

PhD Thesis proposal¹

General Information		
PhD Thesis Title	Multilingualism practices in the home milieu: the case of Lebanon	
School	Arts and Sciences	
Research Unit	NA	
Laboratory	NA	
Axis		
PhD Supervisor	Name & Title : Léa El-Yahchouchi Abi Chaker (Assistant Professor, Interpretation and Translation Programs' Coordinator (BA and MA)). . 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		

Applicant Profile and/or Special Requirements	Solid linguistic background.
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Subject's national or worldwide Context, Objectives & Research lines
<p>Several factors can affect the families' values and the children's language preference at home. 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") 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.</p> <p>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.</p>

¹ Thesis proposal should not exceed two pages

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.

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.

Outcomes (OCs): What do we wish to achieve?	
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

References (R) (5 most recent peer-reviewed publications)	
R1:	El Yahchouchi, L. (2019). L'orange et son navel : la peau comme miroir psychique et sociétal dans « Histoire de Zahra ». <i>Revue des Lettres et de Traduction</i> , (19), pp.83-98.
R2:	El Yahchouchi, L. (2016) <i>Une recherche éperdue de la mère. Trois figures romanesques contemporaines</i> . Kaslik, Lebanon : Pusek.
R3 :	El Yahchouchi L. (2014). De la femme ménagère à la femme fatale. <i>Cluster Business Mag</i> , (1), pp. 17-pp.20.
R4 :	In progress- expected date of publication 2020 Gharios R., El Yahchouchi, L. (2020). Social Media and Corporate Social Responsibility. <i>Social Media and Business in the Middle East</i> . London, UK: Palgrave Macmillan.
R5 :	Work published as a translation from French to English: Perrin-Bensahel, L., Roux J-M., Zepf, M. (2014). <i>Révéler Projeter Partager le Territoire. L'étudiant acteur de sa formation. Le projet "Tempus" Deveter [Reveal Plan Share the Territory. Students as active actors in their training : The "Tempus" Deveter Project]</i> . Meylan: Editions Campus Ouvert.