

Sofia University “St. Kliment Ohridski”
Faculty of Classical and Modern Philology
Department of Foreign Language Teaching Methodology

Anatoli Vasilev Deshev

SUMMARY

of a dissertation entitled

**“A Linguo-didactic Model of Plurilingual Teaching
(Based on Lebanese Education and Language Policy)”**

submitted in partial fulfilment of the requirements
for the Education and Science Degree of Doctor in

Scientific Area: 1. Pedagogical Sciences

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Supervisor: Assoc. Prof. Dr. Milena Petrova Yordanova

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The present dissertation was discussed and admitted to public defence at a meeting of the extended Department Council of the Department of Foreign Language Teaching Methodology at the Faculty of Classical and Modern Philology of Sofia University “St. Kliment Ohridski” held on 13th September 2019.

The research for of the completion of the dissertation was conducted within the Doctoral Degree Programme in 1.3 Pedagogy of the Teaching of... (Methodology of Foreign Language Teaching – English Language) in collaboration between the Department of Foreign of Language Teaching Methodology and the Centre for Eastern Languages and Cultures at Sofia University “St. Kliment Ohridski”.

The dissertation is 289 pages long. The bibliographical references comprise a total of 147 items (direct quotes or indirect mentions of scientific sources) in Bulgarian, English, Russian and French.

Doctoral Degree Committee:

Prof. Todor Krumov Shopov, DSc
Prof. Dimitar Veselinov Dimitrov, DSc
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Assoc. Prof. Vesela Kirilova Slavova, PhD
Assoc. Prof. Vesela Belcheva Belcheva, PhD

Substitute Committee Members:

Prof. Tatyana Gavrilova Angelova, PhD
Assoc. Prof. Svetlana Georgieva Dimitrova – Gyuzeleva, PhD

The public defence of the doctoral dissertation will take place on 2020 at (time of the day) in lecture hall of the Rectorate of Sofia University “St. Kliment Ohridski”.

All materials related to the defence procedure have been made available to any interested party in room at Sofia University “St. Kliment Ohridski”.

General characteristics of the research project

The intensive development of communication process in today's globalized world has cemented the role of language teaching as a major factor of successful social and professional self-actualization which in itself poses high requirements to the national educational systems with a view to the optimization and dynamization of foreign language acquisition. The processes of integration promote both the search for appropriate national strategies as well as the further reinforcement of those positive traditions that have been cultivated in each country over the years. In this context the research of particular national traditions in the organization and functioning of foreign language teaching is a linguo-didactic challenge in itself which takes an important place among the priorities of modern language pedagogy. It is by no means incidental that in the beginning of the 21st century the issue of designing a linguo-didactic model of multilingual tuition acquires still greater and more immediate importance. The issue of how to educate trilingual people has attracted the attention of a number of researchers in the spheres of foreign language methodology and education. The linguo-culturally oriented paradigm in in the process of tuition is particularly highlighted. Modern linguo-didactic tends to associate the linguistic reality with the cultural one in spite of the variative national models established over the years. It should be noted that in the course of this process there has been a stronger strive towards an equitable treatment of all languages and cultures, no matter whether they are considered an objective or a method of learning. Cultural and national differences are acknowledged and their uniqueness is highlighted increasingly. In this context the trilingual educational policy is largely associated with multicultural education where the intersection of interactions between mother tongue, first foreign and second foreign

language. This type of language teaching in contemporary Lebanon takes place in a multicultural trilingual educational environment. We need to point out here that over the last one hundred years the language policy and educational practice in Lebanon have embraced a number of elements aimed at the purposeful development of a multicultural educational system which integrates trilingualism [*sic*] as an official strategic priority. This extensive and persistent long-lasting educational effort in Lebanon is subject to pedagogical diachronic reconstruction and modelling so as to make it possible to distinguish the positive linguo-didactic practices through the perspective of the pedagogy of providing good learning opportunities to all¹. The reconstruction in terms of models of national educational practices and their interpretation from a contemporary perspective is a research process that holds great potential for the further development of the contemporary theory and practice of foreign language teaching. Criteria-based study and systemic identification of positive national experience which takes into consideration both its strengths and diagnosed weaknesses is an inherent part of the research conducted by the Methodology of Foreign Language Teaching Department of Sofia University “St. Kliment Ohridski”. The end result of the reconstruction modelling of the Lebanese educational system is a linguo-didactic model of trilingual integrated learning. In the context of the pedagogy of good learning opportunities for all, according to my supervisor Assoc. Prof. Dr Milena Yordanova, linguo-didactic modelling should be viewed as constructing an educational model for both teaching a foreign language and teaching in a foreign language (or languages) aimed at the systematic acquisition of the particular foreign language(s) to the degree of

¹ Veselinov, D. (2018). Pedagogy of Good Opportunities as a Linguo-Didactic Challenge. In *Pedagogy of Good Learning Opportunities for All*. Comp.by D. Veselinov, pp. 7–10, Sofia: Sofia University Press “St. Kliment Ohridski”

achieving fluency in everyday communication with the option for communicating in standard professional situations.

The theoretical foundation underlying this model is the combination between the positive traditions of the educational system in Lebanon with the European Union's policies for language and education through the analytical prism of the Bulgarian experience in bilingual teaching aimed at multilingual education. This model essentially integrates linguistic and educational parameters which guarantee the very framework of its performance. The model has five functions altogether which, for the purposes of the present research, can be defined as follows:

- 1) educational function;
- 2) instructive function;
- 3) social function;
- 4) political function;
- 5) intellectual (cognitive, gnoseological) function.

The all-embracing term *multilingualism* implies two aspects of its practical manifestation – namely, multilingualism and plurilingualism.

Multilingualism is contextually justified. Contextuality involves a multilingual territory (i.e. the presence of several languages which are being spoken within a particular territory). In this respect multilingualism is directly related to the language policy of the particular state (the particular national ministry of education, respectively). The particular case study, presented in our research, shows, for example, that the language policy of Lebanon promotes trilingualism by adopting persistent measures which encourage the active use of Arabic, French and English in both day-to-day and professional communication in Lebanon.

Plurilingualism, on the other hand, is individually substantiated. It is related to the formation of a plurilingual individual. In spite of the diverse contemporary views on plurilingual individuals, the common trait is that such an individual is fluent in at least two languages. Plurilingualism is directly related to the educational policy of the particular state or community. The educational policy of the Republic of Lebanon promotes the trilingual educational model which is among the main priorities for achieving both individual and national prosperity.

The longitudinal analysis of the traditional views as well as of the current organization of the educational system in Lebanon shows that the Lebanese educational policy for languages is largely concurrent with the European vision for proficiency in two foreign languages in addition to the mother tongue. This is due to the close relations that the Republic of Lebanon and Europe have been having in the course of history.

Lebanon's policy for languages (i.e. Lebanese multilingualism) promotes the usage of many languages on the country's territory in spite of the fact that the Arabic language has been brought to the foreground and given the status of official language with strategic importance for the country's development with a view to its geographical position and ethno-confessional affiliation with the leading countries from the Middle East and North Africa. In addition to that, the strive for preserving the leading role of Arabic language can be interpreted as one of the main factors for teaming up with the Arabic community. Last but not least, studying classical Arabic can be viewed as a component of the very continuum of diglossia in Lebanon, i.e. tuition in *al-fusha* (standard Arabic) and use of *al-'ammia* (an Eastern Arabic dialect, spoken in Lebanon) for day-to-day communication.

The purpose of the present dissertation is the development of a linguo-didactic model of multilingual tuition based on the education and language policy of Lebanon. The particular objectives which need to be performed within the process of research are as follows:

- To present the essence and characteristic features of Lebanon's contemporary language policy, viewed as a manifestation of contemporary Lebanese multilingualism;
- To present the essence and characteristic features of Lebanon's educational policy, viewed as a manifestation of contemporary Lebanese plurilingualism;
- To analyse critically the Lebanese model of multilingual tuition with a focus on the Lebanese educational trilingual model (Antonini schools);
- To analyse the positive practices in the Lebanese trilingual model;
- To formulate suggestions for the optimization of the Lebanese model for trilingual tuition;
- to elaborate the prospects for the enhancement of the Lebanese trilingual model with a view to the European vision of language and education aimed at operational plurilingualism and multilingualism;
- To study the potential for transferring the optimized model into other educational systems.

The research object of the present dissertation is to study the essence, specific features, functions and forms of multilingual tuition.

The research subject of the present dissertation is the contemporary model of multilingual tuition in Lebanon, viewed within the temporal framework of the 21st century.

The research method is complex – it combines the achievements of modern linguo-didactic reconstruction and pedagogical modelling with the method for language and education profiling, as well as with the survey method (applied systematically when field studies are conducted). The research methodology can be defined as a particular inter-institutional approach to analysing trilingual education through the prism of the principles of gender equality, the maintenance of a particular ratio between public and private education and the promotion of the synergy between them, as well as the enhancement of the role of the civil society in trilingual education. Field survey is the main method for assembling the corpus of research data which, in the present dissertation, form the basis of the subsequent linguo-didactic reconstruction and pedagogical modelling of a particular successful educational practice. The survey conducted among experts in the sphere of the trilingual educational system in Lebanon as well as in contemporary foreign language education constitutes a key point in the theoretical and practical approbation of the findings yielded in the course of the elaboration of the present dissertation.

The research hypothesis that the present dissertation tests is that the analysis of the contemporary Lebanese policy for language and education renders it possible to construct an efficient linguo-didactic model for multilingual tuition with the potential for transfer of good practices in other educational systems. This is the reason why this doctoral dissertation is focused on the analysis of the current status of foreign language teaching in primary, secondary and higher education in the Republic of Lebanon – an analysis which is to serve as the basis for the suggestion of a model for a transfer of good practices from the Lebanese educational system to the one in the Republic of Bulgaria. This leads to the optimization of tuition organization which in itself will guarantee the emergence of a highly-

qualified and competitive workforce that meets the language criteria in the European Union. This is a much-needed step as the study of foreign languages for professional communication has become an imperative over the last few years after the accession of Bulgaria into the EU and the integration of our country into the common European business space.

The theoretical and practical contributions of the present doctoral dissertation are related to the development of an optimized linguo-didactic model for trilingual tuition based on the Lebanese policy for language and education in the temporal range within the first two decades of the 21st century and potentially transferable to the Bulgarian educational context. The reconstruction and analysis of good practices from the contemporary educational system of the Republic of Lebanon show that the currently valid Lebanese trilingual model includes an equal number of teaching hours in each of the three languages (Arabic, French and English) as well as a different number of teaching hours for the remaining subjects in the curriculum. The contribution to knowledge of the linguo-didactic model for multilingual tuition elaborated in the present dissertation lies in the theoretically and practically justified optimization of the Lebanese trilingual model. The optimized trilingual model offers a greater parity not only in terms of the number of teaching hours in each of the languages forming the educational foundation for the development of plurilingual individuals but also in terms of the rotation of the specialized subjects in the curriculum taught in the course of tuition in the three main languages, taking into account the proficiency levels in each language as defined in the Common European Framework of Reference for Languages. Thus, the use of the trilingual educational model is promoted not only as an objective but also as a means of tuition in keeping with the principle of language parity. The conducted analysis of the Lebanese educational practice in the field of

languages has brought forward the good practices in this modern trilingual model and has established its limitations as to its potential for the formation and development of equal communicative competences in the three languages. The Lebanese linguistic and educational traditions in the development of multilingual tuition are in the basis of the developed linguo-didactic model for multilingual tuition which optimizes the Lebanese trilingual educational model and focuses on the acquisition of equal competences in the three languages.

As regards the theoretical dimension of the dissertation, the main portions of the text have been presented as papers at national and international forums. I have 3 publications related to the topic of the dissertation in prestigious Bulgarian and international journals². As regards the practical dimension of the dissertation, the functional type of approbation of the research is the designed model for an optimized trilingual tuition based on the integration of the findings from the modern linguo-didactic reconstruction and the modelling performed by means of the method for linguistic and educational profiling. The method of survey approbation has been implemented as well and the findings have been validated through on-site elicitation of expert assessment by teachers in leading trilingual learning centres in Lebanon.

The research within the scope of the dissertation has been performed in concordance with the requirements of the Doctoral Programme in “Pedagogy of Teaching of... (Foreign Language Teaching Methodology – English Language) at the Department of Foreign Language Teaching Methodology at the Faculty of Classical and Modern Philology of Sofia University “St. Kliment Ohridski”. The field research was conducted in the Republic of

² See *List of publications related to the topic of the dissertation*, p. 24.

Lebanon with the kind cooperation of the Ministry of Education. It has covered the necessary and sufficient number of leading public and private schools which are representative of the contemporary educational context in Lebanon.

Structure and contents of the dissertation

The dissertation entitled “A linguo-didactic model of plurilingual teaching (based on Lebanese policy of language and education)” has been conceived as a longitudinal research of a particular national plurilingual profile within the conceptual framework of linguo-didactic reconstruction and modelling developed at the Methodology of Foreign Language Teaching Department over the past 20 years. The dissertation steps on the achievements of the linguo-didactic archaeology of knowledge as well as on the European concept of the elaboration of language profiles of the European countries. The dissertation research was implemented within the Doctoral Degree Programme within the department in collaboration with the Centre for Eastern Languages and Cultures at Sofia University. The choice of Lebanon as a research subject was motivated both by the traditional longstanding relations between Bulgaria and this Middle East country and by the specific history of ancient Phoenicia which subsequently fell under the rule of different empires. The research focuses on the developments in Lebanon during the 20th century when the country managed to gain its autonomy and independence which predetermined the trilingual orientation of its educational policy. This policy has further evolved at the beginning of the 21st century as an echo of global processes.

The introduction presents the current relevance of the dissertation’s topic; the theoretical foundations underlying the research of the Lebanese trilingual educational system; the purpose of the research project; the research methodology; the research hypothesis as well as the particular tasks related to the research design and the testing of the hypothesis.

The first chapter addresses the theoretical context that justifies the research. The issue of the essence, characteristic features and organization of comprehensive multilingual tuition is an interdisciplinary subject of research which falls into the focus of psycholinguistics, linguo-didactics (and linguo-didactics, respectively)³, sociolinguistics, ethnolinguistics, etc. The achievements within these scientific fields in their entirety have an impact over the development of the current theoretical and practical perceptions of bilingualism and trilingualism which have been shaping up the linguo-didactic model of the educational system and language policy of Lebanon for the last two decades. With a view to the update of the modern theoretical and practical interpretation of reconstruction modelling of the essence, characteristic features and functioning of multilingual tuition we have brought forward adequate and sufficient arguments and theoretically clarified facts provided over the last three decades in the spheres of each of these epistemological paradigms. A particular emphasis is laid upon the attempt at defining trilingual tuition and its applicability in the primary, secondary and higher stages of the educational system. The characteristic features of the linguo-didactic category of trilingual tuition have been pinpointed and a working definition has been developed thereupon. The analysis of multilingualism in Lebanon addresses the impact of the English language on the language situation in this country and takes into consideration the characteristics of the multi-confessional and multi-ethnic Lebanese society. This chapter also presents the modern interpretations of multilingualism and multiculturalism (again taking into account the impact of multi-confessionalism which is specific for Lebanon), plurilingualism and interculturalism, as well as the particular role of bilingualism and

³ Veselinov, D. (2018). Issues in linguo-didactics in the spatial and temporal context of the 21st century. In *Foreign Language Teaching*, vol. XLV, issue 1, 2018, pp. 7-8.

trilingualism in the context of the contemporary language policies and the theory and practice of efficient regional policies for education.

The second chapter outlines a historical review of the development of Lebanese language policy while attempting at providing a characterization of the multilingualism in Lebanon as specific of the region of the Middle East. The contemporary policy for language of the Republic of Lebanon promotes the use of many languages on the country's territory (Lebanese multilingualism) in spite of the fact that the Arabic language has been brought to the foreground and given the status of official language with strategic importance for the country's development with a view to its geographical position and ethno-confessional affiliation with the leading countries from the Middle East and North Africa. The presence of French in Lebanon dates back to the Crusades when the French knights founded the vassal County of Tripoli (1109 – 1289). In 1516, Lebanon became part of the Ottoman Empire and later, after the end of World War I, in 1918 it fell under the control of the so-called French mandate authorised by the League of Nations. The state-owned educational institutions adopted the French educational system and French was given the same official status as Arabic. The impact of English became increasingly manifest in the 1990s. The 21st century in Lebanon has been marked by the development of a national trilingual Arabic-English-French educational model encompassing all educational stages in Lebanon. We have portrayed the role of Arabic during the rule of the Ottoman Empire (1516 – 1918); of Arabic and French during the so-called French protectorate (1918 – 1943) as well as within the framework of the official educational policy of independent Lebanon (1943 – 1975); of English during the Civil War (1975 – 1990), and we analysed the new functions of Arabic, English and French in the 1990s which resulted in

the emergence of the Lebanese national trilingual educational system in the beginning of the 21-st century.

The third chapter presents the characteristic features and stages in the establishment of the contemporary Lebanese policy for education, focusing the dissertation onto the innovative concept for the formation of a national trilingual educational system. We have outlined a general review of Lebanese educational policy. In the context of the contemporary “multilingual-plurilingual” paradigm, elaborated with the research programmes of the Council of Europe, the Republic of Lebanon is characterized as a multilingual country with a population that has been plurilingual for centuries. The current Lebanese educational policy for preschool, primary, secondary and higher education has been analysed and critically reviewed through the perspective of extensive factual data.

The fourth chapter is dedicated to the construction of a linguo-didactic model for multilingual tuition based on the Lebanese policy for language and education. The research focus lies on the conceptualization and the design of an optimized trilingual educational model that stems from the principle of equality of the competences in all three languages. The linguo-didactic reconstruction of this educational practice in Lebanon was performed on the basis of a field study of the activity and functioning of five leading educational centres⁴. A comprehensive analysis has been made of the documentation kept in these educational institutions, in the archives of the Lebanese ministry of education as well as of the State Archives of Lebanon. The analysis was completed by a study of a corpus of publications on the

⁴ Trilingual school “Antonine Sisters School” /Mar Elias – Ghazir/; Trilingual school “Saint Joseph” /Cornet Chawan/; Trilingual school “Notre Dame de Louaize” /Zouk Mosbek/; Trilingual school “Jesus and Mary” /Rabweh/; Trilingual school “College Notre Dame des Sœurs Antonines” /Hazmeih-Jamhour/.

topic in English, Arabic and French. A number of theoretical viewpoints, regulatory documents and scientific concepts on foreign language teaching in Lebanese secondary and higher education have been introduced as well. The linguo-didactic reconstruction of the Lebanese trilingual educational model is based on a composite component analysis of the learning process organization and the on-site longitudinal observation of the performance of the five leading language centres in Lebanon shows that “there is a functioning educational system in place with a transferable potential which promotes the development of plurilingual tuition in a multilingual and multicultural environment”⁵. The positive findings from this study undisputedly show that the education practice in Lebanon is essentially innovative and it would be highly pertinent to get transferred to other public educational systems.

The fourth chapter also introduces an innovative optimized trilingual model as well as the procedure of its validation and approbation. We need to point out that it is based on the reconstructed trilingual educational practice in Lebanon which proved to be open to upgrading and transposal into a different educational context. The innovative optimized trilingual model combines the positive elements of the Lebanese prototype with the Bulgarian bilingual tradition and has the potential for applicability in a particular European context (i.e. within the region of the Balkans). The main characteristics of this new trilingual model are: quality and efficiency, flexibility and openness

⁵ The formulation of this working definition of the educational context of modern Lebanon resulted from a discussion with my supervisor, Assoc. Prof. Milena Yordanova, PhD, and the Head of the Methodology of Foreign Language Teaching Department at Sofia University “St. Kliment Ohridski”, Prof. Dimitar Veselinov, DSc. My own vision was focused mainly on the particularities of how tuition in three languages was organized. Prof. D. Veselinov introduced the clarification that the said trilingual tuition takes place in a multilingual environment and Assoc. Prof. M. Yordanova suggested that the educational environment is not only multilingual but also multicultural.

to innovative practices, accessibility and adoptability in the sense of the European thesis for life-long learning. In the process of elaborating this new trilingual model we took into account the positive achievements of the Bulgarian linguo-didactic theory and practice in the sphere of bilingual tuition design by means of integrating the positive results of the ample experience accumulated by the functioning and performance of Bulgarian secondary language schools. The proposed trilingual model possesses the necessary potential for applicability in Bulgaria with a view to the optimization of the learning process organization in secondary language schools. Thus, it is proposed that the teaching hours in the second foreign language envisaged in the curriculum be made equal to the teaching hours in the first foreign language, hence pursuing the ultimate educational objective the achievement of B2 level of proficiency in both first and second foreign language.

CURRICULUM

Grade/Year	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
School subject	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.	t.h.
English	6	6	6	6	6	6	6	5	5	4	3	2
Arabic	6	6	6	6	6	6	6	5	5	4	3	2
French	6	6	6	6	6	6	6	5	5	4	3	2
Maths	5	5	5	5	5	5	5	6	6	5	5	*
IT	1	1	1	1	1	1	1	1	1	1	1	1
Religion	1	1	1	1	1	1	1	1	1	1	1	1

Civil education	0	0	1	1	1	1	1	1	1	1	1	1
Science	2	2	2	2	2	2	2	2	0	0	0	0
Biology	0	0	0	0	0	0	0	0	2	2	2	*
Guidance / topical debates	1	1	1	1	1	1	1	1	0	0	0	0
Economics	0	0	0	0	0	0	0	0	0	2	2	*
History	0	0	0	0	0	1	1	1	1	1	1	1
Geography	0	0	0	0	1	1	1	1	1	1	1	1
Chemistry	0	0	0	0	0	0	1	1	2	4	4	*
Music	1	1	1	1	1	1	0	0	0	0	0	0
Physics	0	0	0	0	0	0	1	2	2	3	4	*
Fine Art	1	1	1	1	1	1	1	1	1	0	0	0
Philosophy	0	0	0	0	0	0	0	0	0	0	2	2
Sports	2	2	2	2	1	1	1	1	1	1	1	1
No of teaching hours per week	32	32	33	33	33	34	34	34	34	34	34	34

Legend:

	English
	Arabic
	French
*	Specialization subject, envisaged by the curriculum for 12 th grade/year (three different classes)

Class	I	II	III
Subject	Teaching hours	Teaching hours	Teaching hours
Mathematics	10	6	6
Biology	0	5	2
Economics	0	0	6
Physics	6	5	2
Chemistry	4	4	2

The proposed model takes into account the principle of equality of languages in the process of their acquisition and aims at providing the prerequisites for the achievement of a realistic proficiency level which will ensure the successful participation of school graduates in social life and their competitiveness on the labour market. Citizens with knowledge of foreign languages hold significantly better chances to take an active part in the integration processes within an increasingly globalized society.

The approbation of the innovative model for optimization of the Lebanese trilingual tuition system as proposed in the present dissertation is implemented via the survey method among leading experts in this sphere.

These are teachers and headmasters of the five most popular trilingual centres in Lebanon, namely: “Antonine Sisters School” (Mar Elias – Ghazir); “Saint Joseph”; “Notre Dame de Louaize” (Zouk Mosbek); “Jesus and Mary” (Rabweh) and “College Notre Dame des Sœurs Antonines” (Hazmeih-Jamhour). The above-said institutions are rich in history, they possess in-depth theoretical and practical experience as well as the necessary expertise to operate as trilingual schools.

The survey was distributed among 105 experts in the sphere of trilingual tuition in Lebanon as follows: 20 leading teachers at each educational centre that participated in the study as well as to their headmasters. The teachers who participated in the survey not only possess in-depth knowledge of the Lebanese educational system but also demonstrate strong critical thinking skills. Their assessment is reliable as they are teaching practitioners and in the course of their day-to-day work, they examine closely the strengths and weaknesses of the existing models of trilingual tuition in the Republic of Lebanon. The subjects they teach are a part of either the language module or of the general instruction one: English, French and Arabic are the disciplines from the language module while Mathematics, Chemistry, Biology, History, Geography and Physics belong to the general instruction module. It should be noted that the school subjects from the second module are taught in only one of the above-mentioned languages. The average age of the school teachers and headmasters who participated in the survey is thirty-five. The systematic analysis of the data collected in the course of the survey among the experts from the five educational centres in Lebanon shows that the proposed innovative trilingual model has the potential to ensure higher achievements in the acquisition of the three languages and a realistic proficiency in Arabic, English and French.

The conclusion chapter recapitulates the obtained research findings and formulates the contributions to knowledge that the present dissertation has to offer. The analysis shows the positive practices of the Lebanese educational model and establishes the limitations as to the formation and development of equal communicative competences in the three languages. On the basis of the traditions in language teaching and education in Lebanon in the sphere of multilingual tuition we have designed a linguo-didactic model for multilingual tuition which optimizes the Lebanese trilingual tuition model. It should be pointed out that until now there has been no research in Bulgaria on the multilingual tuition offered by the Lebanese educational system which in itself renders this scientific research truly original. The contributions to knowledge made in the present dissertation are formulated along these lines.

The bibliographical reference to the main body of the dissertation contains 120 items – theoretical studies, archives and internet sources analysed in the course of the research.

Contributions to knowledge

Since the Republic of Lebanon is one of the priority countries in the Middle East in the Bulgarian foreign policy for this region, the present dissertation could be of use as to the future elaboration of a strategy for teaching Bulgarian in Lebanese educational institutions which will raise the prestige of our country not only locally in Lebanon but on a regional level, too, in the entire Middle East. Therefore, the main contributions to knowledge of this dissertation can be defined as follows:

1. A working definition of the concept of trilingualism has been formulated and its functions in primary and secondary education has been analysed.
2. The impact of the English language on the multi-confessional and multilingual society of Lebanon has been studied.
3. The contemporary Lebanese educational model has been reconstructed and a number of good practices for trilingual tuition in primary and secondary education within the educational system of the Republic of Lebanon have been analysed.
4. The Lebanese trilingual model has been upgraded by means of introducing the principle of an equal number of teaching hours in Arabic, French and English as well as the principle of parity and rotation of languages in which the instruction in the specialized school subjects while the foreign language proficiency levels are made consistent with the Common European Framework of Reference for Languages.

5. The concept of using the trilingual educational model as an end and a means of tuition is launched.
6. The parameters for the transfer of good practices from the Lebanese model for trilingual tuition to the Bulgarian educational system are defined.
7. Prerequisites for the facilitation of the integration of refugees coming from the Middle East into the system of Bulgarian education have been examined.

**List of the author's publications
related to the topic of the dissertation**

1. Deshev, A. (2018). Foreign Language Teaching in the Multicultural Educational Context of Lebanon. In *Philologia*, issue 33, pp. 93–102. ISSN 0204–8779.
2. Deshev, A. (2018). The Change of Language Code in a Multilingual Environment in the Context of Multilingualism of Lebanese Educational System. In *Pedagogy of good learning opportunities for all. A compilation in honour of Prof. Todor Shopov, DSc*, compiled by D. Veselinov, Sofia: Sofia University Press “St. Kliment Ohridski”, pp. 191 – 198, ISBN 978-954-07-4566-4.
3. Deshev, A. (2018). The Lebanese Educational System in the Context of Multilingual Tuition. In *The Fifteenth scientific conference of non-habilitated tutors and doctoral candidates in the Faculty of Classic and Modern Philology*. Sofia: Sofia University Press “St. Kliment Ohridski”, pp. 176–181, ISSN 1314-3948.