



# Holy Spirit University of Kaslik Doctoral College

## Doctoral Studies Rules and Regulations/ Article 2

### PhD Thesis Proposal<sup>1</sup>

General Information		
<b>PhD Thesis Title</b>	<b><i>Multilingualism practices in the home milieu: the case of Lebanon</i></b>	
USEK Doctoral Program	<b><i>PhD in Language Sciences and Traductology</i></b>	
Joint Guardianship/Cotutelle	<input type="checkbox"/> Yes	Partnership university's doctoral Program:
	<input checked="" type="checkbox"/> No	
Research Center	NA	
Research Group	NA	
Research Axis	<b><i>Sociolinguistics: the effect of the home/school milieu on second language acquisition</i></b>	
PhD Supervisor	Léa El-Yahchouchi Abi Chaker (Associate Professor, Head of Interpretation and Translation Programs). Email: leayahchouchi@usek.edu.lb	University Address : Holy Spirit University of Kaslik-USEK
Co-supervisor (if applicable)	Name & Title : Email :	University Address :
Location (s)	Location 1: USEK	Work shift calendar /per year (%):
	Location 2: (if applicable)	Work shift calendar /per year (%):
Potential funding and scholarship	NA	

Applicant's Name and Profile	Solid linguistic background and interest in languages' acquisition.	
Comps Exam Language (to be check-marked by the Ph.D. Supervisor)	<input checked="" type="checkbox"/> Oral Assessment <input checked="" type="checkbox"/> Written Assessment <input type="checkbox"/> Arabic <input type="checkbox"/> French <input type="checkbox"/> English Languages tested will depend on the ones adopted in the thesis.	

Subject's national or worldwide Context, Objectives & Research lines
Several factors can affect the families' values and the children's language preference. A few decades ago, psycholinguists and those who research second language acquisition have started to pay attention to multilingualism (defined by Cenoz and Genesee (1998)) as "the process of acquiring several non-native languages and the final result of this process"

<sup>1</sup> The Individual Ph.D. Thesis Proposal should not exceed three pages. It shall be approved by the School/Faculty.



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from a different perspective that emphasizes psychology of language learning, behaviorism, geographical distribution, sociological issues (Edwards, 1994; Hoffmann, 1999) and even identity. Multilingualism has hence started to be considered as a singled-out phenomenon that deserves to be studied as a separate entity.

In most countries, bilingualism/multilingualism is intrinsically linked to immigration; as they seek to preserve their heritage and identity, families make sure to teach their children their own native language. Lebanon is a different story. In this country, language behaviors seemed to be linked, as Tse (2001) argues, with ethno-linguistic vitality, which is the prominence and prestige of a language as recognized by speakers of that language. This perception has impacted the evolution of multilingualism in Lebanon.

And since findings have shown that the home milieu is a vital environment to fail or succeed in learning a second/third language, most families expect their children to become biliterate and multilingual. However, children differ in their inclinations and use of different languages and literacies at home. Parents' languages' proficiency, Dominant language constellation (Aronin & Laoire, 2003), the choice of schools, social implications, and media largely influence the choice of language at home.

The age of the population who will be studied will range from 3-5 years old in line with the Critical Period Hypothesis in second language acquisition (Vanhove, 2014). 50 (or above) children from 10 different schools and diverse family backgrounds will be the subject of the study. Contact will be established with schools to collect data and answer surveys. Besides, empirical investigations of family background in defining children's educational status will be conducted. As family assumes a critical role in shaping the educational experiences and achievement of students (Buchmann, 2002) the effect of the transmission of financial capital, cultural resources, and social capital on languages' acquisition and proficiency will be examined.

This research work will aim at studying and assessing these factors to generate constructive changes in language use and language learning and teaching in a multilingual context and determine favorable terms to create/enhance pedagogical practice and materials.

<b>Outcomes (OCs): What do we wish to achieve?</b>	
OC1:	Study and assess key factors that impact multilingualism in the home milieu
OC2:	Generate constructive changes in language use in a multilingual context
OC3:	Generate constructive changes in language learning and teaching in a multilingual context
OC4:	Determine favorable terms to create/enhance pedagogical practice and materials

<b>References (R) (5 most recent peer-reviewed publications in the field)</b>	
R1:	Zaylah, P., Hilal, H. & El Yahchouchi, L. (2021). Women moving across cultures. The representation of Zahra's character in the English version of Hanan Al-Shaykh's The Story of Zahra. <i>International Journal of Comparative Literature &amp; Translation Studies (IJCLTS)</i> . (Vol. 9, No 4).
R2:	Massaad, M. & El Yahchouchi, L. (2019). The influence of differentiated Instruction on Lebanese students' motivation, knowledge & engagement. <i>International Journal of English, Literature &amp; Social Sciences (IJELS)</i> . (Vol.4, Issue-2/ISSN: 2456-7620).



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R3:	Massaad M. & El Yahchouchi, L. (2019). Effectiveness of differentiated instruction in Business English: The Lebanese Higher Education. International Journal of English, Literature & Social Sciences (IJELS). (Vol.4, Issue-2/ISSN: 2456-7620).
R4:	El Yahchouchi L. (2019). L'orange et son navel : la peau comme miroir psychique et sociétal dans « Histoire de Zahra ». Revue des Lettres et de Traduction. (N°19/ ISSN 1992-2116). p. 83-98, PUSEK.
R5	El Yahchouchi, L. (2016) <i>Une recherche éperdue de la mère. Trois figures romanesques contemporaines</i> . Kaslik, Lebanon : Pusek