



1991 – 1998

Centre for suggestological and desuggestological training, research and counselling in Viktorsberg

The beginning in Feldkirch

October 1990

Dr. Lozanov makes a speech on:

„Suggestopedia – an alternative teaching and learning method at the Arbeiterkammer in Feldkirch



Conference Salzburg 1990

October 26 – 28

Dr. Lozanov and Dr. Gateva:

“We intended to establish our centre in central Europe.



Cooperations

February 1991

Cooperation between the Arbeiterkammer in Feldkirch and Sofia University St. Kl. Ohridski, respectively „Center for Suggestology and development of Personality“



signed by Dr. Popov and Mr Fink

Agreements

Variant 1:

The AK pays Dr. Lozanov and Dr. Gateva a university professor's salary, travelling tickets, accomodation, telephone, etc.

The students' fees go to the AK; the surplus is sent to the Center of Suggestology



Agreement

March 1991

Agreement between the Foundation „Kloster Viktorsberg represented by Dr. Guntram Lins and

Dr. Lozanov and Dr. Gateva

Variant 2:

Dr. Lozanov and Dr. Gateva are completely independent .

They pay rent for the seminar rooms and can keep all the students' fees.



1st presentation conference; October 1991

Negotiations

- July 1991
- Negotiations with Dr. Regner (apartment for Science and Research at the Vorarlberg government)
- topic: cooperations with Austrian universities
- goal: Academy of Suggestology



Dr. Hubert Regner

Dr. Lozanov and Dr. Gateva move in



(Dr. Gateva's reaccuring dream)

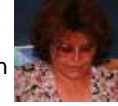
Dr. Lozanov and Dr. Gateva move in

- They start to work and live in the Kloster Viktorsberg
- From May 1991 till July they live in the two apartments in the „Kloster“
- In July they move to Götzis
Address: Im Buch 2, Götzis



Seminars 1991

- 25.3. – 19.4.1991: English - Setsuki Iki (Stage I) + Voice Training
- 28.10. – 8.11. Italian (Dr. Gateva)
- 11.11. – 6.12. English (Lupe Escamilla)



1992

- 17.2. – 13.3. Italian (Dr. Gateva)
- 16.3. – 10.4.1992 English (Leo Boudreau)
- 5.8. -28.8. Englisch - (Jennifer Deacon); (Alison Miller); (Franz Ludescher)
- 3.8. – 28.8. English – Intensive – Setsuko Iki (Stage II) + Voice training
- 21.9. – 16.10. 1992 Italian (Dr. Gateva)
- one week seminar with Mexican doctors
- 21.9. – 16.10. Italian (Dr. Gateva) - Gloria Alguaci
- 18.10. – 24.11.1992 English Communication – Gloria Alguaci
- 28.10.-25.10. Englisch - Gloria Alguaci
- November – English - Gloria Alguaci



1993

- 3.3.-26.3. Japanese Intensive (Setsuko Iki)
- 15.3. – 9.4. Italian (Dr. Gateva) - Leo Boudreau
- 2.3. – 26.3. Japanese (Setsuko Iki)
- 22.3. – 19.4. Italian Dr. Gateva (attended by Stavriana)
- 20.4. – 30.4. English Special seminar
- 3.5.-28.5.93 English for beginners
- 9.8. – 3.9. English – advanced Stavriana, Leo Boudreau, Gloria Alguaci
- 13.9. – 8.10. – Italian Dr. Gateva
- 18.10. – 12.11. – English - Kristin Newton - Gloria Alguaci



1994

- 7.3. - 1.4. Italian (Dr. Gateva)
- 11.4. – 6.5. English
- 7.3. – 1.4. Italian
- 11.4. – 6.5. English (Stavriana)
- 17.5. – 10.6. - English (Karin Eklund)
- 21.6. – 18.7. – Italian (Dr. Gateva)
- 8.8. – 2.9. English for beginners
- 12.10. – 9.11. English for advanced
- 17.10. – 15.11. Italian (Dr. Gateva)
- 17.10. – 15.11. English



CONFERENCE

- Lecturers**
- Lozanov
 - Botha H. Ludolph (South Africa)
 - Gassner Roberts Sigrid; (Adelaide)
 - Birgitta Gervig (Denmark)
 - Bufe Waltraud (Saarbrücken)
 - Cassone Libyan Labiosa (Mineapolis)
 - Hooper Grethe Hansen (Ipswich)
 - Eklund Karin (Gothenburg)
 - Gateva Evelina (Sofia)
 - Miller Alison (Anacortes USA)
 - Boudreau Léo (Quebec)
 - Beer Franz (Vienna)
 - Hagiwara Kazuhiko (Nathan, AUS)
 - Parker Adran (Göteborg)
 - Iipola-Häni Pei (Hämeenlinna FIN)
 - Alguaci Gloria (Madrid)
 - Jarquin Ramiro /Mexico)
 - Krippner Stanley (San Francisco)
 - Lisa Hartmak
- October 1994 Suggestion and reserve capacities of the brain / psyche in the process of learning

1995

- 6.2. – 17.2. Italian for Advanced
- 27.2. – 25.3. Italian (Dr. Gateva)
- 27.2. – 25.3. Spanish (Dr. Gateva)
- 6.3. – 17.3. Italian Advanced
- 28.3. – 26.4. English (Stavriana Soubassi)
- 28.3. – 26.4. Italian (Dr. Gateva)
- 24.6. – 19.8. English
- 24.7. – 19.8. Italian (Dr. Gateva)



1996

- 8.7. – 2.8. English, Spanish, Italian (Agnese Flores)
- 7.8. – 4.9. English (Stavriana)
- 7.8. – 4.9. : Italian
- 7.8. - 4.9.: English for beginners
- 7.8. - 4.9.: English for advanced
- 19.8. – 30.8. Italian for advanced
- 5.8. – 23.8. Russian



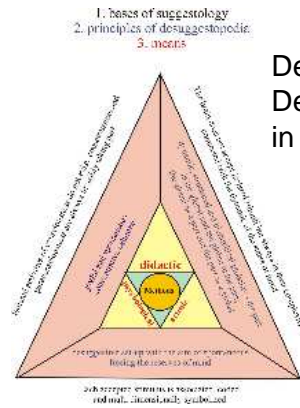
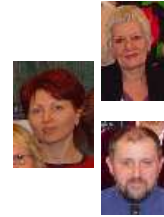
1997

- 5.5. – 31.5. English
- 6.8. - 26.8.
- Italian
- Spanish
- English



1998

- 19.10. – 3.11. French
- Spanish
- English for beginners
- (Gloria Algucil, Petra Korena, Ioan Talfryn)
- 5.3. – 26.3. Spanish
- 11. – 22.10. Spanish
- English



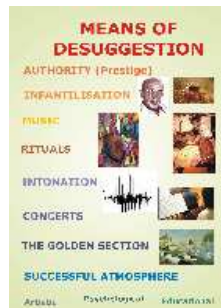
BASIC ASSUMPTIONS

- The main goal of Desuggestopedia is *to unlock / to activate the reserves of mind*
- „Tapping the reserves of mind is a fact“
- *In the process of desuggestion a spontaneous liberation of old fixed norms takes place.*



BASIC ASSUMPTIONS - shift

- In the latest development of desuggestopedia, the approach puts more emphases on the process of desuggestion



INTRODUCTION

- Teacher is a „friend“ – makes jokes
- Learners are „co-creators“ – they feel they are not manipulated
- Teacher speaks with a normal intonation
- He is enthusiastic and emotional
- introduces the linguistic input in a friendly way
- Important: Be positive: The expectancy is part of you, don't pretend
- Make the students speak as soon as possible



Introduction

- Use toys (soft toys) – they decline tension, make them forget fear, eyes get rest on toys
- Don't give them the chance to analyse
- Speak quickly
- Repeat again and again
- Prepare them for normal conversation
- Don't ask all the participants the same questions – be flexible
- Include a song
- Be spontaneous
- The artistic way of speaking evokes longer retention – Use your voice like an instrument



Introduction - changes

- At the end make a summary
- „Let's repeat“
- „Let's make an artistic summary“
- Make a dialogue, ask questions,..
- include funny elements,
- the learners become more actively involved in reciting from the very beginning



Concerts – Active Concert

- Stand upright
- Focus the people
- Don't read monotonously
- Be solemn – make a speech to the audience – what you're saying is important
- End the lines differently
- Each line should be unexpected / a surprise
- Follow the rhythm and intonation of the music
- Read the chunks together



Active concert - changes

- *You can make them stand up and read after you (1 – 3 pages)*
- Soft, pleasant reading – no commanding
- Music is still an active partner, but not that demanding any more



Concerts – Passive Concert

- Use a standardised „lead-in“
- Sit while reading
- Read at a normal pace
- Make no unnatural pauses
- Use all the parts of the piece of music (Allegros, Adagios, Andantes)



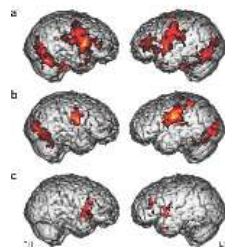
Passive Concert - Change

- Do whatever possible to avoid a sleeplike state of mind
- If necessary make the students stand up now and then.



Activation Phase

- **During that phase the subconsciously acquired input is transferred into the conscious level.**
- **Acquisition is an active process**



Activation stage - changes

- *Everything should be spontaneous*
- *Not: Let's go over to the next step and...*
- **Create links:** e.g. When finishing the last meeting with a song, start the new one with a song as well.
- The learners don't imitate that much any more but create new versions from the very beginning.



Creative Transfer Phase

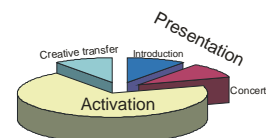
The learners get the chance ...

- to practise, to immerse the acquired knowledge. (listing, grouping, comparing, problem solving,
- to link the new information with what they already know
- using the new knowledge in new situations (transfer) (sharing personal experiences)



Creative transfer - changes

- This phase has become more important in the whole cycle



Thank you for your attention

