of emerging didactogenia and other neurogenic diseases, as well as growing aggressiveness among students. Learning **is** a "torture", teachers are "torturers". What is, by the way, going on? The loving parents, the good teachers - the ones called upon to hand over to future generations all the useful knowledge and skills mastered from previous generations and their life experience - being aware of the enormous volume of Information their alumni need to acquire, contribute further to narrowing the channels for investigating the world.

Thus, they transfer to young people their own fears in terms of the limited human capabilities, the awareness and perception of reality, the difficulty of overcoming barriers.

Given the limited time that teachers, the authors of curricula and textbooks have to teach the children all they need for a good life, they rush into teaching the theory and practice of all the scientific information, without being mindful of the students' interest into the particular subject matter. The subject matter is taught in isolation, in many cases, in detachment from the overall life context and without building up an attitude and motivation to learn. The child keeps asking, as the particular subject of the question is what excites their mind at that particular point. If you plunge into giving irrelevant explanations to the child, they will simply stop listening to you.

The human being is a complex creation of nature. It is a creature with both reason and emotions. The functional unity of the human brain is unbreakable. The emotional and motivational complex, the capacity to think in images and logical abstraction should be simultaneously activated in an inseparable unity. Education, however, mostly related to the cortex structures and the brain's left hemisphere, violates man's natural aptitude to perceive and respond.

In order for the student to acquire the knowledge included in curricula and syllabi, some imperative requirements are set, including multiple repetitions, exercises and other training approaches. These requirements further reinforce the way the student feels about the limitations of their memory and intellectual capacity and increase the fear of and resentment to learning.

Many pedagogues and psychologists are looking for ways to stimulate the capabilities of the student's personality. Such stimulation and revealing of the personality's potential capabilities ensues, for example, from hypnosis. Laboratory tests have shown that hypnosis may improve memory, attention, and creativity.

However, the common practice has established the development of the personality under hypnosis as contraindicated, due to the very state of the personality under hypnosis: subordination, weakened will control, and susceptibility.

How did Suggestopaedia originate?

In the context of his professional activity as a psychotherapist at the Institute for Training and Specialization of Medical Doctors and the Sofia City Psycho-neurological Centre in the 1970s, a Bulgarian doctor Georgi Lozanov, M.D. (see Enclosure 1) found out that, in addition to hypnosis, suggestion in the awake state helped his patients achieve much better results both in their treatment and everyday life. The findings from his research on non-hypnotic suggestion show that it is “a universal communication factor involved at any point in our lives that allows the personality, at the level of both reason and intuition, depending on their disposition, to make a choice from among a wide range of complex stimuli. The use of conscious-unconscious stimuli, organized, psychologically orchestrated and harmonized with the personality, may reveal the comprehensive potential of the personality, and also stimulate their creative power.” (Dr. G. Lozanov, Suggestology and Suggestopaedia - theory and practice).

A detailed description of the experimental material in his treatment practice and the theoretical considerations for establishing and shaping the science of the multifaceted aspects of suggestion, which Dr. Lozanov names Suggestology, is contained in his monograph entitled "Suggestology".

Dr. Lozanov carried out tests in order to scientifically establish the influence which suggestion in the awake state has in terms of revealing the potential (non-displayed, but genetically inherent capabilities of the personality). Thus, he chose to compare by means of suggestion the number of words in foreign languages and their equivalent meanings in Bulgarian memorized with the number of the words and meanings memorized without applying suggestion. Dr. Lozanov recruited volunteers who were willing to undergo the above experiment. The groups, which applied suggestion in the awake state, learnt by far more words than the ones learning words by means of traditional methods. The experiment groups displayed hypermnnesia (hyper-memory, which exceeds the capacity of ordinary memory).

On the basis of the general suggestion theory, Dr Lozanov developed a desuggestive-suggestive pedagogical system, which he named Suggestopaedia.

One of the paramount tasks of Suggestopaedia is to ensure a maximum degree of liberation, to desuggest trainees from the public suggestive norm regarding the limitations of human memory, the difficulties in automating and "struggling with" creativity, and the boundaries of human capabilities. Suggestopaedia stimulates the personality in a comprehensive manner: their interests, perceptions, intellectual

activities, creativity and ethical evolution. The overall educational arrangement takes into account the physiological and psychological objective laws of the personality, the functional unity of the brain, whose functioning simultaneously involves both the cortex structures and the subcortex, including the right- and left-brain hemispheres. The suggestopaedic educational process simultaneously activates the emotional and motivational complex, thinking in images, logical abstraction; it purposefully involves as many conscious and para-conscious functions of the personality as possible. This inseparable unity is at the core of knowledge (from the general to the specific, as an element of the former, and back to the general, as a structural unity that one is already aware of).

In the course of the training process, the trainee becomes increasingly confident in their capabilities, which allows the training to translate into an equally efficient self-learning, mitigates any aggressive trends, supports social adaptation, and has an expressed psycho-prophylaxis effect.

Suggestopaedia always reveals the potential of the human personality; training goes hand in hand with the effect of relaxation, or at least the lack of fatigue, being at any point a pleasant experience and a source of positive emotions.

With the support of the well-known psychiatrist Prof. Sharankov, Dr. Lozanov set up a Suggestopaedia Section with Todor Samodoumov Pedagogy Institute in Sofia. The facility was used to conduct experimental foreign language courses at the level of memorizing words and phrases; these courses confirmed, beyond any doubt, that suggestion in the awake state reveals the unused reserves of the brain and results in hypermnnesia. Furthermore, the observations show a long-lasting durability of the reproduced memory trails, low fatigue levels, a considerable psycho-hygienic and psycho-prophylaxis efficiency.

Establishment and Activities of the Research Institute of Suggestology

(R.I.S.)

The interest in the experiments conducted by Dr. Lozanov was very strong; the success in terms of acquiring the volume of the knowledge taught was undoubted. Thus, in 1966 Dr. Lozanov was given permission, a building and financial resources by the government of the People's Republic of Bulgaria to open a Research Centre of Suggestology. In 1971 it became the Research Institute of Suggestology with a Scientific Board, consisting of respected researchers from this Institute and other prestigious research institutes. The Chairman of the Institute was Academician Sava Ganovski (see Enclosure 2).

Dr. Lozanov managed to select highly qualified and knowledgeable experts for the Institute staff and to win them over for his cause. Being inspired by Dr. Lozanov's ideas, these specialists became ardent supporters and worked with enthusiasm and dedication. Deputy Directors of the Institute were, at the initial stage, Petar Mihaylov and, later on, Prof. Georgi Angoushev.

With a view to ensuring broad and detailed research, Dr. Lozanov established an electro- psychophysiology laboratory within the Institute; he involved prominent Bulgarian psychiatrists, psychotherapists, psychologists, neurologists, physiologists, physicists, engineers and others to work at the laboratory.

A foreign language training section was set up for the purpose of developing the suggestopaedic methodology. Aleko Novakov, a specialist in the French language, was the first one to be appointed; he was followed by Krassimira Pashmakova, a specialist in the English language. Later on many teachers in French, English, German, Spanish, Italian and Russian were appointed on the basis of competitions. They received their Suggestopaedia training from Dr. Lozanov and his collaborators, and, jointly with the latter, wrote textbooks in the respective languages, conducted experimental courses, and developed research.

A photo-cinema-television section was set up to ensure audio and video recordings of the whole training process for the purposes of further analyses and conclusions; this section was headed by Nikola Toshev, O.Eng. A music-stand was installed for a two-way audio connection with the study rooms and was used to play recordings of didactic texts and music for the concert sessions.

The task of the electro-psychophysiology laboratory was to register and analyse the brain bioelectric activity, to objectivise the normal awake state of the trainees who

were taught by means of the suggestopaedic methods. For the purpose of the experimental activity, a (one of the first) fixed 14-channel polyphysiograph/encephalography of the Italian-American Galileo company was purchased, for EEG and ECG, for measuring the skin-galvanic responses (SGR), blood pressure, electromyography (EMG), photoplethysmogram, etc.

By means of this equipment, the trainees were examined three times a day in the course of their training:

- prior to their classes in order to register the so-called background level;
- during the breaks between the classes;
- after the classes in order to register the exit level.

In order to monitor the brain bioelectric function of the trainees in the course of the suggestopaedic training process and to objectivise their normal awake state, the following were monitored: EEG, ECG, EMG in a telemetric way (remote, contactless) - the monitored person had a mini-transmitter with sensor electrodes connected to it with an elastic band put on their head. By means of a specialized radio-receiver installed in the laboratory (based on the wave frequency set-up) the EEG of the monitored person was followed in the course of the whole training. The EEG received was recorded on a biological tape-recorder AMPEX, and afterwards an analysis of the alpha, beta, theta and delta waves was made by the high-tech electronic frequency analyser of the brain bioelectric activity [01] "APT- 1000". Thus, within a short period of time, right after the end of the classes, a precise picture of the condition of the psycho-neurophysiological processes during the suggestopaedic foreign language training was obtained.

This picture was objectivised by means of extremely precise specific data from the scientific equipment. The examinations proved that, in the course of the intensive foreign language suggestopaedic training process, the trainees were in a normal awake state and learned the material taught in a large volume without feeling tired and tense, in a state of mental and physical relaxation. This fact was confirmed on the basis of the frequency allocation of the waves in the EEG (alpha, beta, theta and delta), as well as the data from a number of other indicators. The objective condition in the course of the training was also registered by means of parallel audio and video recordings with the use of cinema, television and video equipment by Eng. Toshev and his collaborators.

Thus, objective data was obtained not only regarding the EEG, ECG, SRG, EMG, RR, pulse and other indicators, but also regarding the trainee's overall condition and

activity during the suggestopaedic training process. The results from the multiple rounds of solid research, the individual practical experience of each of the teachers, the large amount of video materials were discussed in detail at the weekly scientific collegium meetings chaired by the director of the Institute. This practical scientific forum involved all the researchers and highly qualified foreign language teachers, and, at a later stage, the experts in School Suggestopaedia. This form of teamwork of the research and academic staff ensured comprehensive analysis, evaluation and conclusions which were used for further development and fine-tuning of the suggestopaedic training system. The reports from the heads of sections, namely Associate Professor Dr. Petar Balevski, Associate Professor Dr. Dimitrina Kolarova and Assistant Professor Aleko Novakov, outlined the achievements and results of the sections' performance, suggested some new practical and experimental ideas and tests for the purposes of Suggestology and Suggestopaedia.

All the foregoing was summarized and reported by the Director to the Scientific Board. The heads of sections also reported the results of their work at the Scientific Board meetings. Following the discussions and debates within the Scientific Board, guidelines for future research and applied activities were identified and brought to the knowledge of the research and academic staff of the Institute.

In addition to these official forms of creative research, an extremely useful informal communication among the section staff was common practice. Thus, the studies conducted by the Psycho-neurophysiology section and the results obtained were notified directly to their colleagues in the Foreign Language Suggestopaedia section. The expert teachers, in turn, shared their views on the content, technology and practical implementation of the suggestopaedic foreign language teaching. This is an outstanding creative exchange of information, as the teachers are the key factor in the implementation of the overall training process.

Furthermore, the good personal contacts among the members of the creative team were equally crucial. Both the researchers and the leading expert teachers in suggestopaedic foreign language training participated, on a regular basis and in the course of years, with reports on their research in the summer qualification courses for teachers from the experimental suggestopaedic schools throughout the country, which were organized and conducted by the RIS. The subjects of these reports focused on major psycho-neurophysiology matters related to the functioning of the higher nervous system, the mental capacity to work, psycho-prophylaxis and psycho-hygiene of intellectual activity in the perspective of Suggestopaedia, as well as motivation, memory, attention, emotions, interaction, relaxation, social-psychological aspects of Suggestology and Suggestopaedia, principles, means and technology of the suggestopaedic training process.

The Institute had a major advantage, namely, an unlimited number of people willing to participate in the experiments as trainees. The free-of-charge training courses, their high efficiency and the increasing interest in Suggestopaedia attracted more and more volunteers to the training. This helped the research and academic staff to conduct numerous important experiments. Upon enrolment, each potential trainee in the courses based on the suggestopaedic methods filled in an application form and a statistics data sheet (see Enclosures 3 and 5) with detailed questions about their level of knowledge and skills (if not a beginner) in the foreign language; in addition, applicants did an entry level test whose purpose was to ensure a precise assessment of the outcomes at the end of the training. Thus, the Research Institute of Suggestology provided evidence to prove, in strictly scientific terms, that most hypnotic phenomena are achieved even without hypnosis, by means of suggestion in the awake state. A unique demonstration showed that the then widespread hypnopaedia (learning in the sleeping state), is based not on the hypnoid condition, but on suggestion, the latter playing a crucial role in memorizing.

Groups of volunteers were set up and tasked to memorize lists of words in Hindi and their meanings by applying hypnopaedia. Prior to falling asleep, the trainees listened to a recording of these words and their meanings. Afterwards they were instructed that while asleep, they would again be listening to a recording, which was, indeed, played during their sleep. Upon waking up in the morning, they were given sheets with the words and were asked to put down the Bulgarian meaning for each of these words.

However, on one of the nights, to one of the groups, in spite of the instruction given before falling asleep, the recording was not played. Nevertheless, the results from the morning tests were almost identical to the ones in the control groups. Therefore, it is not the condition of sleep that helped memorization, but rather the suggestion the trainees had about memorizing while sleeping. The experiment was replicated with other groups, and each and every experiment confirmed the above conclusion.

Thus Dr. Lozanov proved yet again that Suggestopaedia remains the most reliable system for revealing the personality's potential. Its role is to assist the teacher in overcoming, by means of suggestion, the traditional suggestive norm about the limited capabilities and anti-suggestion barriers of human beings.

What is suggestion?

Dr. Lozanov defines suggestion as "a form of mental reflection, where mostly by means of the unconscious mental activity a special attitude towards unfolding the functional reserves of human psyche is developed".

In parallel with the central, clear set of experiences, flowing into the centre of consciousness, any perception and mental activity is accompanied by more peripheral and unconscious background experiences. The latter may be caused by gestures, gait, mimicry, intonation, the diction of the information source, their authority, the ambience, the expectations of the perceiving person, etc.

While these subconscious factors do not carry any specific meaning, they accompany each word and have a much faster impact on the human personality than the logic of words, which penetrates into the core of consciousness, where it is subdued to logical processing and a certain response is generated. The non-specific mental capacity to respond is also at the basis of the powerful influence of the different kinds of arts.

Organization of the suggestopaedic training process

The suggestopaedic educational process is organized on the basis of **three main principles**, which are in inseparable unity and are to be implemented simultaneously at any point in the training process:

1. Joy and Lack of tension
2. Unity of the conscious and the unconscious and integral brain activity
3. Suggestive interrelation

The first principle does not mean being passive or feeling happy and gay as an end in itself, but a relaxed intellectual-mnemonic and creative activity, an inner attitude of the trainee. This is not a stage of recreation, but the essential continuum of the training. The feeling of joy and lack of tension is generated by numerous factors. These factors include the teacher's benevolent and authoritative attitude, the positive and stimulating environment, the ease in acquiring and using the knowledge, the feeling of considerably higher achievements than usual, the strengthening of the confidence in one's own capabilities. The ongoing state of laughter in class that some teachers provoke runs contrary to the underlying principle of Suggestopaedia and brings about internal tension and a feeling of doubt as to the teacher's sincerity and authority.

The second principle requires involvement not only of the cortex brain structures, but also of the sub-cortex ones, of both hemispheres, simultaneous analysis and synthesis. This is a principle of globality. It requires using not only the trainees' conscious functions, but also their para-conscious activeness. Being conscious is translated as an attitude and motivation in the suggestopaedic educational process. . - -

The third principle requires such restructuring of the educational process in order for it to take place at the level of the personality's unutilized potential. The criteria of compliance with this principle are, as follows: a considerably larger volume of knowledge acquired, longer sustainability of the knowledge mastered, a favourable educational influence, a positive psycho- hygienic effect, etc. The outcomes from the language courses conducted at the institute with patients suffering from neurosis, who are difficult to influence by means of therapy, show that Suggestopaedia produces a tangible psycho-healing effect, too.

The above three principles are observed by means of the following **three sets of means**:

1. Psychological means (the teacher should have the skills to connect the peripheral perceptions and the emotional stimulus to the mastering of the summary material, thus activating the overall personality).
2. Didactic means (a semantic summary of the codes, an overall picture of the underlying principles throughout the didactic material, avoiding any repeated exercise of details, simultaneous mastering of the total and each individual element). These tools should give priority to meaning, and to communication as one the aspects of the educational process, avoiding any pointless exercises of a pure linguistic nature. Each and every exercise should be disguised behind the facade of an overall semantic unit. The trainee should practice the language structures mastered within the particular lesson in order to communicate, find a solution to a problem without being aware of doing language exercises.
3. Art-based means (the use of freeing and stimulating didactic art in the educational process). They are not only a stage of illustration but are welded with the didactic content. These include music, literature, artistic interpretation of texts, role plays with particular communication tasks, etc.

However, Dr. Lozanov more than once warned that "considerable moderation is required in this respect in order not to generate overacting and miss the didactic moment. The study room is not a theatre, after all. The teacher is obliged to devise

their own criteria about using art in their teaching. The teacher is obliged to keep in mind that Suggestopaedia is not "sketchopaedia" and does not rely on exuberance as an end in itself." (Dr. Lozanov, Article in Suggestology and Suggestopaedia magazine, No. 1, 1975).

Dr. Lozanov also identified the following most efficient **means of suggestion**:

1. The prestige of the teacher and the whole educational institution. The greater the prestige of the source of information, the more meaningful the information becomes for the trainee who is able to master larger volumes of knowledge in a more sustainable manner. This influence is perceived by the emotions, while the trainee is not always aware of it.

At this point we should emphasize that the prestige, which entails a strong suggestive influence, is well-meant, possesses competence and inspires trust. This type of authority has nothing in common with authoritarianism. It is also crucial for the teacher to be honest with the trainees and to have confidence in their capabilities; the teacher should, by and large, believe that the capacity of the human personality exceeds by far the capacity defined by the common suggestive norm.

Mainstream schools have introduced increasingly stricter requirements in terms of the didactic material taught to students: ever more frequent examination sessions, tests, reproach and critical judgements by teachers, all of these resulting, in particular, in students' feeling incapable to master the new knowledge, and the lack of trust in their own capabilities. Students come to perceive training as a form of violence, which causes resentment with respect to the educational institution and triggers aggression.

On the other hand, prestige requires that the teachers have a strong feeling of moderation and not allow overstepping the border between the well-meant teacher and friendship. In the years when Suggestopaedia reached its apogee all over the world, Dr. Lozanov referred to the "distanced closeness" between the teacher and trainees. This means a level of relationship where trainees feel that they are facing a highly competent teacher, who has devoted themselves to the mission of teaching them their knowledge, who knows how to do it and will do it due to the trust in their students' abilities. Therefore, students should never regard their teacher as their completely equal, as this will undermine the teacher's prestige so that it loses its suggestive impact. This subtle, but key aspect of prestige was confirmed by numerous different experiments carried out in RIS in the 1970s. At a later stage, unfortunately, some allegations emerged about the

need for the teacher- suggestopaedian to be "one of them" (them = the trainees) - an idea contrary to Suggestology.

2. Double-plane communication. It is crucial for the teacher-suggestopaedian to be able to attract the attention, to motivate trainees and make them feel related to the content of what they are listening to or saying. Hence, an Important role is played by the emotional content of the text, intonation, rhythm, gestures and mimics, the skillful use of peripheral stimuli, etc. - tools, utilized by art to engage and fascinate the audience. These unconscious signals have a high Information value and are often of key relevance for the suggestive result. In parallel, however, the teacher should neither underestimate, nor forget what new knowledge the trainees are mastering and acquiring. The first plane of communication should always go hand in hand with the latter. This should, however, be done discreetly, thus requiring a very serious preparation by the teacher.
3. Infantilisation (understood as intuitive activation and increased perceptiveness, but not as infantilism). This is a condition similar to the child's tensionless emotional perception and reaction to the world, which helps the child overcome anti-suggestive barriers. It is closely related to authority. The suggestive authority generates trust in the reliability of the expected outcomes. This attitude of trust, calmness and receptiveness is the foundation of infantilisation.
4. Pseudo-passivity (a relaxed mental condition without stress and parasitic thoughts, similar listening to classical music). It does not imply complete passiveness of the personality, as simultaneously complex internal processes, associations and moods occur, but it takes no intellectual efforts. That is why no fatigue occurs in the suggestopaedic educational process. Suggestopaedia stimulates the personality as a whole: interests, perceptions, memory, intellectual activity, creative development.

Based on the foregoing principles and by means of the abovementioned tools, the suggestopaedic methods were developed by the whole team of the SRC under the guidance of the linguist researchers, together with the foreign language teachers. All classes were monitored and the efficiency of each and every stage of training was assessed by means of detailed experiments carried out by the psycho-neurology research section within the Institute.

Suggestopaedic foreign language textbooks

The above principles are also observed in the didactic material of the foreign language textbooks developed by the foreign language teachers under the guidance and with the participation of the linguist researchers. These textbooks go through multiple adjustments and fine-tuning before they reach a high level of efficiency confirmed by scientific research. The suggestopaedic textbook is not only a training aid. It plays an important role in creating a suggestive atmosphere throughout the training process.

The foreign language textbook is comprised of thematic dialogue texts (consolidated methodological units), which follow one common plot and contain about 200-250 new words and phrases each (this exceeds by 6-7 times the number in a textbook lesson within any modern learning system), as well as several new grammar structures. Such a consolidated syllabus, on the one hand, signals about reserves, and, on the other hand, requires a concise, global, and direct working approach, which results in a higher level of spontaneity and the possibility for expeditious automation. In the process of both compiling the textbooks and developing the methodology for their use, the suggestive effect is sought not only in memorizing, but also in communication.

The content of the texts is life-oriented, optimistic and generates pleasant emotions. The topics and situations are chosen in such a way as to motivate the trainees to engage actively in the educational process. They are related to the trainees' life experience and to real situations with native speakers of the foreign language. The topics at the first training level include family, home, hotel, trip, city, restaurant, etc. The second level covers topics such as the historic past and the geography of the particular countries, including L1 culture, social life - all in the language of the training.

A variety of art tools are used, such as drama performances (each lesson is a kind of a stage-play with separate acts, characters, unexpected shifts and denouements), poems, and songs. It should be highlighted that these art tools are not an end in themselves but serve to establish a tight link between perception and mastering the new language elements. It is equally important to strike a precise balance in using these tools in order not to transform the training into a clown performance and thus risk hurting the human dignity of both the teacher and the trainees.

The direct induction into the language by means of a communication act does not mean that Suggestopaedia neglects the basic linguistic rules. The textbook follows the steps of a particular progressive advancement in grammar, which does not exclude the use of a small number of grammar structures which have not been introduced yet but are relevant in the context; hence, they are not brought to the front line and are perceived only at the semantic level.

The new lexical and grammar units are placed in a coherent context, which generates expectations and the need to use them. Firstly, they are presented in the overall context (in order for their meaning within the language system to be felt), secondly, as a particular element (focusing the attention on the new element), and, thirdly, back in the overall context (in order for the trainee to use them in the general language context). The texts of the units contain lexical and grammar elements already learnt in the previous lessons, in addition to focusing the attention to other such elements. This approach helps the long-term memory and the building of language skills.

Each thematic dialogue is followed by narrative, wherein the new lexical and grammar material from the dialogue is presented in a new context.

The new grammar material is summarized and structured in the simplest possible way in a text. However, there are no grammar exercises. These are replaced by a set of sketches, grammar forms called, the grammar islands, which serve as tools for the thematic dialogues. The sketches are designed in such a way as to allow the trainees, when performing the speech activity, to use the new linguistic knowledge without being aware of it. Their attention is focused on solving a life issue, on making a choice from among several types of reaction. on being able to overcome the obstacle in a smart way. This transfer of the new lexical units and grammar forms into a new context contributes both to the trainees' capacity to make combinations and to their automatic speaking habits, while alleviating the wearisome task of making sentences in the foreign language in a rational way.

Each new unit is presented with an oral introduction of three lessons during which the learners have the textbooks available, but the teacher does not direct their attention to any specific rules of spelling and pronunciation. The learners memorise the whole words and phrase and afterwards they recognize them in the texts. Only after the third lesson does the teacher explain the grammar, spelling and pronunciation.

The textbook pages are divided into two: on the left-hand side, there is a phrase in the foreign language, and, on the right-hand side, the translation into the mother tongue against each such phrase. While the teacher does not use it, it is always available for the trainee.

The texts of the dialogues are divided into groups of 3 lines each in order to leave some breathing space for comprehension, and facilitate the active session, which uses three different intonations, as well as the concert session (with small pauses for music to be heard).

Suggestopaedic foreign language training

At the beginning of each course, the Director of the Institute personally introduces the teacher - this contributes to establishing the authority both of the teacher and of the whole institution. Afterwards the Director's secretary provides out an instruction about the order of conducting the sessions and the requirements for the trainees.

On the first training day the teacher encounters the trainees and each of them is assigned a new name, occupation, residence, etc. They are thus waived from the conditionality of their real-life professional activity and social standing, and accept more easily their new function as trainees, which facilitates infantilisation. In parallel, they learn a large number of words and terms due to the teacher's efforts to skillfully introduce each trainee into the new language to be learnt. This is the first lesson.

The teaching of each new lesson starts with "**deciphering**" (pre-session phase), mainly at the semantic level. The teacher explains the situations, events, and introduces the characters, while doing their best to use linguistic material, which is already familiar, and includes the new lexical and grammar elements without emphasizing them. The teacher makes use of para-linguistic means (gestures, mimics, intonation etc.), in order to facilitate the understanding at the semantic level and create a positive attitude towards the reserve potential. The contact with the trainees is spontaneous; the latter listen without the visual facilitation of the textbook and get actively involved in the conversation at this early stage.

Some peripheral aids are used, such as boards placed on the classroom walls. The new grammar structures are written in a simplified schematic manner on these boards. The teacher does not draw the trainee's attention to them; however, experiments have proved their positive influence on mastering the new didactic content. Later on, the teacher reads the whole dialogue, and some paragraphs are repeated by all the trainees as a choir exercise.

Deciphering is followed by "the **active session**" with the so-called "intonation cradle". The teacher reads the new text changing the intonation at each new line. This provides the trainees with a second hint about the following:

- This is not difficult.
- You have already understood it.
- You already know it.

The trainees follow the written text while the teacher is reading it.

Then the "**concert session**" follows; it brings aesthetic pleasure to the trainees. It does not involve hypnotizing procedures or undesired suggestive pressure. It makes the educational process ever more enjoyable, with a positive motivational power. The teacher reads the lesson

text at the background of classical or pre-classical music. This music was initially selected by Slava Mechinova - a music editor at the Bulgarian National Radio. Later on, Evelina Gateva rearranged it and introduced some changes.

The trainees only listen without having the text in front, sitting calm and relaxed in their armchairs, as if at a concert or a recital. This phase plays a substantial role in achieving a psycho-relaxing effect, which has been proved by physiological tests.

During the course of both sessions, the teacher reads the sentence in Bulgarian first, and, after a small pause, in the respective foreign language.

The concert session brings the class to an end. No homework tasks for learning or exercises is assigned; the only task is reading the text of the dialogue for 10-15 minutes before going to sleep. The teacher and trainees wish each other a very nice day and say goodbye until their next meeting the next day.

In the next class, the trainees act, with the help of the teacher, on the situations studied in the lesson on the previous day. They use the memorized phrases which contain the new lexical and grammar structures. Then the teacher focuses their attention on the new language elements by providing explanations and several new examples to illustrate the use. This is the so-called "**initial processing**".

The repetition of the new language structures is done discreetly, in new situations and in a new context, including a set of communication sketches, thinking tasks, games, competitions, songs, etc. It is not intrusive and does not prompt the need for multiple practice rounds.

The next stage is the "**secondary processing**". It takes place on the second day after the session phase. The trainees listen, read and perform new texts (mostly monologues), in which the new lexical and grammar material is included in different combinations. At this stage the trainees' attention is focused on linguistic phenomena, both the boards on the walls and speaking practice are made use of once again. Communication sketches are acted, where the already familiar language structures are actively practiced by the trainees in the new semantic context of the language.

The "**sum-up processing**" is listening to recordings of specially designed texts, which contain mainly language specifics that are already known. The recordings have an artistic value; they are performed by actors and have a suggestive effect. In the course of both listening to them and reproducing them, the trainees' reactions are spontaneous. Their overall behaviour shows emotional excitement, an expressed inner relation to them. In addition, some larger sketches are acted out, which contain different and more complex life situations; they are intended to address impeding factors.

The mistakes in speech generation or reading are corrected discreetly by the teacher without any emphasis on them and without interrupting the speaker.

After that a new lesson is started. This approach to training avoids the painful process of "concocting" phrases on the basis of set rules and boring training exercises. The trainees are fast in achieving fluency, which is expressed in their speech acts. The trainee does not focus on "how", but rather about "what" to say, how to achieve the objective by means of the communication act

In the course of the training, the trainees boost their confidence in their own capabilities and become more courageous in their participation in the dialogues and discussions. Moreover, they share that they have achieved more ease and active involvement in the activities outside the educational process.

The course ends with a **performance**, in which every trainee performs a certain role. This is a kind of a sum-up of all the knowledge and skills acquired during the past month. The teacher just selects the topic and the plot of the play, allocates the roles and lets the trainees, depending on their disposition, respond to the different situations and find solutions to the problems. This does not cause them any difficulties. During the classes they have performed dozens of role-plays in order to carry out a communication act and influence the partners in the sketch. What is noticeable is that they do not display any unease with the language aspect of speech generation, but rather focus their efforts on finding ways to be more ingenious, resourceful and efficient in their reactions.

In a one-month suggestopaedic course (25 days with 4 classes per day) the trainees learn about 90% of the vocabulary (2000 new lexical units), and are able to actively use over 60% of it. They use the basic grammar of the language. Mistakes made in oral speech usually do not impede communication. The trainees are not afraid of actively using the language, even in contact with foreigners. All trainees wish to continue their training in the next suggestopaedic course.

How is Suggestopaedia accepted in Bulgaria and around the world?

The successes achieved by the creative team of the Institute led by Dr. Lozanov, has also enjoyed a response abroad. Initially, researchers and pedagogues from the then Soviet Union, the GDR, and later from Hungary, France, Canada, the USA and other countries established contacts with the Institute and attended courses, got acquainted with the scientific experiments and their results. A team of teachers and collaborators from the Institute held demonstration courses in French in Kharkov (at the psychotherapy department of the Kharkov Medical Institute), where later Dr. Lozanov defended his doctoral thesis in Suggestology, as well as at the Moscow Pedagogy Institute Morris Torre

The Institute concluded long-term contracts for cooperation with the Moscow Pedagogy Institute for Foreign Languages Morris Torrez, with the Pedagogy Institute VI. II. Lenin in Moscow, the Academy of Public Sciences with the Central Committee of the Communist Party of the Soviet Union, with the Ministry of Foreign Trade of the USSR, and others. Thousands of trainees started learning foreign languages by means of the suggestopaedic methods. The trainers of the above mentioned educational establishments received training at the Research Institute of Suggestology in Sofia.

The suggestopaedic methods are applied also in Kharkov, Minsk, Perm, Novosibirsk, Kiev, Leningrad {now Saint Petersburg), etc. A department of Intensive Methods and Suggestopaedia headed by the prominent Soviet scientist Prof. Leontiev was established within the State Pedagogical University.

In the GDR, Prof. Jenike established an Institute of Mnemology with the Karl Marx University on the basis of the Suggestopaedia. This institute cooperated with the Institute of Intensive Methods of Education in Brandenburg Plaue, established by Prof. Kols. The People's University provided training in a number of factories and enterprises in the GDR by applying the suggestopaedic methods.

Under a contract signed with the government of Canada, the RIS received foreign language lecturers with the Ministry of Professional Qualification in order to train them in Suggestopaedia.

In Paris a suggestopaedic school with the Sorbonne was established. Its director, Fanie Saferis, paid numerous visits to the Research Institute of Suggestology in Sofia in order to be qualified as a suggestopedist.

In England, the linguist Peter O'Conal, after a long stay at the RIS and getting acquainted in detail with the experimental work, didactic materials and aids, established a school, whose teaching approach was based on the suggestopaedic methods.

In the USA, the Lozanov Learning Institute was established and operated under the methodological guidance of Dr. Lozanov.

The suggestopaedic education system was also applied in Sweden, Denmark, Japan and other countries. Trainers from all these countries defended doctoral and full-professor theses in the area of Suggestopaedia.

In Bulgaria, in addition to its ardent supporters, suggestology and Suggestopaedia also had some fierce opponents. These were mainly scientists and pedagogues inveterate in their materialistic Marxist convictions, who were unable to accept the existence of any subconscious activity, sub-sensory perceptions and reactions, and suggestion. In 1971 they initiated a campaign against the Research Institute of Suggestology and its director Dr. Lozanov. They organized public discussions. A number of articles by professors and associate professors psychiatrists and pedagogues were published in the Vecherniy Novini newspaper, which stigmatized the theory of suggestology and Suggestopaedia.

Dr. Lozanov obtained permission (a mandatory requirement under the communist regime) to respond to these attacks. In a series of publications in the same newspaper under the heading The Argument Requires Competence and Ethics Dr. Lozanov and the members of the team of the Institute and its Scientific Board proved the seriousness of the scientific experimental activities at the RIS, and the high results obtained in the training based on the suggestopaedic methods. The Institute came out of this argument ever more mature and stronger. The following were held in 1971:

- First international symposium on Suggestology in Bulgaria;
- First international symposium on Suggestopaedia in Moscow.

In 1974 an International Congress on Psychology of Consciousness and Suggestology was held in Los Angeles, the USA.

In 1975 an international symposium on Suggestology was held in Washington, the USA. Participants in those symposia were scientists, psychiatrists and pedagogues from Bulgaria, the USSR, the USA, GDR, Hungary, the Netherlands, Canada and others. The international response was very strong.

School Suggestopaedia

At that time Dr. Lozanov decided to experiment with the training of students in all subject matters using the suggestopaedic training system.

The Ministry of Education consented to an experiment to be conducted with all subject matters in one 10th grade class in the building of the Institute. Teachers were selected and trained, didactic materials were developed in line with the requirements of the suggestopaedic methods, numerous tests for evaluating the knowledge and skills acquired and the student's neurological condition were developed. The results were impressive. The volume of knowledge acquired by the students in the experimental class by far exceeded the knowledge of the students in the mainstream schools in Bulgaria. The students were in very good physical and mental health; they stated that the educational process was a pleasure for them and wanted to continue their learning process based on the suggestopaedic methods.

Taking into consideration the above results, the Ministry issued permission to the Institute to conduct an experiment at the primary school level first in 2 schools in Sofia, and then in a total of 15 schools in different cities around the country. One control test was to be held in each experimental school.

A new **School Suggestopaedia** section was established. Colossal work was carried out:

- selection of teachers; training them in Suggestopaedia;
- setting up a team of the best psychologists, psychiatrists, school health carers, gymnasts and others from the Medical Academy, the Sofia University, the Research Institute of Education Todor Samodoumov, the Higher Institute of Physical Culture, etc.;
- development of suggestopaedic textbooks and aids for all subject matters;
- preparation of tests for determining the level of knowledge acquired by the children, follow-up checks, as well as for monitoring their psycho-neurological and health condition and their physical ability. At the beginning and at the end of the school year tests were conducted in order to assess the entry and exit levels.

Highly qualified medical doctors, psychologists and pedagogues from the Institute regularly visited the experimental schools and monitored and analysed the educational process at any point in time. In each city, where there was such a school, a head and a coordinator from the Institute was appointed. The whole team worked with unprecedented inspiration and selflessness.

The outcomes

1. In the course of 3 school years (1st, 2nd and 3rd grade), the students acquired the knowledge and skills planned in the Ministry curriculum for 4 school years, without being assigned any homework, under the conditions of a 5-day week of in-school activities, unlike the students at the control schools, who had a 6-day week of in-school activities.
2. The tests showed a much higher level of knowledge compared to the students at the control schools.
3. The children from the experimental schools did not exhibit any symptoms of neurosis and didactogenia, which were frequently observed in the control schools. On the contrary, those children who previously had such symptoms significantly improved their psychological status.
4. The children's attitude towards school and education was positive.
5. Based on statistical reliability, the experiments showed that education by means of the suggestopaedic education system exerts a positive influence on the children's overall personality, trains them in global thinking and helps them find their way around in the objective laws of the world.

Specifics of School Suggestopaedia

School Suggestopaedia is based on the general principles and tools of Suggestopaedia. However, it has its own specificities related to some requirements with respect to the trainees, such as age, the variety of subject matters, the overall shaping and upbringing of the child, ensuring the development of physically and mentally healthy personalities who are open to life and science.

An advantage of School Suggestopaedia - given education and upbringing start as from the very beginning with a correct approach to the personality - is that the child is not yet influenced by the common suggestive norm regarding the limited human capabilities and the hardships involved in learning and creativity. The child feels an in-born need for information, which is satisfied by fairytales and games. The suggestive approach creates a natural transition towards conscious creative learning. Changing the stereotype from the family into the school environment is carried out with extreme caution in order for the child not to miss the security and love received in the family. In parallel, however, the child gets accustomed to abiding by certain rules, and to a new activity regime.

It is very important for the teacher-suggestopedist to sincerely emanate love to the children and to firmly believe in the positive effect of their work. Any attempt to simulate such feelings shall be felt by children and shall lead to results opposite to the expected ones.

However, the teacher's love should be their weapon in children's upbringing and education, and not a drawback. At any point in time the students should feel that their teacher is revealing the secrets of the ambient world to them, which is due to their love for them and desire to shape them as strong and smart as possible - a goal the teacher knows how to achieve.

What equally matters is the manner in which any mistakes made by children are corrected. Mistakes should in no way be emphasised and the student should not be reprimanded and sanctioned for having made them. The teacher should proceed with correcting mistakes in a mild and discreet way, with warmth and love.

Suggestopaedia rejects both the linear approach to children's education, whereby each subject matter is a separate area of study, being completely isolated from the others, and the principle of "consciousness", which has been made a cult.

The above two ignore the "emotional presence", the para-conscious processes, motivation, the children's aptitude to discover any new, interesting and important elements in the surrounding world.

Suggestopaedia, in turn, implements the so-called inter-subject links in an intentional and purposeful manner.

Dr. Lozanov defined **three forms of inter-subject links**:

- Emotion-based training in the logic-based disciplines and logic-based training in the emotion-based disciplines. This means simultaneous impacting and activating the two main sides of the human personality, which are in an unbreakable unity. Sometimes, some nice music could be played, while the children are solving problems on their own. Specially directed plays or even didactic operas could be watched. Thus, a balance between logic and emotion is achieved, which facilitates the mastering of knowledge in the different subject matters and makes it faster, easier and enjoyable. One should not forget that pleasant emotions stimulate intellectual activity.

It is of paramount importance, however, not to overreact, not to turn emotionality into an objective; instead, the teacher should be able to establish, at any point in time, the link between the emotional experiences and the lesson subject and the knowledge the students are expected to acquire.

During the first years of experimenting with School Suggestopaedia, theatrical performances by actors were used. Their plot was related to the content of the lesson. At a later stage, Evelina Gateva composed children operas, which were broadcast on the national TV on a certain day

and time for all students in the first grade of the suggestopaedic schools across the country. Of course, this is a very expensive initiative, but at that stage the costs were covered by the state.

- Balance between the conscious and the paraconscious. This means that the emphasis should not be placed either just on the didactic material, or only on the intuitive perception of that material. The suggestopaedic educational system allows for the student's involvement throughout the whole educational process. A problematic situation with a beginning, culmination and denouement and with clearly stated problems is set, whereby the teacher purposefully leads the children towards the resolution of that problem. This stimulates high motivation, an urge for the student to have a well-defined attainment, which will subsequently result in acquiring more life experience.

As regards **mathematics** classes, the use of specially designed texts of the mathematical problems can contribute to acquiring a lot of knowledge about the homeland in a para-conscious and emotional way. In terms of the subject matter in the aesthetic cycle, the balance between the conscious and the paraconscious is ensured by means of the subject matter in the logic cycle.

- Cross-cutting of topics. A cross-cutting topic should be considered not only as part of a certain subject matter; it should be linked to other subject matters related to that topic.
- However, this should be done with fine sensitivity, without diluting the difference between the subject matters.

Reading and writing classes

Reading and writing classes start as from the moment when children enroll in school, the bulk of them being within a 3-month period.

The walls of the classroom are decorated with boards with brightly coloured pictures. A word to go with that picture is written under each picture, the first letter of the word being entangled in a puzzling way in the picture itself. These pictures are a part of the children's ABC book, which is introduced to them a couple of days later. The boards are placed at such a height as to be within the children's field of vision. They stay there for two days without the teacher directing the pupils' attention to them. The children play, learn and recite exciting poems, perform interesting fairy tales, sing tuneful songs. All of these permeate the children's world and unnoticeably free the young pupils from dispiriting factors (the unknown school environment and the concerns in this respect). The psychological and artistic means of Suggestopaedia activate the memory and create emotional stimuli.

The check conducted in a play situation at the end of the second day - all the children start singing in a choir and then individually - shows that due to their peripheral perceptions the children perceive the words unconsciously and are able to read them against the background with the picture covered. The teacher asks the following questions:

- Which picture is behind this word?
- Which picture does this word belong to?
- Which word is this?

While the children perceive the word in its entirety, at the subconscious level they memorize not only the image of the whole word, but also that of the different letters. To facilitate this process, the children are given notepads with pictures and words from the boards. The children colour them and subconsciously perceive the words and the letters comprising them.

Later on, when the teacher teaches them the alphabet, the children are very fast in reading new words consisting of the same letters.

On the next two days the boards are replaced with new ones showing new pictures and words with new letters and combinations of letters, as well as short sentences. The process is the same as with the first boards.

On the following days, again in play situations, all the words from the boards are written without the pictures and are read quickly in a random order.

The words already learnt are connected into short sentences, each containing one new word. The sentences make up a small story. They are read in a choir, and then individually. At certain points the teacher just informs the children that the words consist of letters, but the children's attention is not focused on them. Games and competitions for fast reading are organized.

The children are also offered to read short songs and poems, which have been learnt by heart before that. Throughout the whole exercise, they are asked to point their finger to the point reached in their reading.

A video recording of a short movie or a play is watched. At culmination moments children "help" the characters to overcome a difficult situation by reading the words prompted to them and already included in previous activities, as well as some new words at some points. The analysis of the optic hearing is on the second line. It is the semantic and emotional meaning of the word that is on the front line.

The children are given their first book to read. This is the suggestopaedic ABC book, containing mainly words already learnt, and beautiful and entertaining pictures. This ABC book is read in the course of a few days, and then the children start reading books adapted to the knowledge

already acquired and texts containing words not encountered before. The texts are emotional and interesting. The reading is in a choir setting, which also involves the teacher, who gradually lowers their voice and lets the children read by themselves. The teachers step in only at points where the children face difficulty. At some point individual reading also takes place.

Other interesting children's books are read, too. The purpose is for as many texts as possible to be read, and to make reading interesting and turn it into fun for children.

Characters of the animal world are frequent guests in the reading and math lessons. In extra-curricular activities, during walks and excursions, the students visit different sites, read the insignia of companies, the names of streets and shops. They also read letters and postcards received, they count and compare, get excited with music and songs, and admire landscapes. Thus, the inter-subject link is unconsciously established: reading, math, country knowledge, music and singing.

The teacher ensures individual performance for each student in the educational process: individual reading, creativity in making new sentences, telling interesting stories, independent conclusions and expressing a personal attitude in analysing the ideas and the aesthetic aspects of an artistic text. The more comprehensive the creative performance of the student is, the more comprehensive the implementation of the main principle of Suggestopaedia is - "suggestive interrelation". This means revealing the potential of the personality trained in a more comprehensive way.

Training in **writing** starts slightly later than reading – 10 to 15 days after the beginning of the school year. The children have already acquired the first reading skills. Writing is a complex process which requires that children have become acquainted with the written letters and acquired some visual and motor coordination. In writing the semantic level also comes to the front line, with consolidated global didactic units and a unity of the three principles and three groups of means in the suggestopaedic educational process.

The students are acquainted with all written letters and the respective capital letters by writing 14 sentences. This process passes through several stages:

1. The teacher writes a short sentence with an emotional connotation on the blackboard.
2. Then the teacher puts it down in letters slightly distanced from one another and makes a general analysis of the content and structure of the sentence (words, letters, capital letters).
3. The sentence on the blackboard is erased and then written again slowly in order for the students to be able to follow the writing of each letter.
4. The students rewrite the whole sentence in their notebooks, after being instructed to try to connect the letters comprising the different words

5. The teacher oversees the individual work of each student, detects mistakes and asks the student to rewrite the mistaken words, putting an emphasis on specificities, not on the fact that an error was committed.
6. The students rewrite the sentence a second time.
7. The students write the sentence again, but under dictation, without visual support.
8. The students write a new sentence under dictation, which contains the same letters as the previous one, but combined in different words.

An important task of the teacher is to watch out and prevent the children from getting bored in this process. Some music is played, the sentences have entertaining content, competitions are also applied. The pace is determined by the students' capacity in the particular class.

The didactic material of the **other subject matters** planned for the primary school education is mastered also on the basis of the principles and tools of Suggestopaedia, the skillful implementation of the inter-subject links, the thoughtful and balanced use of different forms of art, the application of conscious and paraconscious processes. This approach contributes to a more global development, to revealing a considerable potential of the student's personality, to accelerated memorizing of the information, and, more importantly, against a proven psychoprophylaxis and psychogenic effect.

The detailed examinations and tests conducted have proven that the suggestopaedic education system leads to qualitative changes and much higher outcomes in the education and upbringing of students, thus stimulating their creativity and preserving their mental and physical health.

ENCLOSURES

(Enclosure 1)

Who is Dr. Georgi Lozanov?

Dr. Georgi Lozanov was born in Sofia on 22 July 1926. His father came from the city of Lorn and was a history teacher; his mother had studied law. She passed away at a very early age, when Dr. Lozanov was 2.5 years old. This loss was very painful for him and marked his whole life.

He graduated from high school in Lorn, and after that studied medicine and specialized in psychiatry in Sofia. As a young medical doctor, he was allocated to work at the psychiatric hospital in Byala town, Rousse district. This was followed by a position in Sofia at the psychiatric hospital in Kourilo village, where he became the Head Physician. Later he moved to the Sofia City Psychiatric Clinic.

Impressed by his work, the renowned psychiatrist Prof. Dr. Sharankov hired him to work at the Institute for Training and Specialization of Medical Doctors (ISUL) in the department for postgraduate training in psychotherapy.

Dr. Lozanov was one of the first psychotherapists in Bulgaria after the year 1944. He had vast experience and wonderful achievements in this field, and he would say that Suggestopaedia, which he created, was the fruit of uniting psychotherapy and pedagogy. He also specialized in brain physiology at the Physiology Institute with the Bulgarian Academy of Sciences. He also studied pedagogy at the Sofia University Kliment Ohridsky.

He became the Director of the RIS in 1966. In 1984 he was dismissed from the Institute, which was closed down two years later. After the Research Institute of Suggestology, Dr. Lozanov organized a Centre of Suggestology and Personality Development at the Sofia University Kliment Ohridski.

After the change of the political regime in 1989, he left for Austria, where he established the International Centre for Desuggestopaedia in Vienna and the International Centre for Teacher Training in Viktorsberg, Vorarlberg. Later on, he returned to Bulgaria. During the last several years of his life he lived in the city of Sliven, where he passed away on 6 May 2012.

(Enclosure 2)

Members of the Academic Board of the RIS

1. Academic Sava Ganovski, Member of the Bulgarian Academy of Sciences (BAS), Chairman of the Psychological Society of the People's the Republic of Bulgaria; Chairman of the Philosophy Society of the People's the Republic of Bulgaria
2. Associate Prof., Or. r. Lozanov, M.O. Director of the Research Institute of Suggestology
3. Prof. Or. Mateev, Corresponding Member of the BAS, Director of the Physiology Institute with the BAS, head of the Scientific Research Centre of Gerontology and Geriatrics
4. Prof. Emanouil Sharankov, counsellor-psychiatrists at the Psychiatry Department with the Institute for Training and Specialization of Medical Doctors (ISUL)
5. Prof. Hr. Vassilev, Research Institute of Education
6. Prof. B. Mashkarov, Institute of Labour Safety and Occupational Diseases
7. Associate Prof. Pavlina Vekilska, Research Institute of Education
8. Associate Prof. B. Nikolov - Head of Department at Sofia University Kliment Ohridski.
9. Associate Prof. P. Balevski, Doctor of Medical Science, Scientific Research Institute of Suggestology
10. Associate Prof., Or. D. Kolarova, Doctor of Medical Science, Research Institute of Suggestology, and others.

(Enclosure 3)

APPLICATION FORM

Ref.....

TO

The Director of the Research Institute of Suggestology

By:.....

Age:.....

Place of work:.....

Phone No.....

Occupation.....

Education.....

Home address.....

Phone No.....

DIRECTOR,

I would like to apply for enrolment in the experimental suggestopaedic training course in the
.....language.

JUSTIFICATION

Level of knowledge of the language (underline and fill in the answers)

I have not learnt the language / I have learnt the language

a/years ago

b/ foryears

c/ I know about words

d/ I speak with mistakes / I do not speak.

I would prefer to be included in the training (underline your answer)

in the morning / in the afternoon

I agree to be included in the research and the scientific documentary filming.

Note.....

Sofia, date.....year.....

Signature.....

(ENCLOSURE 4)

STATISTICS DATA SHEET No.

Name: Age:

Place of work.....Phone No.....

Occupation.....

Education

Home address..... Phone No.....

1.Which language are you applying for?.....

2.Do you master any other foreign languages?.....

3. What foreign languages do you speak?.....

4. What is your level - speaking: writing:

(choose) very well, average, a little

5. Where did you learn them?.....

6. Do you like learning foreign languages?

7. Do you find learning foreign languages very difficult and unpleasant?

8. Have you ever stopped learning languages due to boredom or displeasure?

9. If you were at another school (or in tuition) and had 4 study classes a day and without homework, how much time do you think you would need to master reading and writing in a foreign language with 2000 words and basic grammar?

10. Do you think learning with us will be faster, more pleasant and more efficient?

11. Do you have any concerns, and if yes, what, regarding your potential enrolment on our courses ?

12. What kind of activity (scientific, art, administration, production, and others} do you think you are best suited for?

Sofia, date.....year.....

Signature