Exploring the Impact of Bilingualism in Early Life on Foreign Language Learning for University Students in Lebanon Theoretical Foundations: Part I

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Abstract

Bilingualism and multilingualism have long fascinated linguists, educators, and researchers due to their potential effects on cognitive, linguistic, and educational development. This study, part of two, explores how growing up in a bilingual or multilingual environment impacts foreign language learning abilities, focusing on university students in Beirut, Lebanon. The investigation sheds light on whether being born into such language-rich contexts confers advantages in acquiring additional languages, specifically English as a Foreign Language (EFL). This research follows a quantitative, deductive, and positivist approach. A sample of 153 Lebanese university students pursuing different majors was selected conveniently based on the participant's willingness to participate. The research tool is a questionnaire constituting four sections that include knowledge questions addressing different sets of attitudinal statements characterizing the students' and their parents' status, home habits, background, and practices of the English language; the attitude of students toward the English language along the three dimensions of Towers-Perrin-ISR model; the family's attachment to books, and demographics of the participants and their parents. Questions and statements were dyadic, multiple choice, four-level, and five-level Likert scales. Collected data were analyzed using the IBM SPSS version 26.0 package. Data analysis used descriptive, factor, and linear regression analyses. However, this paper, part 1 of 2, provides the theoretical background necessary to carry out the quantitative part. In this paper, the introduction and the literature review include an in-depth exposition of bilingualism in Lebanon, the status of English

language teaching, the Towers Perrin-ISR model, and related empirical review of schooling, parents' and teachers' roles, and bilingualism in tertiary education. Findings contribute to both theoretical and practical domains. Theoretically, the study offers insights into the relationship between early language exposure and subsequent language acquisition. The outcomes inform EFL teaching methods, curriculum design, and language policy initiatives in multilingual societies like Lebanon.

Keywords: Bilingualism, Language Learning, university students, Lebanon

1. Introduction

Global events are continuous and dynamic and include foreign students' mobility in pursuit of better education, foreign recruits involved in wars like the Russian-Ukrainian war, traders and business persons seeking to optimize commercial deals, foreign rescuers participating in the relief of natural disasters, migration of millions of people due to poverty, political persecution, and safety and security reasons, and regionalization and globalization of anything that can generate profits and value-added outcomes to nations. Those events demand heavy communication, multicultural interactivity, and acceptable bilingualism or multilingualism proficiencies in the use of language, in particular, to conduct deliberations of all kinds. Crystal (2000) stresses this fact and adds that the interconnectedness of languages is occurring, particularly with the English language. Ludden (2015), quoting Crystal (2003), adds that "English has become the world language of business and science, and today one in four people in the world speak English most of them as a second language" (p. 335). Such increasing needs for linguistic competencies are a must nowadays for all nations, including Lebanon. However, amid the abovementioned world events, this paper is concerned with the education aspect, in particular, the bilingual students pursuing their tertiary higher education.

Ansaldo, Marcotte, Scherer, et al. (2008, p. 539), regarding Grosjean (1999), use the term 'bilingual' to refer to "A person who uses two or more languages or dialects in his or her everyday life, regardless of the context of use." According to this definition, more than half of the world's population can be considered bilingual. On the other hand, Moradi (2014) posits that "A bilingual in everyday use is usually considered an individual who can speak, interact, read, or understand two languages equally well" (p. 107). Bilingualism is becoming popular around the globe on all continents. Wei (2000) asserts, "One in three people are bilingual or multilingual." Grosjean (2021) claims that 65% of the world's population is bilingual. Gration (2023) and Jayanath (2021, very lately, declare that "There are approximately 3.3 billion bilingual people worldwide, accounting for 43% of the population with a further 17% being multilingual" (para 3 and 6). Besides these facts, the study of bilingualism has undergone great deliberations among scholars since the fifties (Grosjean, 1999; Shirley, 2016).

1.1 Bilingualism in Lebanon

Lebanon, a small Middle Eastern country, is known to have experienced bilingualism (mostly) and multilingualism (to a few extents) in its educational system for more than 200 years

(Shaaban, 1997, p. 252). Lebanon is one of the few countries where government-approved foreign language education is applied starting in the first or second year of schooling. Since the early 1800s, Western missionaries from Turkey (Ottoman authorities then), France, England, Prussia, Russia, and the United States of America established modern Lebanese schools (Al Shamat, 2009; Baladi, 2018). These schools stressed education in their original languages, English, French, Turkish (or old Ottoman), German, Russian, etc., and in their native language, Arabic. However, Shaaban (1997) posits that "With time, the established missionaries created conflict and competition among the Jesuits-French and the Protestants-American" (p. 252). This competition triggered the foundation of numerous English-teaching and French-teaching schools across the country (Womack, 2012, Shaaban, 2017). This experience with Western-type schools in Lebanon was bilingual, i.e., with different foreign languages that include French, English, Russian, and Turkish paired with Arabic as a media of instruction in the various schools. This experience of bilingualism has become entrenched in the Lebanese psyche and the Lebanese educational system. By the 1950s, French was the most common language used in education (Abou, 1961). In addition, since 1943, when Lebanon won its independence, Arabic was declared the official language in the country and the medium of instruction at schools for all subjects. However, the scene of the already established foreign influence and the coming of the new legislation indicates with clarity that there were two directions. The first strengthened the feeling that the mother tongue 'Arabic' should be given prominence in the curriculum. The second surfaced the long-established influence of the foreign language as a medium of instruction. The strength of the first direction led the mother tongue 'Arabic' to take second place to the influential French/English; the latter was perceived as a means of prestige and empowerment in the job market.

Different historical stages influenced the Lebanese educational system. During the 15 years of civil war (1975-1990), thousands of Lebanese families and young people fled the country for economic, security and ideological reasons. Their countries of destination varied throughout the five continents. This forced immigration was a good incentive and a booster for Lebanese immigrants to learn the languages of the hosting countries. Years later, according to Bacha and Bahous (2011, p. 1321) and Chehimi (2002, p. 8), "Lebanese returnees constitute at present true bilinguals' communities who practice their bilingualism in their daily dealing. In fact, Chehimi (2002) contends that "all returnees send their children to foreign language-oriented schools and do their shopping at special shopping centers modeled after their counterparts in the west, including having clerks who can communicate in a foreign language" (p. 8). Shaaban (1997) propounds that "bilingualism has been and continues to be a cherished tradition in Lebanon in general, and in the Lebanese educational system in particular" (p. 257). Even though the Lebanese say that they support the cause of the mother tongue 'Arabic', they do nothing to prove their support. The real fact remains that Arabic remained second to French, English, Armenian, German, etc. in Lebanese schools. Also, the Lebanese government adopted foreign languages as the medium of instruction in public schools. This policy and practice could prove detrimental to the cause of Arabic losing ground and prestige in schools, especially elementary schools. Chehimi (2021a), citing Zakaria (1992), "asserts that policies like the abovementioned have significant consequences

for the formation of national identity and the sense of belongingness" (p. 17).

1.2 The Status of English Language Teaching (ELT)

According to the Educational Center for Research and Development (CRDP, 2022a), there are 51 higher education institutions (HEIs) in Lebanon. One public university and the remaining are private. The Lebanese University (LU) has 60,705 students (33.34%), while the remaining 50 universities share a total of 121,404 students (66.66%). The private universities constitute philanthropic, for-profit, and not-for-profit institutions. The grand majority of the universities follow an American education system, some follow a French system, and others include German and United Kingdom systems. The majority declare having a liberal arts education. Usually, American teaching fosters liberal arts education that emphasizes "Acquiring the ability to formulate issues within historical and intercultural frameworks, functioning both individually and collaboratively, taking up civic and professional roles, and using complex problem-solving skills in a world that is becoming more unpredictable and volatile" (Shinn, 2014). In their research, Hejase et al. (2023a) report that 62.9% of their sample universities use an American education system. The fact that Lebanese universities utilize a liberal arts education is strongly tied to the teaching of English as a second (ESL) or as a foreign language (EFL), simply because in Lebanon, English is used as a medium of instruction (EMI) and amid an educational system that fosters engagement of students within a chosen pedagogy strategy, there is an expectation that incoming students from the high schools shall undergo a positive transformation in their English proficiency to graduate with the intended English proficiency level to join the job market in Lebanon or abroad.

Recruitment of graduating high school students includes placement tests in English, but some universities offer placement tests in Arabic too. Students who support their application with English proficiency tests like TOEFL, IELTS, and SAT undergo the university's policies scrutiny. Students who do not achieve the required scores are assigned a set of three intensive English remedial courses (some universities offer fewer courses or more), based on the score achieved. However, according to Shaaban (2017), "Only 20 to 25% of applicants to universities bypass the requirement for intensive remedial courses by achieving the required scores. Moreover, there are frequent complaints from all stakeholders in the education process (students, parents, teachers, and school administrators) about the low proficiency levels attained by learners as they exit high school."

There is an increased interest by officers and instructors from HEIs, educators, researchers, global NGOs, and governments in following up on the university students' performance concerning the language chosen for instruction and the integrated educational system adopted by HEIs to foster required performance and at the same time build the competencies for the 21st century for employability and positive engagement of new graduates in the job markets (Rich, 2010; Shaaban, 2017; Voke, 2018; Hejase, Rkein and Fayyad-Kazan, 2021; Chehimi and Alameddine, 2022; Hejase et al., 2023a, b). In particular, Seargeant and Erling (2011) posit that "Proficiency in English is a vital element in the skill-set necessary for successful participation in 21st-century society" (p. 248). However, debate continues among researchers

and HEIs that university students are not improving their performance based on their language of instruction preparation but due to being bilingual or multilingual. Shaaban (2017), Al-Maarooqi and Denman (2015), and Mustafawi and Shaaban (2018) assert that the level of efficacy and effectiveness of adopted educational programs and pedagogies in teaching English and subject matter through EMI in third-world nations in general and the Arab world in particular, has been the topic of numerous argumentations.

1.3 Research Merit

To the best of the authors' knowledge, no study has been conducted on the influence and prospects that the bilingual or multilingual setting of Lebanese students, while growing up, affect these students at the university level to learn a second language. As a result, this article prepares the theoretical background needed to clarify the prospects of such a topic. There is a plethora of work on learning a second language, learning a foreign language, and learning English as a second language, however, none included the impact of the learners' bilingual or multilingual background. Therefore, the outcomes of the integrated set of papers, this theoretical foundation one and the second providing statistical support, shall provide evidence in the shape of a conceptual framework showing the relationship under consideration and the determinants influencing university bilingual students' learning of English attitude as well as performance. The results will enhance this topic's theoretical and empirical aspects within the context of Lebanon. The paper provides a comprehensive conceptual paradigm, or framework, for determining the factors that influence the way university students, being bilingual at least, perceive their learning and performance.

The study seeks to clarify if being raised in such linguistically diverse environments makes it easier to learn new languages, especially English as a Foreign Language (EFL). The paper has four sections starting with the introduction, bilingualism in Lebanon, the status of English teaching, and the work's merit as the first part. The second part discusses thoroughly the theoretical foundations needed for the subject matter, the research questions, and the formulation of the hypotheses, followed by part three delineating the methodology adopted. Part four deals with the conclusion and the proposed conceptual model that will be tested in the second part of this study.

2. Theoretical Foundations

2.1 Towers Perrin-ISR Model (adopted and modified towards academic engagement)

Towers Perrin defines engagement as "Students' willingness and ability to contribute to their university success, i.e., engagement is the extent to which students 'go the extra mile' and put discretionary effort into their study and learning, contributing more of their energy, creativity, and passion to their program of study" (p. 5). Three components lead to achieving engagement: Cognitive thinking, affective feeling, and behavioral acting. Also, "Rational (thinking), emotional (feeling), and motivational (acting)" Towers Perrin (2015, p. 5). Interestingly, Dogan and Tuncer (2020), in their literature review about the role of attitude in foreign language education, refer to many researchers among them Haddock and Huskinson

(2004), who adopt a cognitive, affective, and behavioral tri-partite model of attitude. This concept states that "Emotions and passion for the person's attitude object, including positive and negative assessments, comprise the affective component. The tendency for an individual to react to the attitude object in a specific way (either favorably or negatively) makes up the behavioral component. The cognitive component is made up of the person's beliefs, including the information" (p. 85).

2.1.1 Cognitive Thinking Theory

Cognition is "anything having to do with intellectual activity" (Drinko, 2021, para 5) and includes "Remembering, thinking, and reasoning since cognition is anything having to do with the conscious thought process" (para 5). In addition, Armstrong (2010) posits that the revised Bloom's Taxonomy (generations of K–12 educators and college professors have used this approach in their instruction) includes more skills, "Remembering, understanding, applying, analyzing, evaluating, and then creating" (para 7). Drinko (2021) asserts that there are six (6) different ways to improve cognitive thinking, "Reducing stress, exercising aerobically, getting adequate sleep, thinking aloud, concept mapping, and employing simulations to generate solutions to improve cognitive function in the brain" (para 4). The HEIs' integrated teaching and learning strategies considered Drinko's suggestion. On the other hand, in the Towers Perrin-ISR Model for engagement, cognitive thinking occurs when a student lives the HEI's 'Alma Mater' manifested in the mission, values, and goals, which results in belongingness and effective contribution to the program of study and the university (Knight, 2011). It relates to students' logical evaluation of the university's goals and values. Thus, this component revolves around the drivers of "Sustainable engagement which focus almost entirely on the culture and the relational aspects of the curriculum" (Towers Watson, 2012, p. 7).

2.1.2 Affective Feeling Theory

Affective feelings are the experiential representations of value, whereas the feelings of a specific emotion, as a term alone, are an experiential representation of the eliciting conditions for that emotion, like a perceived threat (Leonard & Clore, 2001). To have control over these emotions and feelings, Harra (2013) suggested six steps, "Developing a healthy relationship with the divine world and a power of intervention by envisioning a positive solution for the problem, finding a healthy outlet like writing; engaging in aggressive exercises, seeing the bigger picture, replacing the negative thoughts, and forgiving the emotional triggers" (para 5-10). Returning to Towers Perrin's ISR Model for engagement, "The emotional, affective feeling component taps into whether students have a sense of belonging and pride in their university" (Towers Perrin, 2015, p. 8). Moreover, attaining "buy-in" status means, engaged employees 'buy-in' is a positive sense of pride in their association with the institution. Furthermore, the affective feeling correlates closely with institutional loyalty (Knight, 2011).

2.1.3 Behavioral Acting Theory

Behavior is observed, described, and recorded (Paolisso & Hames, 2010). Many things can happen in someone's life to change behavior and make it better. Schwantes (2017) suggested

five ways to change someone's behavior, "Changing the individual's surrounding environment, changing the peers, rewarding the self, changing a bad habit, and changing the way of setting the goal" (para 2-6). Reeve et al. (2004) posit that engagement is considered the "behavioral intensity and emotional quality of a person's active involvement during a task" (p. 143). In addition, Fredricks, Blumenfeld, and Paris (2004) conclude that engagement is a "meta construct" (p. 60) that encompasses "behavioral" dimensions (participation, positive conduct, and effort). The Towers Perrin-ISR Model's behavioral acting dimension captures the outcomes students desire as retention and willingness to "go the extra distance" when needed for the institution to create a better product, service, or stakeholder experience (Towers Perrin 2015, p. 2). In addition, this component consists of the actions the individual displays within the institution that reinforce their beliefs and feelings (Knight, 2011). Also, behavioral acting consists of two aspects. The first is the student's aspiration not to leave the university with the possibility that he/she is looking for another program of study elsewhere. The second is the 'going the extra mile' (Knight, 2011).

Because this model combines the three components/theories (cognitive thinking, affective feeling, and behavioral acting), the current study will follow this model while studying students' engagement and how it is affected by their bilingual background to achieve better language proficiency. Consequently, the next section addresses students' bilingualism and its relationship with their cognitive, behavioral, and socio-cultural aspects.

2.2 Related Empirical Research

2.2.1 Schooling

This study is initially concerned with the bilingual status of Lebanese students. That is, describing the environment for students born into language-rich contexts and if such a situation will confer advantages in acquiring additional languages, particularly English as a Foreign Language (EFL). Therefore, to have a brief background on the above, we need to assess how students in lower grades are classified throughout their schooling years before arriving at the university or tertiary education. In the academic year 2021-2022, Lebanon had 1,072,925 students (including 38,327 Palestinian students within the UNRWA system) distributed as shown in Table 1.

Table 1. Distribution of students in all educational sectors

Sector	Frequency	Percentage
Private Schooling [Not supported financially by the Government]	567,965	52.93%
Private Schooling [Supported financially by the Government]	130,332	12.15%
Public Schooling	336,301	31.35%
UNRWA Schooling	38,327	03.57%

Note: Students include all educational levels (Kindergarten I, II, and III (19.02%); Primary Schooling grades 1 to 6 (48.45%); Intermediate Schooling grades 7 to 9 (19.01%); and High Schooling grades 1 to 3 (13.52%).
Source: CRDP (2022b). Statistical Bulletin: Academic Year 2021-2022, pp. 9-11, 14.

Table 1 shows that most students at all levels, 567,965 students (52.93%), are registered in private schools (not subsidized). Those students are characterized as being disciplined and structured, owning good infrastructures and buildings, conscientiously following the curricula agreed upon by the government, offering students extra-curricular activities, and training their staff regularly. Usually, private schools pay their staff better salaries than other school types, i.e., these schools charge much higher tuition fees. In their majority, parents have more confidence in these schools. They even go to hardship to secure a place for their children with the expectation that their kids will outperform other Lebanese kids. On the other hand, the next level in the number of students (336,301 or 31.35%) is the public schools. According to the Educational Center for Research and Development (CRDP, 2022b), public schools suffer from several problems depicted in Exhibit 1.

Exhibit 1. Major weaknesses in the Lebanese public schools

1. Negligence of supporting governance, strategies, and policies during the years.
2. Absence of public-school audits.
3. Public schools are characterized by weak performance as one moves away from the major cities.
4. Mismanagement.
5. Lack of decent infrastructure, actually very poor.
6. Lack of equipment, modern and updated.
7. Revised and updated curricula lag on implementation on time.
8. Poor foreign language teaching.
9. Subjects based on foreign languages are poorly taught.
10. Educational modernization lags on time.

Source: CRDP, 2022a, p. 16 [in Arabic].

All other types of schools fall in their performance between the private schools (not subsidized) and the public ones. The private schools (with funding from the government) are undergoing, to a larger extent, the conditions suffered by the public schools. On the other hand, UNRWA-run schools are more organized, audited, and follow UNRWA's governance. All in all, the bilingual levels vary tremendously among students, and graduates of private schools (for-profit or non-supported by the government) have a clear advantage. Researchers asserted similar observations (Gaith and Diab, 2008; Shaaban, 2017; Chehimi, 2021b; Chehimi and Alameddine, 2022).

2.2.2 Parents Expectations

Capitalizing on the third dimension discussed under Towers Perrin's ISR Model (i.e., behavioral acting) and stressing the sociocultural aspects of learning the parents' role in influencing their children's bilingual adoption is explained. However, first, this study justifies the parents' involvement through the sociocultural theory. According to Cherry (2022), "An expanding area of psychology called sociocultural theory examines how society affects personal growth. Since the 1990s, this notion has gained more and more traction. Lev

Vygotsky, a psychologist, held that classmates, parents, caretakers, and the larger culture all play a role in the development of the brain's higher-order functions. Human growth depends on social interaction hence it might vary among cultures, according to Vygotsky" (para 1-2). Vygotsky (1983) posits, "A sociocultural perspective stresses how language, family and school culture, and society as a whole affect learning and development." Consequently, Younes, Salloum, and Antoun (2023) assert that influencing factors at home that affect children's performance are "language, parents' education level, number of books owned, and parents' involvement among other" (p. 1). In addition, Al-Amri (2013), adds other factors like poor home environment, parents' low socioeconomic status, conflicts in culture, etc.

Cherry (2022) posits that "The sociocultural approach holds that individuals who play mentor-like roles in our life, such as teachers and parents, help to shape our psychological development. Other times, our contacts with others in social groups or our participation in cultural activities shape our values and ideas" (para 4). That is where parents are the salient agents towards their kids' education and progress. Earlier in this paper, Chehimi (2002) asserts that "Following the 1975–1990 conflict, Lebanese families that returned home sent their kids to schools focused on foreign languages and shopped at unique malls that were designed to resemble those in the West, complete with multilingual cashiers" (p. 8). However, such behavior characterizes a small portion of Lebanese households since immigrants who decide to settle back in Lebanon are also limited in numbers. However, there is a common factor among all parents, i.e., the Lebanese parents' mentality to offer their kids the best education to guarantee better futures compared to the life they lived even if the costs were high (personal communication with economist Prof. Bassam Hamdar at Al Maaref University, November 17, 2023).

The decision to send kids to either of the main schooling categories discussed earlier, i.e., public versus private (not subsidized) and private (subsidized), depends on the parenting style practiced among families within specific socio-economic environments. Darling and Steinberg (1993) contend, "The emotional atmosphere in which parents connect or communicate with their children is referred to as parenting style." Moreover, Hayek, Tueni, Schneider, et al. (2021) cited Maccoby and Martin (1983) and Baumrind (1971), posit that "Four prototypes or styles of parenting may be distinguished based on how the two parenting behavior variables—responsiveness and demandingness—are combined. These are the following: Four types of people: permissive (more responsive than demanding), authoritarian (extremely demanding but unresponsive), authoritative (demanding yet responsive), and negligent (unresponsive and undemanding)" (p. 101). Also, Lebanese parents have a more lenient and flexible parenting pattern, as compared to other Arab countries, which is a combination of authoritative and permissive parenting (Dwairy, Achoui, Abouserie, et al., 2016). In addition, male Lebanese adolescents reported to experience higher levels of authoritarian parenting compared to females (ibid). Therefore, "parents are a significant source of influence, making them crucial intervention targets" (Hayek et al., 2021, p. 101).

The Annie E. Case Foundation. (2022), a private philanthropy based in Baltimore, USA, reports that the National PTA (parent-teacher association) found that three (3) key behaviors are the most accurate rate predictors of student achievement, transcending both family

income and social status: "(1) Creating a home environment that encourages learning; (2) communicating high, yet reasonable, expectations for achievement; and (3) staying involved in a child's education at school" (para 5-6). However, Lebanese families with different socio-economic levels suffer from the harshest consequences of social, economic, financial, and political crises (Hubbard, 2021; Geldi, 2021; Rkein et al., 2022a, b). That led to many drastic changes in families' incomes, spending, living, schooling, and social habits. Making things even worse the COVID-19 pandemic caught everyone off guard, unprepared, and being enclosed at home or working from home. As for schooling, all institutions went online to cope with the many infrastructural problems and the sudden dependence on information and communications technologies (ICTs). Online education showed how poor the public sector was versus how dynamic the majority of the private sector was. The outcomes were horrible for families of low and middle socioeconomic status (UNICEF, 2022; Coury, 2022). Those experiences' outcomes were clear. Public educational institutions were underperforming in comparison to private institutions. Students in private institutions outperformed public institutions students at all levels (Abu Moghli and Shuayb, 2020).

Nevertheless, with the serious decline in COVID-19 threats and the continuous country crises, schools and parents continue to safeguard the future of thousands of students at all levels. That is, in the academic years 2022-2023 and this year, parents of low socioeconomic status removed their kids from private schooling to public; most of the middle class disappeared, so a large portion followed suit of low-income families, while the remaining portion of the middle class and the high-income families continued dealing with private (not subsidized) schools. All through these movements, though disruptive, parents at home continued their roles as mentors and supportive of their kids. Many opted for public schools currently overcrowded and suffer from continuous strikes by their teaching staff due to the bad economic conditions, however, they decided to put more effort into covering, to a great extent, teaching deficiencies. Along such an ordeal, students' bilingualism was affected. Al-Khasawneh (2010) describes several issues facing English Language Learning (ELL): "Weak teaching methods (medium of instruction, using Arabic in English classes, teachers' low proficiency in English, and lack of writing practice in educational institutions); weak foundation for English programs (status of English, students' motivation, and teachers' disinterest); teaching environment (use of mother tongue, few opportunities to practice English, and isolated culture)" (p. 17). The aforementioned encouraged and obliged parents to act as teachers at home to cope and close the gaps described above. Many moved their children back to private schools even if their tuition cost more.

2.2.3 Teachers' Roles

Comer and Haynes (1997, para 1) assert that the ideal way for children to learn is when the close adults in their lives, such as their parents, teachers, and other family and community members, collaborate to assist and encourage them. Teachers' roles towards their pupils are long-term oriented, fostering better learning provided they have the necessary resources to do their jobs. The complex overall environment in Lebanon discussed earlier made the teachers' roles and tasks more challenging. Many teachers were actively involved in helping their pupils turn obstacles into learning opportunities. As the pandemic exposed considerable gaps,

inequities, and injustices, it is clear that not all teachers were equally competent in supporting students' learning and well-being (Chaaban, Arar, Sawalhi, et al., 2021).

Hashash, Abouchedid, and Abourjeily (2018) posit that "Based on their perceptions of their pupils' abilities in the social, intellectual, physical, and economic spheres, teachers form a variety of assumptions about their potential. This process affects how well children do academically, how they view themselves, and how teachers interact, evaluate, and choose students" (p. 4). Therefore, students often develop various expectations of themselves depending on how their teachers view and treat them. Consequently, having appropriately prepared teachers is a fundamental step toward their students' learning. Given the abovementioned, it does not fit the current status quo of teachers in Lebanon, and their performance is under scrutiny. Al-Khasawneh (2010) describes several issues facing English Language Learning (ELL): "The use of the home tongue in the classroom, traditional English programs that emphasize memorization, outmoded teaching techniques, instructors' poor English competence, and the dearth of writing practice in educational institutions are all contributing factors to low student motivation and disinterested teachers" (p. 17). Consequently, the professional development of teachers is highly influential in teaching English either as a second language or as a foreign language (Shaaban, 2017; Hollweck and Doucet, 2020).

In Lebanon, teachers in all school types are either tenured or contractual (Table 2); the percentage of tenured teachers is [49,356/90,060 = 54.8%] in 2021- 2022, while those on a contractual basis [34,865/90,0060 = 38.71%] (CSRD, 2022b, p. 44). According to Hashash et al. (2018, p. 2), referring to tenured public-school teachers, "The public sector's teacher preparation programs are no longer offered; thus, their only job now is to set up free, continuing training sessions, expecting each teacher to attend two or three of them annually. However, the majority of instructors recruited on a contract do not benefit from these seminars because of their lack of experience and subject understanding."

Table 2. Distribution of teachers across Lebanon 2021-2022

School Type	Tenured T		Contracted C		Other O		Grand Total [T+C+O]	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Public	17,203	46.32	16,668	44.88	3,268	8.80	37,139	41.24
Private (not subsidized)	26,010	58.15	16,507	36.91	2,210	4.94	44,727	49.66
Private (Subsidized)	4,830	73.83	1445	22.09	267	4.08	6,542	07.26
UNRWA	1,313	79.48	245	14.83	94	5.69	1,652	01.84
	49,356		34,865		5,839		90,060	100.00

Source: Extracted from CSRD, 2022b, p. 44.

On the other hand, private school teachers are subject to continuous upgrading and training with an intensity that depends on the prestige of the private school, i.e., the more elite the

more systematic in their teachers' development. Nevertheless, Shaaban (2017) claims that "Professional development is still extremely limited as a result of claims made by schools and instructors regarding a lack of time and resources. If the training lasts more than one day, many schools decline to participate, even when outside groups offer free opportunities for development. Teachers' capacity to carry out their jobs will remain below expectations until educational institutions and English language programs acknowledge the real value of ongoing professional development, whether via in-house activities or by attending conferences, seminars, and workshops" (p. 10).

2.2.4 Parents and Teachers Collaboration

Comer and Haynes (1997) posit that "Children learn best when the significant adults in their lives -- parents, teachers, and other family members work together to encourage and support them" (para 1). When children hear the same messages from teachers and parents, they understand that they uphold the same standards of attitude and performance at home and school. As for bilingual parents, according to Byers-Heinlein and Lew-Williams (2013), they are "Vocal in their desire to raise proficient, dynamic bilingual children. They have questions, and they want answers" (p. 95). The partnership between parents and teachers results in better performance of children, and based on such cooperation, schools are encouraged to involve parents more in their kids' education at schools. The point is that children continue to learn academics and attitudes toward learning, whether at home or elsewhere in their community. Likewise, they do not stop learning about relationships and values when they attend school. They pay close attention to how the close adults in their lives interact with one another, make decisions, and carry them out (Comer and Haynes, 1997). Also, parents have to facilitate home educational resources for their children to stimulate their attitude and interest to learn and to raise their curiosity in raising their vocabulary level using familiar topics that they choose and like. Teachman (1987), De Graaf et al. (2000), and Younes, Salloum, and Antoun (2023) contend that how far pupils progress in their education is influenced by educational resources and the availability of books and reading materials at home. Teachman (1987) measured "The educational resources available at home using four criteria: A designated study area, the presence of reference books, a daily newspaper, or a dictionary/encyclopedia" (p. 550). Schools and teachers have to be also prepared with educational resources. Breiseth (2023) asserts that "Legally, all families (even those who are multilingual) are entitled to receive information from their child's school in their mother tongue. Providing information about literacy teaching and kids' growth while also making sure families are aware of any literacy-related events, services, or help in their home languages (or in the second language if desired). When there is direct communication and involvement, families are more likely to receive better information from the school. The instructor or school must incorporate any family liaisons or translators in their approach to maximize the chances of success" (para 5).

2.3 Bilingualism

Speaking and understanding two languages, one's native tongue (L1) and another's native tongue (L2), is referred to as bilingualism (Mahzoun, 2021, p. 80). Bilingual education curriculum approaches include English as a Second Language (ESL), Dual Language

Immersion (DLI) Bilingual Education, and Transitional Bilingual Education (TBE). "This last strategy, which was formerly the most widely used curricular model, has gradually lost favor over time since it does not adequately promote diversity and bilingualism" (ibid). Also, DLI, or immersion in two languages, is gaining popularity because it benefits native-speaking pupils and those who are not. Marian and Spivey (2003) contend that when people decide to improve their English proficiency using different strategies and approaches, such as classroom instruction and self-directed learning at home programs, English as a Second Language (ESL) might be considered as an option.

According to CNN (2001), up to 66 percent of the world's children are bilingual. At all ages, bilinguals show superior executive control over monolinguals of the same age and background. Executive control refers to a range of cognitive abilities that rely on constrained cognitive resources, including working memory, switching attention, and inhibition (Miyake, Friedman, Emerson, et al., 2000). Bialystok, Craik, and Luk (2012) posit that "Executive control enables high-level thinking, multitasking, and sustained attention and emerges late in development and diminishes early in aging" (p. 241). In addition, these researchers noticed a "surprising outcome of an advantage in cognitive and linguistic performance by bilingual children" (p. 245/6). Also, Mahzoun (2021) contends that "Being bilingual will have real-world benefits. Bilingual experience can enhance cognitive and sensory processing, allowing a bilingual person to better process information in the environment and provide a clearer signal for learning" (p. 79). Moreover, "bilingual children are slightly more competitive than their monolingual peers in problem-solving and creativity activities" (ibid).

Other bilingualism benefits include "Bilingual children will know multiple languages, maintain family culture and history, and make friends from different backgrounds" (Byers-Heinlein and Lew-Williams, 2013, p. 3); "Young multilingual children are more perceptive to some aspects of communication, such as voice tone" (Yow and Markman, 2011); Bilinguals have cognitive advantages, i.e., "Enhancement of certain aspects of memory, for example generalizing   information from one event to a later event" (Brito & Barr, 2012); "Better performance in tasks involving switching between activities and inhibiting previously learned responses" (Bialystok, Craik, and Luk, 2012); "bilinguals show improvement in cognitive creativity [defined as a more strongly constrained process that searches for one possible outcome] and divergent thinking [defined as the process that allows people to generate as many responses as possible based on relatively weak constraints]." (Hommel, Colzato, Fischer, et al. (2011); "Bilinguals are better at multitasking and resolving conflicts" (Mahzoun, 2021, p. 82).

2.3.1 Early Bilingual Schooling

According to Mahzoun (2021, bilingual education should be regarded as beneficial and promoted and perhaps even put into practice by society. However, researchers continue to debate the approach to teaching and developing bilinguals or multilinguals. Byers-Heinlein and Lew-Williams (2013) recommend that "It is still crucial to think about the methods that families might employ to encourage early bilingual development" (p. 4). One debated strategy is where Barron-Hauwaert (2004) posits that "a one-person-one-language approach

can lead to the successful acquisition of two languages," while De Houwer (2007) says it is not necessarily so; a one-bilingual-parent-two-languages often leads that the children do successfully learn two languages. However, other factors intervene in the process, leading to different families using different strategies. Byers-Heinlein and Lew-Williams (2013) bring forward the following: (1) "First and foremost, it's important to remember that young infants learn language by interacting with and listening to other speakers. Babies should be exposed to the vocabulary, syntax, and sounds of the languages they will eventually speak regularly. Additionally, both quantity and quality matter" (p. 5). For example, Low-quality television viewing during infancy has been linked to smaller vocabulary sizes in bilingual toddlers (Hudon, Fennell, & Hoftyzer, 2013), and high-quality language exposure involves social interaction. Language acquisition in multilingual toddlers has been connected to opportunities to interact with different speakers (Place & Hoff, 2010). On the other hand, Bilingual children who hear a large amount of a particular language learn more words and grammar in that language (mothers have a significant role in that) and, as a result, show more efficient processing of that language (Byers-Heinlein and Lew-Williams, 2013 citing Conboy & Mills, 2006; Hurtado, Grüter, Marchman, et al., 2013, and Marchman, Fernald, and Hurtado, 2010). Thus, bilingual parents must ensure their kids are exposed to the languages they want them to learn regularly. The quality of television viewing, not the amount, is related to the vocabulary scores of bilingual children.

2.3.2 Code Mixing / Code Switching

People use code-switching and code-mixing interchangeably. However, there is a difference asserted by Kester (2022) as follows:

2.3.3 Code-Switching

Switching back and forth between two or more languages, dialects, or language variants throughout a single discussion. Combining vocabulary from several languages in a conversation while adhering to each dialect's syntax, morphology, and pronunciation.

2.3.4 Code-Mixing

Code-mixing is blending two languages (for example, 'Parkear pronounced parkyar' blends an English root word and Spanish morphology). There are many names for hybrid language couples. Spanglish for Spanish, Hindlish for Hindi, Frenglish for French, and Arabish for Arabic, etc. are a few examples of languages that have merged with English.

Waris (2012) posits that "In multilingual and multicultural cultures, especially when teaching foreign languages, code-switching is a regularly observed phenomenon" (p. 124). Code-switching is used in the discourse of the professors or the students in ELT classrooms.

On the other hand, if the students' primary language is L1, and they are learning a second foreign language in class (L2), when students speak to one another while in class learning English, they frequently use a mixed code (L1-L2). The usage of English grammar and vocabulary is so unintentional that it appears to flow naturally into the conversation (ibid).

Parents and their kids use code-mixing and code-switching. According to Byers-Heinlein and

Lew-Williams (2013), "researchers are not in agreement that high amounts of code-mixing by parents lead to smaller vocabulary sizes. However, other studies suggest that bilinguals can cope with code-mixing from an early age" (p. 6). Overall, Poplack (1984) posits that children must be "exposed to specific community patterns to learn them because different cultures have distinct code-mixing patterns and regulations" (pp. 66-67).

2.3.5 Bilingualism and Tertiary Education

Mustafawi and Shaaban (2018) assert that English is necessary for connecting with the outside world, in agreement with Byers-Heinlein and Lew-Williams's (2013) statement that 'English is a window to the world' (p.10), serving as a medium of instruction, particularly in secondary and tertiary education, being the most efficient way to learn about modern technology, and playing a significant role in the development of knowledge societies. However, English must be adopted with proper and thorough reform plans to avoid long-term effects that could be catastrophic in regards to student achievement in English as well as in subject areas taught in English; students' personal, cultural, and social identities; and the worth and prestige of the native language.

Capitalizing on the significance of the English language (L2) and attesting the strength of the competencies in the mother language (L1), a bilingual approach has been proposed for more effective results in the classrooms of tertiary education. One of the concept's initial proponents, Vigotsky (1962), asserted that "Proficiency in one's home tongue is necessary for success in learning a second language (p. 110). Also, "Success in L2 acquisition is reliant on L1 development and proficiency (Cummins, 1978). There are nine (9) circumstances in which the L1 is deployed in an EFL classroom, according to Atkinson (1987). Exhibit 2 depicts these instances.

Exhibit 2. Atkinson's nine instances

(1) Eliciting the target language,
(2) Evaluating understanding,
(3) Giving complicated instructions to elementary levels,
(4) Participating in teamwork activities,
(5) Outlining classroom methodology with basics,
(6) Emphasizing a lesson that just ended,
(7) Evaluating sense,
(8) Outlining testing guidelines, and
(9) Developing circumlocution strategies.

Source: Atkinson, 1987.

Balosa (2006), on the other hand, proposed using the L1 as a self-esteem booster for timid students, a teaching tool for explaining difficult instructions or linguistic objects, and a strategy for encouraging intercultural intelligibility among learners in English classes.

Belibi Enama (2016, p. 22) emphasizes the benefits of the bilingual approach. L1 makes

teaching and learning easier. For instance, according to Balosa (2006), "judicious use of the L1 can build an atmosphere of confidence and friendship in the classroom." L1 fosters cooperation and harmony, gives students a sense of security and self-confidence that motivates them, and increases their comfort level. Additionally, the L1 cuts down on teaching time and makes input simpler to comprehend. Second, "the L1 contributes to the learner's cognitive and socio-professional development" (ibid).

The study by Dewaele and Nakano (2012) demonstrates how using different languages alters how multilinguals feel. When speaking in their native tongue (L1), they experience greater emotional, logical, and seriousness and a greater sense of self-authenticity. Moreover, Waziri (2023) posits that "many bilinguals claim that when they switch languages, their attitudes and behaviors alter as well. However, personality changes brought on by a linguistic change might not even be related to the language itself. Bicultural bilinguals modify their behavior and attitudes along with their language use due to their surroundings and the people they communicate with" (p. 7).

Bassetti and Cook (2011) believe that cognitive control is the answer and assert as mentioned above, "The capacity to deliberately generate an information picture in one's mind that guides conduct is known as cognitive control. It enables one to reject actions deemed wrong and choose actions that are deemed acceptable. makes one's long-term objectives and ambitions clearer, which makes it easier to modify one's actions to achieve these objectives" (p. 22). Moreover, according to Commins (1979), "There may be some academic losses for students who don't engage with their learning environment and have low levels of both L1 and L2 "semilingualism" kids with native-like proficiency in one language (known as "dominant bilingualism") have no longer beneficial or negative impacts on their bilingual competence; conversely, kids with high proficiency in both languages (known as "additive bilingualism") are likely to gain intellectually and academically." Finally, Lin and He (2019), in their research, report that bilingual instruction, English proficiency, and learning competence are influential determinants of student performance. Cook's (2010) 'integrative continuum' (p. 148) theory asserts that a person's linguistic domains can be merged or divided to varying degrees. Additionally, Butzkamm and Caldwell (2009) posit that L1 serves as "an indispensable Language Acquisition Support System" (p. 66), equipping students with literary abilities, grammatical knowledge, pragmatic competence, and understanding of the symbolic role of language.

Rathert and Cabaroğlu's (2020, p. 739) report examines the inclusion of bilingual activities that meet set criteria in a required EFL (English as a Foreign Language) course for Turkish university students. "Courses in this context frequently suffer from students' indifference towards learning English based on unclear perspectives on the relevance of English learning" (British Council, 2015). The effects of bilingual practice on selected learners' psychological characteristics (i.e., choice of behavior, effort expenditure, persistence, thought patterns, and emotional reaction, etc.) were investigated, in light of this setting, in addition to the assertion that L1 inclusion offers "rewards of mastery: a sense of competence and control" (Butzkamm & Caldwell, 2009, p. 171).

An important closure to this section fits Mahzoun's (2021, p. 84) conclusions: Bilingual students have several distinct advantages in school and beyond. Academically: They have better functioning memory and attention spans that contribute to academic and professional success. They are characterized by self-discipline, perseverance, and other abilities that aid students in achieving their objectives (on activities requiring executive coordination). Bilingual students have the intelligence and drive to take on challenging school tasks when paired with the higher abstract thinking skills they acquire. Professionally: Bilingual people are creative leading to satisfaction and success; they are multitaskers and resolve conflicts, qualities that help themselves and others. Best of all, bilingualism's cognitive gains favor students throughout their lives, from birth to old age. Bilingual students are very good readers.

2.4 Research Questions

1. Do parents' language skills impact their kid's foreign language learning at the university level?
2. Does early-age bilingualism affect university students' learning attitude toward the English language?
3. Do universities play a role in the performance of early bilingual students?
4. Do bilingual students' self-improvement factors affect their liking of the English language?
5. To what extent does bilingual students' engagement at the university affect their English language learning?
6. To what extent does the bilingual students' family status affect their English language learning?

2.5 Hypotheses Formulation

Research question one is used to formulate three hypotheses related to the parents' language skills.

Hypothesis One:

Null Hypothesis H_{01}: Parents' language skills in French, Arabic/French, and Arabic/French/English do not affect their kids' English language learning.

Alternative Hypothesis H_{a1}: Parents' language skills in French, Arabic/French, and Arabic/French/English do affect their kids' English language learning.

Hypothesis Two:

Null Hypothesis H_{02}: Parents' language skills in English, Arabic/English, and Arabic/English/French do not affect their kids' English language learning.

Alternative Hypothesis H_{a2}: Parents' language skills in English, Arabic/English, and Arabic/English/French do affect their kids' English language learning.

Hypothesis Three:

Null Hypothesis H_{03}: Parents' language skills in Arabic do not affect their kids' English language learning.

Alternative Hypothesis H_{a3}: Parents' language skills in Arabic do affect their kids' English language learning.

Research question two leads to proposing hypothesis four.

Hypothesis Four:

Null Hypothesis H_{04}: Students' language skills at a young age in English, Arabic/English, and Arabic/English/French do not affect their English language learning.

Alternative Hypothesis H_{a4}: Students' language skills at a young age in English, Arabic/English, and Arabic/English/French do affect their English language learning.

Research question three is used to formulate two hypotheses related to the universities and instructors teaching English language skills.

Hypothesis Five:

Null Hypothesis H_{05}: Universities' role in teaching language skills in English does not affect their students' English language learning.

Alternative Hypothesis H_{a5}: Universities' role in teaching language skills in English does affect their students' English language learning.

Hypothesis Six:

Null Hypothesis H_{06}: Instructors' role in teaching language skills in English does not affect their students' English language learning.

Alternative Hypothesis H_{a6}: Instructors' role in teaching language skills in English does affect their students' English language learning.

Question four is used to formulate hypothesis seven

Hypothesis Seven:

Null Hypothesis H_{07}: Students' self-improvement role does not affect their students' English language learning.

Alternative Hypothesis H_{a7}: Students' self-improvement role does affect their students' English language learning.

Question five leads to proposing the eighth hypothesis.

Hypothesis Eight:

Null Hypothesis H_{08}: Bilingual students' engagement at the university does not affect their English language learning.

Alternative Hypothesis H_{a8}: Bilingual students' engagement at the university does affect their English language learning.

Question six supports the formulation of Hypothesis nine.

Hypothesis Nine:

Null Hypothesis H_{09}: Bilingual students' family status does not affect their English language learning.

Alternative Hypothesis H_{a9}: Bilingual students' family status does affect their English language learning.

3. Research Methodology

3.1 Philosophy

Hejase & Hejase (2013) define positivism as "when the researcher assumes the role of an objective analyst, is independent and does not intervene nor is affected by the research's subject" (p. 77), which is how this study applied positivism. A positivist generates testable research questions and hypotheses.

3.2 Approach

The methodology used in this study is deductive, logical, and based on scientific principles. Data validity is realized by describing the cause-and-effect linkages between the variables using controls. Operationalizing the concepts with primary data helps achieve definition clarity. Concepts are presented, explained, quantitatively tested, and reviewed.

3.3 Strategy

This study used a survey strategy. As a result, a selected sample of participants receives a standard questionnaire. The goal is to gather raw data for statistical analysis. A cross-sectional time frame is considered for the temporal horizon because the study is conducted at a single instant.

3.4 Sampling and Sample Size

The sample of participants in this study is non-probabilistic, convenient, and purposeful. Students-respondents are those willing to participate with the option to stop freely with no questions asked. Therefore, the targeted sample students are those enrolled in three private Lebanese Higher Education Institutions (HEI). Sophomore, junior, and senior students pursuing all educational programs are involved. Moreover, the pool of students must be registered in the highest level of English (out of three courses) during the Fall semester of 2023, including English Rhetoric I, English Rhetoric II, and English Business Communication. The total population constitutes about 2,500 currently registered students, and the final sample size is 153 participants. The questionnaires were administered face-to-face in the classrooms.

The total student population is about 2,500 students, and the sample size constituted 153. The researchers adopted the methodology of Masoudi & Hejase (2023), Hejase et al. (2023a, b), Younis et al. (2022), and Al Takach et al. (2022) by extracting approximation reliability figures from Hardwick's (2022). According to Table 3, the sample size would be between 100 and 200 in a scenario population size of 2,500, a confidence level of 95% [α = 5%], and seeking acceptable reliability of 8%±2%. Hence, the sample size 153 of this study represents

a reliability of approximately ± 7.7% at the 95% confidence level. That indicates the results won't vary by more than 7.7% in 92.3 of 100 survey repetitions. Such reliability would be acceptable in this type of exploratory investigation.

Table 3. Statistical reliability versus sample size at 95% confidence

Statistical Reliability at the 95% Confidence Level [50/50% proportion characteristics]							
	Population						
Sample Size	100	500	1000	5000	10000	100000	1 million +
30	±14.7%	±17.1%	±17.3%	±17.6%	±17.7%	±17.8%	±17.9%
50	±9.7%	±13.1%	±13.5%	±13.8%	±13.9%	±14.0%	±14.1%
75	±5.6%	±10.4%	±10.9%	±11.3%	±11.4%	±11.5%	±11.6%
100		±8.8%	±9.3%	±9.7%	±9.8%	±9.9%	±10.0%
200		±5.4%	±6.2%	±6.8%	±6.9%	±7.0%	±7.1%
300		±3.6%	±4.7%	±5.5%	±5.6%	±5.7%	±5.8%

Source: Extracted from Hardwick Research, 2022.

3.5 Survey Design

The survey constitutes four sections. The first consists of five parts. The first part has ten questions following a dyadic and multiple-choice style, to probe the students' knowledge about their home habits concerning their foreign or English language. Part two addresses the students' feelings and practices of the second language using dyadic-style questions. Parts three and four consist of seven and fourteen 5-level Likert statements to probe the students' and their parents' English background and proficiency, respectively. The scale includes the following: [5: TGE: To a great extent; 4: TSE: To some extent; 3: I: Indifferent; 2: TSE: To a smaller extent; 1: TLE: To a lesser extent]. The fifth part has six 5-level Likert scale statements assessing English at home. Section two constitutes 16 4-level Likert scale statements related to the three dimensions of the Towers-Perrin-ISR model, i.e., cognitive thinking, affective feeling, and behavioral acting. It seeks to assess the extent of the respondents' agreement with the statements using a 4-level Likert scale, i.e., SA: Strongly Agree [4]; A: Agree [3]; D: Disagree [2], and SD: Strongly Disagree [1]. Using a four-level scale will force the respondents to be more specific about their choices. Therefore, the respondent circles the most appropriate agreement choice. Section three assesses family practices of the foreign/English language with six questions that are either open or multiple choice. Finally, section four depicts the students' demographics with five multiple-choice questions related to sex, age, education, and educational status, and the parents' demographics with five multiple-choice questions covering: Age, education, language status (monolingual/bilingual), work type, and salary range. One open question is added at the end to encourage the participants to offer additional insights.

3.6 Data Analysis

Giving data meaning produces useful information (Hejase & Hejase, 2011). Descriptive

statistics also seeks to understand a collection of data using straightforward, illustrative numbers or images. (Hejase & Hejase, 2013, p. 272). For clarity, tables created use frequencies, percentages, means, and standard deviations. SPSS, the Statistical Product and Service Solutions from IBM, version 26.0, will be used to analyze the gathered data. Additional inferential statistical analysis techniques include factor, regression, and chi-square cross-tabulation techniques. In addition, Cronbach's Alpha is used to assess the internal reliability of the survey.

4. Conclusion

This paper exposes the role of bilingualism at a young age in improving the learning of English, as a foreign language, in the context of higher education in Lebanon. The integrated papers parts 1 and 2 add value to the current theoretical foundations and the primary practical outcomes exploring how a sample of Lebanese university students perceive their English language learning and at the same time improve their performance. The findings set a solid platform to continue research along the outlines used herein, especially since part two presents a statistically tested conceptual framework delineating determinants that affect the learning of English. However, in this set of articles, bilingualism is investigated and besides the theoretical reasoning, statistical significance is explored to assert the validity and reliability of the research tool and the findings. The gap in the literature on learning a second language in the context of the learners' bilingualism while growing up, helped in the proposition of the conceptual model to be tested. This framework is depicted in Figure 1 herein.
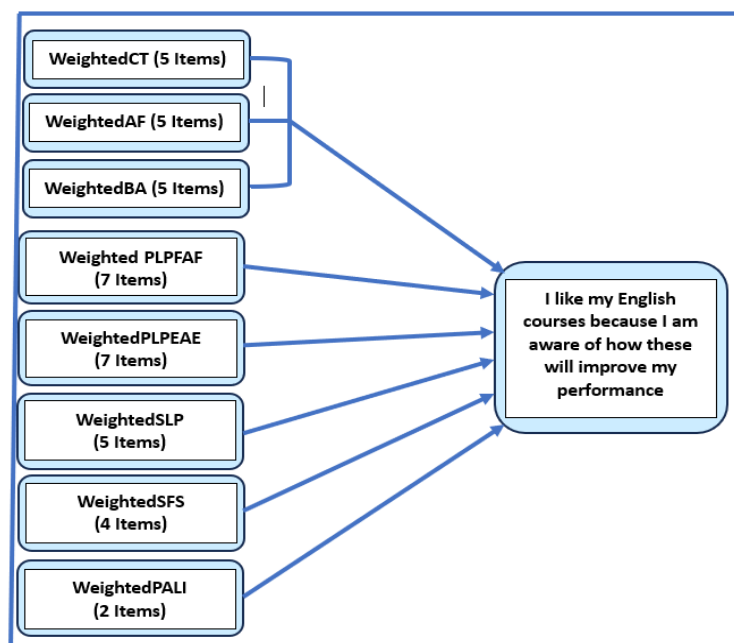

Figure 1. Proposed Conceptual Framework

The proposed hypotheses presented in the paper lead to theorizing that the three dimensions of the Towers Perrin-ISR model, i.e., cognitive thinking, affective feeling, and behavioral acting influence university students besides other determinants like the parents' language proficiencies (Parents Arabic Language Influence-PALI, Parents English and bilingualism in English and Arabic-PLPEAE, and Parents French and bilingualism in French and Arabic-PLPFAF), student language proficiency (English, French, and bilingualism mix with Arabic-SLP, and finally students family status).

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