Larysa Kupriianova
PhD in Medicine
Visitor Professor in Humanitas University
Milan, Italy

Scholar in the frame of the International Visegrad Fund Research Grant Programme
University of Wroclaw, Poland

Daryna Kupriianova
Lawyer
Head of the Board of DAR for Peace and Equality
Milan, Italy

DAR MULTILINGUA AS A PREREQUISITE OF SUCCESSFUL SOCIAL AND CULTURAL INCLUSION, INTEGRATION AND SELF-REALIZATION OF MIGRANTS, REFUGEES AND FORCIBLY DISPLACED PERSONS

Annotation. Process of learning foreign languages is mostly a difficult experience both for teacher, as for learners. Sometimes, it is tightly connected with bad experiences from the past, that tear the student back on his/her way to the personal development. In addition, multiple inner fears, biases, prejudices, blocks and barriers build often the wall on the way to the successful social inclusion and integration of the student. However, without a complete and an absolute immersion into the accepting society, it is barely possible to liberate one’s full potential, knowledge and skills. Therefore, we need completely new attitude to education, training, social, professional and spiritual mentoring, which will enable a student to face his/her fears and experiences from the past, defeat them and successfully move forward. In the aforementioned situations and, therefore, in case of refugees, forcibly displaced persons and, even, migrants, the DAR Multilingua method, dedicated to building positively new alter ego, which will enable the process of haling of the basic personality, is an absolutely unique and completely successful remedy from all limits mentioned above.

Research results. Learning foreign languages is a complicated process, which is often aggravated by inner biases, blocks, fears, prejudices and myths related to the personality of the student him/herself. It is absolutely noticeable as in case of ordinary people, living in a relatively stable and economically developed society, but, especially, it is noticeable in case of “critic learners” e.g. migrants, refugees, forcibly displaced persons, who are experiencing various moral, psychological and quite often even physical conditions that also affect the process of learning.

There are endless methods of teaching and even more ones of learning, however, up to nowadays, even despite being highly effective, all of the methods are dedicated to “covering”, “hiding” all negative tendencies, fears and blocks that learners have in themselves, and build new skills, knowledge and experience on the foundation of aforementioned “black pages of persons’ history”. Consequently, during intensive period of learning students is tended to think that his fears and burdens disappeared, but in reality, they just fell asleep until the moment when the student will be “free again to think about his/her life”. The lesson ends and the reality starts over again. It often leads to drastic separation between the reality “we try to draw in our minds” and one, which actually exists around. In addition, it ends up with following consequences:
1) The life of the person is directly divided into the parts of lessons of foreign language, and the part of “a real life”. The language remains literally “in the classroom”, despite the fact that the person can be surrounded by the society speaking this language for ages;

2) The students is afraid of using foreign language even regardless being “the best in the classroom”, because until his/her minds distinguishes periods of “theoretical learning” and “real life”, these two parts of our life are not connected and, therefore, our co-existence in the society rather becomes a part of a “real life” pattern and the learner cannot “drag” theoretical knowledge and implement it into the real life situation;

3) The problematic of accent is also tightly connected with a “traditional attitude to learning”. It is specifically visible on the example of refugees/forcibly displaced persons and sometimes even migrants (who did change their life space, the country into the other one, but according to their own wish/desire). Therefore, the accent usually appears to be “a link” connecting us to the place of our origin, to our home city and/or home land. As it was claimed by our students, “you do have an accent, brutal pronunciation, someone does not even understand you, and you feel pity, incredibly sorry for yourself. But, at the same time, some kind of warm feeling fills you up and you are temporary satisfied that you are not betraying your inner connections with your origins and your homeland. Sometimes, it seems that you live two different lives, where the first one allows you to be prosperous and successful in a new society, while the second one misses the place of your childhood”.

Therefore, nowadays we shall distinguish non-useful language education, which barely leads to any successes and results, partially useful education, which provides person with necessary skills and knowledge, that are enough for adaptation and defeating “the feeling of stranger”, and absolutely useful education, which allows a learner to literally “live the language”, “feel it”, “breath it”, “experience it”. The second way of education is the most common one; this attitude to learning may give a birth to multiple people actually speaking this or that foreign language, however, they still treat this language as “foreign”. And it is not a question of time, complete integration, lots of local friends and support of the individual from the government. It is a caused by “non-completed” immersion into the language itself. It needs time, dedication, will, desire, psychological and acting skills and endless kindness from the teacher to be able to work through boundaries, fear, biases and prejudices that make a student stuck in his/her reality “made at home”.

The third way of learning though, is a way of complete immersion, way of self-knowledge, self-development, inner growth through the language, an opportunity to see “myself” under absolutely different prism and get acquainted with this “newly created personality”. To personally create this personality, which will not just perfectly speak the foreign language, but will live an absolutely new life with an opportunity to switch between his/her numerous personalities every single moment he/she wants. Proper linguistic education allows us not to hide, but to live and face our fears, prejudices and biases, be proud of them. But, at the same time, an appropriate when of working through foreign language ensures that the student will be additionally able to change the perspective of his/her traditional way of solving problems. An appropriate language education liberates a way of self-compassion, it does not try to take the “whole time of student” to unable him/her to think about his/her everyday problems and fears. The right attitude to language education pushes us to build an absolutely new, completely different personality, mentally strong, self-confident and psychologically healthy, which will always bear in minds all individual’s fears and blocks and then, once the learning is completed, will allow him/her to successfully defeat them.

In traditional learning, students appreciate their gained language skills, their abilities to speak up, to write and communicate. Therefore, an individual receives a more or less completed service. In case of the DAR Multilingua, the method we are going to talk about below, person/student comprehends new life, new vision, new personality through learning foreign
languages. There are not exclusively “opportunities”, “possibilities” that connect this individual with the analyzed state. There are proper tights, ensuring immersing into cultural, traditional, societal and historical life of the individual nation and, thus, provides not just “sufficient” (as for traditional learning), but successful and completed level of integration and socialization in the given society. Completed immersion into the society allows the personal development, praising and showing own potential. Therefore, all skills that are suddenly becoming “able to disclose” enable even higher level of self-confidence and desire to support the accepting society in the future. But, still, it is not just a society of an accepting state, which is interested in the completed level of successful integration, it is person itself. Therefore, the “immersive attitude” to learning foreign languages allows the student to breathe with his/her full lungs, to live the life in full, feel and apply his/her own potential. Thus, the method of aforementioned learning can be additionally treated as a temporary zeroing method, which ensures that the person builds his/her positive alter ego by keeping an eye on previous knowledge and the experiences, but with completely new attitude, study, immerse him/herself into new realities, integrate and then, as an already zeroed personality comes back to look into his/her problems under the prism of full recovery.

Finally, while taking into account the problematic of foreign accent, which was highlighted in the point 3, an attitude of complete immersion allows to build a positive alter ego, which will not try to substitute subconsciously the basic belonging to the country of origin, it will allow to develop absolutely new individual’s personality, which will experience things differently, percept outer circumstances in his/her proper way and will not be depended from one raised up in the mother tongue. Therefore, the foreign languages stopes being a concurrent trying to possess the first place and to displace our origin individuality with new realities. It becomes a supporter of a basic personality and strengthens the student knowledge/skills/personality in both directions.

Method. DAR Multilingua is a unique method of learning foreign languages developed on the basis of DARA School - school of luminaries of foreign languages (Odessa, Ukraine), in cooperation with DAR for Peace and Equality, a non-formal international group (Milan, Italy) dedicated to optimization and support of successful integration and social inclusion of migrants, refugees and forcibly displaced persons. The authors of the method are Daryna Kupriianova (lawyer, linguistic tutor, facilitator of integration and social inclusion with 8 years of experience in the sphere of Erasmus plus and volunteer with 8 years of experience in the sphere of social inclusion, integration of refugees, forcibly displaced persons, migrants) and Larysa Kupriianova (University teacher, PhD in Medicine, mentor, lector, volunteer with 8 years of experience in the sphere of social inclusion, integration of refugees, forcibly displaced persons, migrants). The method is based on the postulates of combining spiritual practices and mentoring, psychological support dedicated to “purification of previous negative patterns” and complete immersing into the process of language learning.

Study groups: Since the year 2016 until the year 2023, we have led multiple researches, with involving direct refugees, forcibly displaced persons and migrant on the territory of the EU as well as people, permanently residing on the territory of Ukraine wishing to making their language skills better, but suffering from various linguistic blocks and language barriers. Total number of students is 53 people, of all ages from 12 to 58 years old, of different occupations and interests, with various cultural and economical backgrounds. What is more, representatives of our study groups had either a slight, or strong previous experience in learning foreign languages with other schools, other tutors, teachers on by using methods of self-education, but there were also 7 people, who did not possess any experience either in learning this very language, or foreign languages in general.

Research methods: deduction.

Requirements for a teacher: no specific linguistic education is required, but, of course, warmly welcomed. In addition, it is appreciated that the teacher possesses experience in living abroad and social functioning in a given country, however, it is not obligatory. What is important:
the teacher is supposed to be more than tutor, it is a sensei, mentor and inspiration for inner growing and building new self-esteem, refreshing and healing individual's personality and working through personal fears, blocks, biases, prejudices etc. He/she should build strong mental connections with a learner and create a “safe zone” for sharing all fears and doubts of the students during the lesson in particular. What is more, the process of learning does not end up with lessons, it is stable and constant. Sometimes, the whole time of the tutor will be necessary for guiding the student into the world of a foreign language. Support is a key of the DAR Multilingua method. In addition, tutor is supposed to be ready to share personal practices, experiences, fears and fails, if it will be necessary for building strong psychological sensei-student bound. Sensei will not be always a friend, but an inspiration ready to give a hand in help on every stage of the student’s self-development. The deep level of empathy is therefore absolutely necessary for the application of the method.

**Target group of students:** Primarily, the method is dedicated to each study group, including every age, gender, nationality, cultural or social background. It can be suitable both for people willing to optimize their language skills, and for migrants, refugees and forcibly displaced persons (as a proper tool for inner purification, getting rid of negative scenarios and experiences, as well as immersing into new cultural and social realities). There are no financial requirements to the students though, because the method will be applied either by tutors-volunteers, or on the basis of financial investments of potential beneficiaries of the results guaranteed by the application of the analyzed method of learning. The students shall be ready to disclose their inner doubts, borders, barriers to allow the tutor to work them through. Additionally, it is essential to accept the ideas of spiritual inner learning, self growth, building properly new self-esteem and bringing up “positively new alter ego”, which will support the basic individual’s personality, and not distract to tear it into pieces, as it is usually done by traditional ways of learning.

**Preparation for studies:** Profound preparation is a key part of the future learning. Primarily, we are emphasizing the necessity of meditation and visualization practice, that we are going to present in our subsequent research in details, facing and working through fears, biases, prejudices, blocks and barriers; breathing practice, practice of self-acceptance and self-compassion (that are also will be presented subsequently).

**Process of studying and timing:** The learning process is mostly based on study materials by British Council, Deutsche Welle sources, governmental sources for learning Italian, Spanish, Ukrainian and other languages, with additional materials created by tutors themselves. The lessons are represented by combination of learning of foreign language and psychological/inner growth sessions dedicating to liberating full inner potential of the learner, helping him/her to face and defeat personal fears, doubts, barriers and blocks, sharing negative experiences of the past and working through them, creating properly new positive alter ego, which will allow to experience “absolutely new reality, where everything is available and possible, and all dreams can come true”, properly mentally healthy and self-sufficient personality, which will subsequently allow the healing of a primary basic personality of the student. There is no timing on the lectures. The lesson is prolonged until both tutor and student have free time and will for learning, they are in touch 24/7. They share personal experiences, fears and hopes, divide the life, thoughts, beautiful and scary moments of everyday life. They build mental bond, which allows inner growth and liberation of the potential. Therefore, the tutor works at maximum with 3 students at the same period of time (during the year), but the learning process is individualized for every single learner!

**Financial profit vs results, noticeable advantages and disadvantages of the method.** DAR Multilingua cannot be called as a sufficiently profitable method. According to the fact that it requires complete dedication of linguistic sensei (tutor), the teacher cannot have a group bigger than 3 persons. Moreover, during most of the time the tutor dedicates his/her time separately to different students, not combining them into groups. Therefore, the time does not count, the result does. It is a method possessing high quality and great results on the integration of every individual,
especially, those ones, who are refugees, forcibly displaced persons and migrants. It allows them being completely immersed into the culture, social and societal life of the nations he/she tries to integrate into, ensures defeating the foreign accent and “the feeling of separation/living two different lives at the same time”, supports their process of self-development, realization, and allows their mental inner healing from negative experiences from the past. What is more, previous fears, blocks, barriers, prejudices and biases are being faced by the completely mentally healthy personality, which is able to ruin the past bad trends and substitute them with healthy positive ones. DAR Multilingua is not dedicated exceptionally to learning foreign language, it is mostly directed to inner healing and positively immersing into new realities, which allows growing completely different tights between the newcomers and the accepting state. However, despite great didactic results, it cannot objectively allow a stable flow of income to the foreign language school and/or NGO or other organizations dedicated to the support of migrants/refugees/forcibly displaced persons and/or other learners. In simple words, “people will not be able to pay literally for every hour, which is necessary for preparation for lessons, lessons themselves, linguistic practice, open discussion groups and other ways of optimizing linguistic skills”. It requires working overtime, multiple over hours not just to making speaking skills better time after time, but also to stably continue psychological healing of the student and supporting him/her on her comprehension and learning road.

On the other hand, the method allows proper (for 99% ideal learning method, combined with appropriate level of integration, immersion to the local culture, tradition and history, supports social inclusion and helps to liberate personal potential of each individual. And these results are obtained on average in a year/year and a half. Therefore, if not for financial goals, then for social ones, the method will always require either voluntary dedication of tutors (teachers by inner vocation), or financial donations of NGOs, governmental organs and/or private institutions interested in successful, proper and complete immersion of those or these newcomers into the accepting society, i.e. persons expecting the arrival of non just literally workers, but “people of minds”, employees with a full-fledged self-esteem, ready to share their knowledge and potential with a hiring firm. On the basis of these postulates we can definitely claim, that the method will have both its beneficiaries as stakeholders.

It is still necessary to emphasize, that the method is NOT suitable for ALL learners, as in case of traditional education. It is absolutely not appropriate for those ones, who negates spiritual learning, inner growth, meditation and visualization practices, and is not consequently ready to work through personal inner fears, blocks and/or barriers, or even to disclose them to his/her teacher.

Feedback from current students: “I come to the lessons, as for psychological session that I always wanted to have. Now, two things that I needed the most are combined! I feel innerly healed, cured and liberated!”.

“My teacher is more than tutor for me, she is my sensei, my mentor, my friend, my leader on this road. She changed my mind! I was used to think that I am that very person unable to learn languages, I was so unsuccessful in this sphere! She made me believe in my inner potential! Everything I know, is because of her, because of her dedication, her endless time, patience and empathy. I am not just more confident in Polish; every time I switch into Polish, my personality is being changed. I feel more self-confident, more fulfilled, my level of inner happiness grows! I cannot properly describe it, but it makes me feel differently and, properly, amazing!”.

“Toward to this road. She changed my mind! I was used to think that I am the very person unable to learn languages, I was so unsuccessful in this sphere! She made me believe in my inner potential! Everything I know, is because of her, because of her dedication, her endless time, patience and empathy. I am not just more confident in Polish; every time I switch into Polish, my personality is being changed. I feel more self-confident, more fulfilled, my level of inner happiness grows! I cannot properly describe it, but it makes me feel differently and, properly, amazing!”.

“My teacher is more than tutor for me, she is my sensei, my mentor, my friend, my leader on this road. She changed my mind! I was used to think that I am the very person unable to learn languages, I was so unsuccessful in this sphere! She made me believe in my inner potential! Everything I know, is because of her, because of her dedication, her endless time, patience and empathy. I am not just more confident in Polish; every time I switch into Polish, my personality is being changed. I feel more self-confident, more fulfilled, my level of inner happiness grows! I cannot properly describe it, but it makes me feel differently and, properly, amazing!”.
**Perspectives of the future research:** By analyzing DAR Multilingua method of learning, it is absolutely useful to take into account a possibility to create a self-studying guide (with a probable audiovisual support) to allow people, who are partially ready to inner transformation and complete immersion into a new culture, but do not feel completely prepared “to meet their tutor”. Proper cooperation and emotional boundary between tutor and student is essential, but it is also necessary to be completely ready “to encounter a spiritual and linguistic sensei on one’s road”. Therefore, as an introductory stage (or, eventually, for the whole period of studying) it is should be possible to involve a self-study guide for “365 days of inner linguistic healing by applying DAR Multilingua method”. The study guide will be available for free among the sources shared on professional accounts of DAR for Peace and Equality and DARA School - school for luminaries of the foreign languages. The very first student’s book will be dedicated to learning English and then, at least, other 9 languages as well, including, Italian, Spanish, Polish, Ukrainian, German etc.

**Conclusions.**

1. Nowadays, the process of learning foreign languages and the methods of doing so, consequently, are divided into three types: non-useful ones, useful ones (commonly known as traditional ways of learning), as well as absolutely useful methods of language comprehension, which allow a properly different level of integration and social inclusion as well.

2. Despite non-profitable character, the absolutely useful ways of learning are the most perspective ones. They allow the individual to liberate his/her own full potential, disclose all skills and knowledge and be fully immersed into cultural and societal life of the accepting nation.

3. DAR Multilingua is a method dedicated to creating strong mental bond between tutor (sensei) and the student to make the second liberate him/herself from fears, biases, prejudices, fears, blocks and barriers; to work through limits and negative experiences he/she had faced in his/her life and, thank to newly created positive alter ego to create a properly new personality, which will allow not just to heal from the past negative pages of one’s history, but also will optimize process of integration and social inclusion.

4. The method is realized in various stages, beginning with profound meditation and visualization practice, lessons on facing fears of the past, controlling the breath and emotions and learning foreign languages on the basis of newly built positive alter ego.

5. DAR Multilingua cannot be percept as directly profitable method. It is constantly in need either of voluntary services of tutor/sensei, or stable donations of governmental organs and/or private institutions interested in quality and successful immersion into a given culture, social inclusion and proper level of integration in the aim of disclosing and liberating full potential of the student.