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Studio dell'impatto sociopolitico sull'apprendimento e l'uso della lingua inglese

dalla pratica scolastica alla pratica lavorativa in Italia e nel Libano

The study of the socio-political impact on the learning and the use of the English

Language from school practice to work practice in Italy and in Lebanon

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To have another language is to possess a second soul.

Charlemagne

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Abstract

The progress of physical and virtual communication is multiplying the meeting points of cultures in the world. Whether at an individual level or at a governmental one, the process of globalization is reducing the differences between countries. Languages are found in the heart of cultural domains hence they are indispensable vectors for communication and expression of identity. The diversity of languages assures the pluralism and the wealth of representations.

This thesis examines the impact of the educational policies and the social components on the linguistic attitude of people who learn and use English at work and in social life in two sample countries: my country of birth, Lebanon and the country of my actual residency, Italy. It provides a sociolinguistic profile of both countries and focuses on the learning policies and the use of English (and French and Arabic to a lesser extent). This study also examines the Lebanese and the Italian attitudes toward using the English language for social and professional purposes. The project used diverse methods (observational accounts, field notes, and questionnaire) to describe the presence of foreign languages in both societies. Primary data includes results from a questionnaire (445 participants) and three years' worth of observational accounts and field notes. Findings from this study suggest that language learning does not initiate in the English class but in the mind of people which is strongly conditioned by the necessities of life. The more the constant challenges and varied the linguistic opportunities, the more and better the chances to learn and use English are. The study concludes with some implications for the use of English in school practice and in work practice.

Abstract

Il progresso della comunicazione fisica e virtuale sta moltiplicando i punti di incontro delle culture del mondo. Sia a livello individuale o governativo, il processo di globalizzazione sta riducendo le differenze tra i Paesi. Le lingue si trovano nel cuore di domini culturali quindi sono vettori indispensabili per la comunicazione e l'espressione di identità. La diversità delle lingue assicura il pluralismo e la ricchezza delle rappresentazioni.

Questa tesi analizza l'impatto delle politiche educative e le componenti sociali sull'atteggiamento di chi impara e usa l'inglese al lavoro e nella vita sociale in due paesi campione: il mio Paese di nascita Libano e il Paese di mia residenza attuale l'Italia. Esso fornisce un profilo sociolinguistico di entrambi i Paesi e si concentra sulle politiche di apprendimento e l'uso dell'inglese (e il francese e l'arabo in misura minore). Lo studio esamina anche l'atteggiamento della popolazione libanese e italiana nei confronti dell'uso della lingua inglese per scopi sociali e professionali. Il progetto si è basato su metodi misti (conti d'osservazioni, campo Note e questionario) per descrivere la presenza delle lingue straniere in entrambe le società.

Dati primari includono risultati da un questionario (445 partecipanti) al quale sono stati dedicati tre anni dei conti d'osservazioni e note del campo. Risultati di questo studio suggeriscono che l'apprendimento delle lingue non avvia nella classe di inglese, ma nella mente di chi è fortemente condizionato dalla necessità della vita. Più costanti sono la sfida e le varie opportunità linguistiche, più è possibile imparare ed usare l'inglese. La tesi si conclude con alcune considerazioni sull'uso dell'inglese nella pratica scolastica e nella pratica lavorativa.

Acknowledgements

Introduction

&

Research Question

Chapter I:

Introduction and research question

1. The Introduction

I have always been fascinated by languages, those strange sounds one utters, sounds and combinations far different from my mother tongue, Arabic. I can't tell whether being born in Lebanon "*the country that tends in vivo towards plurilinguilism*" (Abou, Kasparian, Haddad (1996)) or because I am part of a Middle Eastern nation which, as Bernard Lewis (1998, p. 9) says, is perceived, discussed, thought "in *a language borrowed from another society with different systems of group identities*" that captivates me and pulls me towards linguistic matters/arguments/issues/interests.

When I came to Italy for a PhD program, my main interest was to explore the fascinating secondary school world. I've been a teacher of English as a second foreign language for so many years and my Master Degree discussed the impact of the school management on the relationship between the pupil and his/her tertiary language. I wanted to assess the variations between Lebanon and Italy, most specifically the role of the educational policies regarding the teaching of English in schools. Things change and my interests change. My passion for languages took me elsewhere. I am, shortly to be a PhD graduate, but so far being a student without scholarship I had to earn my own living to go further with my research. My qualifications and my work experience allowed me to teach English, my third language in a country whom native language was my fourth, Italian. I was mostly intrigued by the typology of the students who were generally graduates. I was stunned by the English level of managers, doctors, scientists and so many others. I often heard sentences of the sort " *Ma io l'inglese a scuola, non l'ho studiato proprio bene"* (But, I didn't study English properly at school*) or* "*L'insegnante d'inglese non mi stava proprio simpatica*" (I didn't really like the English teacher) or *"ho fatto francese alle elementary"* (I studied French at elementary school). Inarguably, their professions today as adults were undergoing major transitions that call them to work on their English as to respond to new work policies, technologies and demands. English has become for them, a must. But wasn't a concrete belated realization? My Italian students often claimed that they do not wish to study grammar but rather say things when they need to. My residence in Italy and my daily interaction with a society that is not mine made me concretely comprehend that there is much more of a culture in a language than any other

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necessary component for the mastering of a new means of communication. When we speak a new language, we enter a new culture that is a sum of components shared by a particular group of people from language to religion, attitudes to norms of living, ethical codes to cuisine and arts (Zimmerman, 2012). There are so many reasons beyond the sympathy of the teacher or the difficulty of the structure; therefore I wish to examine in this study the representations, attitudes, opinions of English speakers with regards to many social instances in different domains of their lives.

The purpose of this study is to develop a greater understanding of the factors behind the linguistic identity of the individuals by means of looking into the lifeline of their early acquisition of English language at school to its practical use at work. I wish to investigate the significance and the impact of all sorts of learning experiences within two framed contexts of population: Italian and Lebanese, to focus on the unfolding lives of people, to analyze how different practices of learning and perceiving English may influence their professional lives. I do not intend to flatten the complexity of social effects reducing nuances of multi-faceted problems. Bauman's life course theory[1] suggests that the world is in a state of constant flux such that transitions occur throughout life in myriad different contexts to which individuals belong only fleetingly. The present study serves to shed light on the useful insights and approaches admitting the need for further theorization.

The research sets out to situate the theoretical frame of the study from a sociolinguistic approach and describe the role of education in both countries, the structure of the educational systems, the organization of the foreign languages educational policies, the teaching of English particularly and the European initiatives regarding linguistic competencies for a better professional profile. A survey was conducted to collect experiences of workers who use slightly, medially or extensively English, the questions tackled their personal data, their educational background most particularly the history of learning English, their current work, its requirements and the role of English in that in addition to the use of the language outside work.

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[1] Zygmunt Bauman (born 19 November 1925) is a Polish sociologist. Since 1971, he has resided in England after being driven out of Poland by an anti-Semitic campaign, engineered by the Communist government he had previously supported. Professor of sociology at the University of Leeds (and since 1990 emeritus professor), Bauman has become best known for his analyses of the links between modernity and the Holocaust, and of postmodern consumerism.

Study results can be used to guide the development of a new focused and appropriated policy for the teaching of English, to suggest directions to enhance awareness of people with regards to the importance not only of English as a foreign language but also of any foreign language.

2. The research question

People find themselves, even if not constraint, highly motivated to speak the other's language and understand his/her culture in order to live, work and prosper. Learning a second language is not solely acquiring the new linguistic forms of the target language but learning its socio-cultural properties. As Lantolf states: "each generation reworks its cultural inheritance to meet the needs of its communities and individuals likewise, languages are constantly remolded by their users to serve their communicative and psychological needs."(2004, p.2)

According to the British National Centre for languages[2], thousands of businesses are losing contracts due to linguistic shortcomings. Research shows that in the case of strengthening language skills, European companies have however more opportunities in the internal market than in the global one. Rocca (2009) in his *Experientia Rerum* on 'saperi disciplinari' states, "it is indeed a very worrying fact that only some graduates in languages possess some fluency at the level of speaking and could have benefitted from a sojourn abroad'. From this perspective, language learning does not involve only the lexis, phonology and grammar of the target language but also the social activities through which they are historically constructed to make meaning for the users of that language. When English is learned as any other subject as it is the case in these two non-speaking countries: Italy and Lebanon, the possibility of an informal learning environment is significantly limited to some occasional contacts with native speakers. As Cook (1999, 2002) says "multilingual people overcome monolinguals not because they have a wider linguistic knowledge but because they gain from the benefits of the enrichment of bilingual context at all levels: cognitive, social, personal, academic and professional." Recognizing that studies have shown that the human being possesses a proper disposition for acquiring language, the human brain can manage to handle in a dozen languages (Weizmann, 2007; Comte,1980, p.14) and far away from any studies on cognitive development, I wish to dedicate this study to the analysis of people's representations or perceptions of the English language and its use in social, personal, academic or professional

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[2] Il plurilinguismo stimola la competitività europea, martedi 29/05/2007 da Bruxelles

domains in a trial to identify the factors that motivate learners to acquire and adopt a foreign language, nonetheless English.

The question of the research emerges at this point when we ask:

> *In what ways do the language educational policies and the socio-cultural needs contribute to enhance the linguistic attitude of the English speaker from school practice to work practice?*

Our general question implies other articulations such as:

> *How far the representations of societies affect the choices of the learners regarding foreign languages at school?*

> *How important are the school policies in terms of organizing the teaching of English and what are their roles in the adoption or rejection of the language?*

> *How far is linguistic attitude determined by the social identity and the sense of belonging?*

> *What are the real needs behind learning the English language for professional purposes?*

> *What are the factors that contribute to the use or non-use of English in social communities?*

These questions lead us to set the following hypotheses:

Hypothesis 1: The school linguistic policy regarding the teaching of English affects the academic linguistic attitude of the English speaker.

Hypothesis 2: The socio-economical needs contribute to the development of the professional linguistic attitude of the English speaker.

Hypothesis 3: The socio-cultural needs influence the social linguistic attitude of the English speaker.

3. The exploratory departure and definition of terms

In a recent study conducted by the European Council unit dedicated to linguistic policies, and in an attempt to analyze the feasibility of editing one European Reference Document for the Languages of Education, the researchers concluded that the English language and the Anglo-Saxon models are strongly prevailing in the evolution of the European countries. The need for

the English language is not only motivated by instrumental needs but includes cultural dimensions and commercial exchanges. (D'avignon, 2008)

Education constitutes the main key of a national vision towards homogenization that is clearly translated in the construction of curricula founded on the constant seeking of unification. In different economic and social domains, the European norms and instructions are dominant in the core of the European Union as well as the references relative to professional qualifications. The process of Bologna, the strategy of Lisbon, the European indicators, the works of OECD[3], the surveys of Pisa do not foresee a *homogenization* but rely on *standardization*. The end of the twentieth century was marked by the importance given to the cognitive society: science, innovation of techniques and technologies. They highly condition the future of Europe which needs to continuously affirm its position working on the evolvement of certain domains in the world of today where globalization is "a compression of time and space, an intensification of social economic, cultural and political relations, and a series of global linkages that render events in one location of potential and immediate importance in other, quite distant locations" (Pennycook, 2007:5).

This entreaty destabilizes the school system and the principle of long life learning gives the school a major responsibility to equip students with the necessary capacities that enable them to pursue studies for subsequent learning.

The development of a society greatly depends on the nature of what has been acquired in school; the necessity of the development of awareness, comprehension and mastering of multiple resources offered by the media and the Internet. Around these key concepts, the linguistic ones rise. "To question the importance of languages in and for education is to examine a plan of education which engages a wide vision of the educational process as a whole and its goal" (Coste et Al., 2007).

The linguistic policies are usually built around three main axes: the preservation of the diversity of languages, the relationship between the language of state and other languages and the valorization and development of the multilingual skills of the social actors. Thus, the school is the one of the first instances for personal development and socialization. The languages spoken at school are divided into: the first language(s) and the major language(s).

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[3] OECD: The Organization for Economic Development was formed in 1961 as an expansion of the Organization for European Economic Co-operation (OEEC) which developed strategies for restructuring Europe after World War II.

The first language is usually the language spoken in the family and the community and the major language is the one used as a main vector for instruction.

In Europe, the major language in most cases is the language of State. However, Europe also presents cases where the major language is the regional one or that spoken by a minority, where there are two official languages or where there is a foreign language for a bilingual instruction. No matter what the case is, the major language is translated in school curricula as a discipline or a course, a main vector for the instruction as a whole, and the central instrument for communication. Italy, as most European countries, shares the characteristic of having many dialects in addition to numerous thriving minority languages while Lebanon's unique position in the Middle East makes it very receptive to foreign influences and foreign languages (Bacha & Bahous, 2011). This study focuses on the learning of English as a foreign language and how its teaching is applied in school through a possible continuous evolvement till the work practice. In other terms, the representations of individuals regarding their learning and their current use of the English language will be collected and thoroughly analyzed in relation to the educational policies and the social norms and habits.

In order to help the reader, I wish to define the limits of the fields I will be investigating:

−	*The language educational policies*: In practical terms, they involve "the formulation or reorganization by the country of guidelines concerning the teaching of national or foreign languages'. In the case of our study, we mean to look at the contextual frame of the English language teaching and learning, at the description of its place in school curriculum, in the official examination and in society. We wish to trace the history of teaching foreign languages in the school life: the number of hours dedicated to the teaching of English, the type of books used (monolinguals or bilinguals) and the language spoken in class. We also explore the learners' beliefs about the quality of their learning experiences. We exclude in our research any investigation in the teaching methods, didactic activities and teacher training.

−	*The socio-cultural needs*: They constitute the combination of social and cultural elements. By culture, we refer to knowledge and values shared by a society and by this latter, we designate an extended social group having a distinctive cultural and economic organization. Inspired from the general competences and objectives of chapter 5 in the Common European Framework of Reference, we mean to ask our participants about some of their social needs in terms of socializing, communicating and entertaining. Whether they buy products, use them, travel abroad, and communicate with foreign industries, they need to live

in a community where more and more identities mingle together and they should prosper professionally in order to bring food to the table. Their particular needs at work, the frequency of the most problematic situations they encounter and how English answers directly or indirectly their socio cultural needs.

– *The linguistic attitude*: Away from entering in the complexity of the literature that differentiates between attitude and representations, we wish to use them here interchangeably. What we mean by linguistic attitude is the relationship that individuals have towards the language: English in this research case. By attitude, we wish to depict the opinions, the judgment and the feelings they have towards the learning and the use of the English language. It is only their perceptions that interest us. It is by focusing on the subjective values assigned to languages and their modifications that we wish to lead our analysis and we quote:

" *Analyzing a social representation means attempting to understand and explain the nature of the social bonds between individuals, the social practices they engage in, and relationships within and between groups*" (Bonardi & Rousseau 1999:25)

– *The English speaker*: We mean every individual who studied and is able to read, recognize, spell and utter English words with no reference to competencies and levels. We exclude all native English speakers. [4]

– *School practice and work practice*: Practice is meant as an occupation or field of activity in which an individual works and the body of knowledge that grounds its knowledge. Every work setting is in fact an arena of interconnected practices in continuous becoming. (Gherardi, 2009). In school, we exclude the role of teachers or the tools and didactic instruments applied, our main focus is towards speakers' representations. In work practice, we focus on the place of English and its use.

– *The school* as defined by Bellatalla (p.27, 2006), it is the first place, time and value wise, for an institutionalized education and instruction with reference to Dewey who claims the school's continuity with the outside world, between the world of culture (school, library, theatre, Museum), the productive world (the farm, industry) and the family world (the House, the kitchen and the garden). Dewey entrusts to the school the task of organizing, agonizing and formalizing the occasional and empirical knowledge coming from the outside world.

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[4] http://www.collinsdictionary.com/dictionary/english/english-speaker

−   *The use of language*: According to the common European reference which will be elaborated later on in 5.3.1

"Language *use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences."(CEFRL: p.9)*

In every teaching and every subject, languages play a fundamental role. It is not the mastering of its communicational functions but appropriating it as an instrument for knowledge, as a dimension in the development of the individual as a social actor. Based on the above definitions, we proceed in the next part to illustrate in chapter 4 the approaches adapted to understanding the factors and opportunities which enable students to develop their language skills then to set in chapter 5 the contextual frame of Italy and Lebanon.

Review of Literature

Chapter II:
Review of Literature

4. Approaches to language

4.1 Language in a sociolinguistic approach:

The linguistics of the XXth century went through a long way and a deep realization to reach an approach which favors the function of language in a social context. At the beginning of the century, the discovery of language as a system that can be isolated from concrete achievements, therefore from the word, led linguists to a particular interest in the synchronic actual state of the language. The aim was to bring out to light systematic links among the elements which often seemed insulated until then. This preponderance of interest for the abstracted aspect of language rather than for its functional one had a huge impact on the teaching of languages in the sixties and the seventies. However, it procreated at the same time a parallel movement which brought forward researches concerning the function of the language enlarging the linguistic skyline beyond forms as well as definite and systematic relationships. The opening towards linguistic entities bigger than phrases or sentences, towards disciplines as semantics, towards the usage of the language in concrete situation, towards the behavioral function of the language and towards the para-verbal and the extra-verbal, consequently towards the understanding of the language as an instrument of communication; all this contributed to develop linguistics of dialogue and a speech in a social context. Applied linguistics put a particular accent on sociolinguistic phenomena which characterizes contacts between languages and between men of different languages. The use of the language to mark distance between men, or to create contacts between different cultures in addition to the role of the language in international or national politics, in firms, economic negotiations, at school and in the society as a whole resulted in discoveries to teach and enlighten people. Moreover, they were aspects which awakened a growing interest to analyze cross-border relations and to draw consequences to practical plan. (Raasch, 2002)

In other terms, since language plays an important role in commerce, finance, marketing and management and because it is the first instrument in the negotiation of contracts, provision of services and the branding of corporations which exceed national territory; and require the knowledge of the language of the market was required. For that purpose, we chose to study in this research the sociolinguistic approach corresponding to the nature of inter relationships of

language and social structure, highlighting the attitudes of the speakers of English as a foreign language. In this case study, a macro-sociolinguistic approach is favored because we wish to deduce through the opinions of the speakers how they treat the language and how their language attitudes seem to impact their personal, academic and professional choices.

Communicative approaches are inspired from sociolinguistics which do not dissociate language from social practices. They foresee to develop aptitudes and attitudes of functional communication of the speakers towards a goal such as professional and social integration (Fioux P., Tirvassen R., Moreau 1997). To speak of linguistic attitudes is to speak of *representations, subjective norms, subjective evaluation, judgment and opinion. (*pp. 56-57, Moreau 1997).

The attitudes are in straight relationship with the political and social sphere on one hand and the linguistic behaviors on the other. According to Valdman (1990), it is necessary to study the sociolinguistic realities for a better teaching of foreign languages. While we dedicate the next chapter to the description of the realities subject of our research: Italy and Lebanon, we wish to shed light in this part on the concepts that allow us to investigate the reasons some groups accept or reject to adopt a certain language as a means of communication and social integration. We will not focus on the core theoretical areas such as phonology, phonetics, syntax and semantics; nevertheless, considering that the communicative approach's main goal is to form learners to communicate in a second language and in view of the fact that language is not a thing to be studied but makes up part of who we really are , we will focus on the factors that makes the English speaker a "social actor".

4.1.1 Language, mother tongue and dialect:

According to Halliday et al.(1968) , a language is identified when it constitutes a continuum of spoken dialects within the same state. A linguistic community is a group of persons who are aware of using the same language. The variety of language is determined by who we are. Every speaker has acquired a variety of the spoken language of his/her community, and this variety can differ at one level or at several from another variety of the same language of the same community, this is called a dialect. Generally, who we are refers to the place we come from. Most often, it is our origin that determines our dialect.

The normal condition of language is that of change, and in periods of time and places where there is modest mobility between the dialectal communities, there is no motivation towards

changing in the same direction. These circumstances led dialects to be more and more different mostly in phonetics and phonology.

The Italian sociolinguistic is particular in its own because of the dialect fragmentation within the nation itself. A Milanese cannot understand a Sicilian. Each comes from a region with a specific geomorphology, climate and a different communicative system. The passage from an agrarian economy to an industrial type has put down enormous demographic problems. The anthropologic and cultural consequences of this phenomenon are the development of polarity between a standard hegemonic culture and a plurality of cultures which have regional foundation. The tendency to substitute the ancient geographic heterogeneity between social groups with the modification of linguistic comportments has set the opposition language vs. dialect in Italian sociolinguistics.

The social repartition is the following: the popular circles of hurdy-gurdies and the country are exclusively or most frequently dialect based. The medium urban coats are bilingual as much as they have active and passive knowledge, dialect and language of the state. They create a continuum between the definite, written national language on the one hand age and dialect, local, spoken and informal on the other. (Marcellesi,1980).

The Lebanese sociolinguistic is equally particular because of the different phases that characterized the influence of the west on the native language (Bacha, & Bahous, 2011). The Lebanese attitudes toward mixing languages have always been highlighted in both social and educational contexts and a research mostly done by Lebanese scholars attempted to identify causes for such a trend. People use Arabic, French and English in different sectors in the Lebanese society, primarily in the capital Beirut. Code switching and mixing languages quite frequently used in daily speech are somehow favoured and highly regarded.[5]

4.1.2 Language and identity:

The question of identity is in the core of the question of attitudes towards language. Each individual identity is a unique and pluralistic at the same time. The individual is unique hence he/she is the master of his/her own intimacy and is pluralistic since he/she must be part of a community, network and has several roles in today's society(Coste et al, 2007). Bernard

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[5] http://docs.lib.purdue.edu/dissertations/AAI3479466: English in Lebanon: Implications for national identity and language policy by Fatima Esseili.

Lahire (1998) states that, being multilingual does not necessarily imply that the human being is in coherence with all his selves because his being evolves and grows in relation to what surrounds him which is not static. While the main goal of the school is to lead the individual to integrate in a bigger society, the pluralistic aspect is not really taken into consideration or integrated. The school contributes to the formation of the citizens who share same values and constitute the nation. In Europe, this major function of the school is realized by a national language, no matter what the language spoken at the house or in family is. While the language spoken in the house is passed on by the individual's mother and is identified as the language of the heart and the one known best: the mother tongue, the languages chosen afterwards especially in school are determined by the representations of the family itself. (Hermann, Brennecks & Candelier, 1994). At a later age, the language chosen after one's first is either out of necessity or by personal choice, to fulfill some special purpose.

4.1.3 Language and society:

Every educational system has a main goal within a bigger wider one; it regards the socialization/ individualization as a process of the construction of the social actor. Although born with the innate faculty to speak, individuals develop languages in specific socio-cultural and political contexts. Every form of language is characterized by the thought and the knowledge of its particular milieu. As Aurorin (1977) states "language cannot exist and develop outside society". The socialization instances are numerous, Coste (2007) and his followers identify:

➢ The family: The family is the first place of socialization, it is usually homogeneous to the values and norms it elicits in the individual but it is also often different with respect to the culture and sometimes within the same society.

➢ The group of peers: They introduce belongings and solidarity at the level of behavior and rules of performance.

➢ The close environment: It includes the neighborhood, the city or the village, the urban spaces which play an important role in socialization. The interests of a youngster growing in an agricultural village are not the same as the working rural. The exposition to such distinguished environment also includes the appropriation of different norms and eminent linguistic variables.

➢ The school: It has the main role in the construction of natural identity (Collot, Didier, Loueslati: 1993; Abdalla- Pretceille, 1992). The school affects the growth of identity through the knowledge that it provides the competences it develops, the vision of the world that it proposes and the attitudes and habits that it helps put in place. It is also the first society the individual is exposed to outside his familiar nucleon.

➢ The communities built on membership or so called reference communities: They comprise all forms of grouping: national or regional community, ethnic or religious, scientific…etc. As previously mentioned, these communities attribute several identities to the individual and thus, whether slightly or strongly involved, individuals are subject to a wide range of values, ethics, behavioral norms and linguistic dimensions that could be highly in divergence from those of the family.

➢ The media: A large number of youth ,whether in Europe or outside, is regularly in contact with the press, the radio, the television, the internet, games and audio CD. All constituting major vectors in the socialization and the individual construction by the information they bring, the entertainment they provide and the social representations they circulate. These means of media promote models and identification figures and reduce spaces between people. They are acquiring a natural power in facilitating and provoking virtual communities who have their own norms, behavioral code and internal ethics.

➢ The mobility: It is considered in a large sense whether chosen or imposed, whether geographic, social or professional. All forms of displacements play a major role in the socialization/individualization of the individual. They mark the shape of today's societies with all the teaching, adjustments, and linguistic adaptations they necessitate.

4.1.4 Language and insecurity:

The self-depreciation phenomenon which constitutes the basis of linguistic security is the result of Labov & Bernstein findings in the mid-1960s. While Labov compared performances of people, Bernstein compared the importance given by various social classes to the language of socializing.

After interviewing a group of people, Labov showed that there is a discrepancy between the actual rate of using r-full pronunciations in a given set of words and the rate which speakers claimed to use them in spontaneous usage. This degree of disparity between actual performance and self-evaluation is an indicator of linguistic insecurity, which was manifested

in the lower middle classes. Linguistically, they tended to use 'correct' forms and resulted in hypercorrection, fully aware of the stigmatized errors they use in unmonitored speech. While the precedent classes are keen to disavow forms of language, they fear to tie them to social classes they do not want to be associated with; speakers of working and upper middle classes are rather more secure and accurate in their auto-evaluation. Trudgill's studies showed greater linguistic insecurity among women than men. This corresponds to the women's nature in claiming prestigious forms according to their sensitivity to show off. Men traditionally gain status and recognition through their work, wealth etc. The concept of linguistic insecurity was also of interest to French sociolinguists such as Nicole Gueunier and her team (1978) who studied the dominance of the French of Paris within France and the French of France within francophone countries to convey an authoritarian attitude to linguistic correctness.

In his 1969 study, Bernstein underlined the influence of feelings and attitudes towards language. He demonstrated that mothers' representations of language have a manner on the children's learning. Mothers of the upper class represented language as a means of transmitting cognitive skills and developing their children while for mothers of a lower class, it was a means of social control. In a later study in 1993 in the Lebanese French-speaking community, Guenier used both Labov and Bernstein's methodologies to illustrate a number of representations and distinguish regional and social types of insecurity.

4.1.5 Language and prestige:

The concept of prestige in sociolinguistics describes the level of respect accorded to a language or dialect as compared to that of other languages or dialects in a speech community. In sociolinguistics, it is closely related to the prestige or class within a society. Generally, there is positive prestige associated with the language or dialect of the upper classes, and negative prestige with the language or dialect of the lower classes. The concept of prestige is also closely tied to the idea of the standard language; thus the most prestigious dialect is likely to be considered the standard language, though there are some notable exceptions to this rule, such as Arabic.

The notion of prestige emerges clearly when two languages are in use in socially stratified urban environments where people speak and communicate frequently in different dialects. It is accorded to one of them in relation to attributes such as rich literary heritage but it is also

related to the prestige of a group of people as Bauer [6] explains when he speaks of Latin which was considered noble and beautiful.

Therefore, the concept is not limited to English speaking countries but it was also factual for several languages in West Europe. Italian, for example is the lingua franca of the Mediterranean and the Renaissance while French is the lingua franca of the seventeenth/ eighteen century and of culture.

Linguistic insecurity is thus an indication of a kind of hunt for linguistic legitimacy (embodied in the standard language or used by leading groups) by lower status speakers who still treasure hopes of self-prosperity and improvement.

4.1.6 Language and multilingualism

While bilingualism is the individual's ability to use more than one language variety, multilingualism is an individual's ability to use many languages. Multilingualism is defined then as being at the same time the capacity of a person to use several languages and the coexistence of several linguistics communities in a geographical given zone. There are no limits for multilingualism in the human brain, which can express itself in so many languages but the deepened knowledge of one language is necessary and it requires a distant positioning. As Philippe Saint Robert (2000) states, perfect bilingual and trilingual do not exist. Most people communicate more passively (listening, reading and perceiving) than actively (speaking, writing then signing).

Multilingualism has been identified in several recommendations of the Council of Europe as the principle and the aim of language education policies. It is one temptation for rehabilitation of the cultural dimension of development; it is a tool for democratization of international relationships and constitutes a leading force, it is the expression of mutual respect that allows the coexistence of local, national and international languages: necessary vectors for the analysis of fields of actions.

Multilingualism is a social phenomenon governed by the needs of globalization. It is the act of using or promoting the use of multiple languages either by an individual or by a community of speakers. Multilinguals outnumber monolinguals. Thanks to the ease of access to information on the internet, individuals' exposure to multiple languages is getting more and more frequent,

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[6] Professor of Linguistics at Victoria University of Wellington.

triggering the need to acquire more languages. The encouragement of youth to learn more than one language became a must hence learning is possible and the brain is supple, it assimilates and memorizes quickly. (Philippe Cayla,2010).

4.2 Language and Eco linguistic approach

Built on Robillard neologism (1989), this approach allows describing a sequence of different civilizations, where we can recognize how the sociolinguistic characteristics of the communities are in relation with their economic production and development. It identifies three different succeeding civilizations (Corbeil, 1984, p.131):

- In the agrarian civilizations, economy is based on the production of elementary needs for survival. Populations are generally spread on the territory and no eloquent formal of speech is required for their communicative needs: they usually interact verbally and immediately. In these civilizations, writing is of a big prestige and it is only used for messages of big importance. The persons who communicate through writings often constitute the *élites* classes, which detain political and economic power.

- In the industrial civilizations which are founded on the production and the consumption of goods, the concept of the market and distribution appear. The populations are concentrated in the urban centers. This civilization, founded on the application of theoretical knowledge requires a scientific and technical culture which leads a generalization of the teaching and the communications, especially written. These modifications imply necessarily the constitution of a standard language, which works out on the basis of linguistic description, on coding, on normalization of terminologies and production of references of works.

- In post-industrial civilizations, the electronic devices overwhelm lifestyles and the new working ways. Communication is today quicker due to satellites and computer science. It also monopolizes a number of existing languages used to transport new knowledge and information. The usage of an international reference (i.e. English) is obvious. At the same time, we note a big tolerance with regard to the linguistic variations, as much as national legislation allows it. The search for an optimal communication between the speakers implicates a developed specialization of the vocabulary.

Over the years, the sociolinguists' expertise allowed a broader approach to understanding the role of language in social life, across numerous contexts, and viewed through a myriad lenses. As earlier exposed in this chapter, our main interest lies in showing that language is not only a system of rules within an organized structure but it is a dynamic resource for the creation of meaning. Social and culture knowledge are prerequisites in the understanding and the use of linguistic forms.

The purpose of the following chapter is to frame the two cultural contexts: subjects of this study. The focus will turn to the structure and organization of the educational systems in the countries of interest: Italy and Lebanon.

5. Description of the linguistic contexts: Italy and Lebanon

Before I start exposing the structure and organization of the educational systems in both countries, I find it fair to give a brief if not a close look at the history of both countries along with a precise citation of the place of education in both constitutions. I wish afterwards to frame the structure and the organization of the school and speak of the place of foreign language teaching in it.

5.1 The history of Italy:

Since the second millennium before Christ and during the antiquity, Italy saw its land bloom during the Etruscan, Greek and Latin civilizations whose western culture is still eminent 2000 years after.

Greeks, Etruscans and Romans were preceded by two populations of Nordic origin: the Ligurians and the Italians or *Italioti*. For about 12 centuries, from the foundation of Rome until the fall of the Western Roman Empire in 476

Figure 1: Location of Italy

AD, the Italian civilization was proclaimed throughout Western Europe. The fall of the Empire followed by the papacy was replaced by foreign supremacy in 1500. It was only after the collapse of the policy of Napoleon that the beginning of *risorgimento* took place and the first United Italy was declared in 1870.

Extended up to 1200 km, Italy confines with France, Switzerland, Austria and Slovenia. It has 7456 km of beaches and a superficies of 301,262 km2. Prevailingly known as an agricultural country, Italy recently underwent an enormous industrial development. Beyond the scarce raw materials (coal, iron), the Italians were able to develop and intensively exploit hydroelectric resources and heavy gases (methane). Poor in natural resources, Italy has essentially oriented its industries to those operations where the workforce has more importance than the feedstock or processing of raw products. Heir of Greek, Latin, and Etruscan civilizations, Italian art gave the world a great number of masterpieces from the earliest times of Christianity to the present

day. Today, the percentage of foreign residents in Italy is 7.5 and it keeps on increasing relatively to the last years[7].

The Italian legal system conforms to the generally recognized principle of International law (Art.10) Italy is a Democratic Republic. After twenty years of post-dictatorship growth supported by fascist monarchy of Savoy, Italy is based on the principles of the Constitution of 1948. Long ruled by the Christian Democrats, left coalition (DC, PSI, PRI[8]) came to rule in the 60 ' of 1900 and then expanded widened to the Liberal Party. After the scandal of Tangestopoli (1992) the traditional parties collapse and the political forces are consolidated into two center-right orientation, led by Berlusconi and center-left, currently led by the PD. The official language is Italian but some regions (Valle d'Aosta, Trentino Alto Adige and Friuli) are recognized as bilingual with, respectively, the French,

Figure 2: Cultural and Linguistic minorities in Italy.

German and Laden languages. The Italian language is the nineteenth language in the world, the native speakers are around 70 million and it is the 4th-5th foreign language learned in the world. It is the second language in the urban linguistic panorama because cities of the world are called after Italian squares and avenues. There is also a strong Italianism; words like pizza and cappuccino are used worldwide in addition to words invented to seem Italian along with the language of music which is purely Italian: foto, staccato, crescendo...etc. (Massimo Vedovelli, 2008).

There are also areas of linguistic minorities like parts of Puglia and Calabria, where Greek or Albanian are spoken.

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[7] http://www.istat.it/en/archive/40658.
[8] DC: Democrazia Cristiana *Christian Democracy*; PSI: Partito Socialista Italiano *Socialist Italian party*; PRI: Partito repubblicano italiano *Republican Italian party.*

5.2 The history of Lebanon:

Lebanon comes from Semitic root LBN meaning white with reference to its snowcapped mountains. The earliest civilization in Lebanon goes back to 7000 years with the Phoenicians who were famous for trade descendant of the Canaanite, known for having invented the alphabet. After 200 of Persian rule, Lebanon was a part of numerous empires: Egyptian, Persian, Assyrian, Hellenistic, Roman, Eastern Roman, Arab, Seljuk, Mamluk, Crusader and the Ottoman Empire. After 400 years, Lebanon became a part of the French Influence and after several political circumstances, the Lebanese civil republic was declared on 1st September 1920 but it was only in 1943 that it gained independence while France was busy at war with Germany.

Figure 3: Location of Lebanon

Situated in Western Asia, Lebanon (10452 km2) is beautifully divided into four physiographic regions: the coastal plain alternating with sandy bays and rocky beaches, the Bekaa valley that sits between two mountain ranges with a mountain peak of 3.088 km. Lebanon's location at the crossroad of the Eastern Arab world and the Western Occidental world has dictated its history and shaped a cultural identity of religious and ethnic diversity. Its beautiful climate sweetens the arid characteristic of the Arab world.

In 1943, Lebanon established a unique political system, known as Confessionalism which is a power sharing mechanism based on religious communities[9]. The creation of the state of Israel in 1948 and the constant arrival of Palestinians as refugees to Lebanese territories especially to the city of Beirut led a lot of people to escape this religious framework calling for laic political system. Before the war (1975-1990), Lebanon was called Switzerland of the Middle East for its financial power, calm and prosperity. Beirut was the regional center for finance and trade. Lebanon has one parliament of 128 seats equally divided between 18 different confessions in 26 regions; it is elected by the people for a period of 4 years on the basis of a sectarian

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[9] In Lebanon , there are 18 different communities: 2 Muslims (Sunni and Shia), Druze, who do not consider themselves to be Muslims, 12 Christians (Maronite, Greek Orthodox, Melkite Catholic, Armenian Orthodox, Syriac Catholic, Armenian Catholic, Syriac Orthodox, Roman Catholic, Chaldean, Assyrian, Copt, Protestant). The rest of the population in Lebanon include those of other religions and non believers.

proportional representation. The parliament elects the president for 6 years by the two third majorities and the president appoints the prime minister.

The law system is based on the Napoleonic Code[10] with exceptions related to personal status (heritage, marriage, divorce) and it is governed by a separate set of laws designed for each sectarian community[11]. Lebanon's economy is *a laissez-faire model.* Emigration yields Lebanese "commercial networks". Although Lebanon has water and fertile soil, agriculture is the least popular economic sector. Industry is limited to reassembling and packaging important parts. The majority of the work force is in the services sector however dependence on tourism and banking leaves the economy vulnerable to political instability.

Lebanon is characterized by its multilingualism: teaching, press, media and literature are expressed in four languages: Arabic, French, English and Armenian. Each is doted of an educational infrastructure, cultural and mass media that assure the diffusion of language. There is a competitive relationship between the first three languages where each has a symbolic function.

The Arabic language is the official language of the country. It is the institutional language thus used in the court of law, the army, in national education and the in the press. It is the language of Muslims. It is taught at schools and used for some courses. It is the prestigious language of Arabs because it represents belonging to an identity which is not the case for Christians who consider it the language of camels and deserts. (Nicole Gueunier, 1993:177)

The French language was implemented in Lebanon since the French mandate in 1943. All Christian schools, universities and hospitals propagate the language according to three criteria: confession, place of residence and social class. (Abou, 2001). A number of Muslims also master it hence it is the target language for immigrants to Africa. It is taught in private and public schools. It is the language of sciences and philosophy. It is perceived as the prestigious language for its historical, cultural and rich literature. It is the "snob language" of Christians and a symbol of refrain of belonging and identity of Muslims and Druses. Besides, the classical Arabic does not answer the prerequisites for becoming European. English was implemented with the construction of protestant schools at the arrival of the British. The

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[10] Napoleonic code is the French civil code, established under Napoléon I in 1804. It forbid privileges based on birth, allowed freedom of religion, and specified that government jobs should go to the most qualified. http://en.wikipedia.org/wiki/Napoleonic_Code

[11] Article 24 of the constitution. http://en.wikipedia.org/wiki/Constitution_of_Lebanon

United States founded also universities and related hospitals as AUB, NDU and LAU. It is the language of teaching in Anglophone schools and the means to socio-economic promotions. It is considered as the second language in American and British schools which means first foreign language while French is referred to as the second language in French sponsored schools. Each is considered tertiary in the opposite sector. Armenian is the social language of Armenians.

Lebanese is the language spoken in the Lebanese society; it is issued from Arabic and used by the media, commerce and social relationships acquired in families. Moreover, it is fundamental to mention that all three languages are equally important in Lebanon in education, but French and Arabic are mostly used. English is viewed and considered by a higher number of Lebanese as a means for further studies abroad (USA, UK, Canada and Australia) favored by emigration due to war. (Bacha & Bahous, 2011)

5.3   The place of education in the constitutions of Lebanon and Italy:

Italy is a democratic republic founded on labor (Art. 1), the republic guarantees the rights of individuals and social groups and expects duties to be fulfilled (Art. 2). All citizens are equal and the state safeguards linguistic minorities by means of appropriate measures (Art. 6) the state promotes development of cultural and of technical and scientific research (Art. 9).

The Republic guarantees the freedom of the arts and sciences, which may be freely taught. The Republic lays down general rules for education and establishes state schools of all branches and grades. Entities and private persons have the right to establish schools and institutions of education, at no cost to the State. The law, when setting out the rights and obligations for the non-state schools which request parity, shall ensure that these schools enjoy full liberty and offer their pupils an education and qualifications of the same standards as those afforded to pupils in state schools. State examinations are prescribed for admission to and graduation from the various branches and grades of schools and for qualification to exercise a profession. Higher education institutions, universities and academies, have the right to establish their own regulations within the limits laid down by the law (Art. 33).

Schools are open to everyone. Primary education, given for at least eight years, is compulsory and free of tuition. Capable and deserving pupils, including those lacking financial resources, have the right to attain the highest levels of education. The Republic renders this right

effective through scholarships, allowances to families and other benefits, which shall be assigned through competitive examinations (Art. 34).

Lebanon is Arabic by identity and belonging, it is a founder of the UN, respectful of its charts and the declaration of human rights. It is a democratic parliamentary republic founded on respect of public liberty, liberty of opinion and freedom, social justice and equity between citizens: the Lebanese constitution as a whole in inspired by French laws since 1926. The instruction/ Education is free as long as it is not contrary to public order and to good manners and does not touch the dignity of creeds. No derogation shall affect the right of communities to have their schools, subject to the general prescriptions on public education edited by the State (Art. 10). The communities have the right to found their proper schools provided that they respect official instructions.

The instruction is at the head of national priorities, it is a social necessity and a diversified collective work in perpetual evolution. It should be guaranteed by the state and assumed by it in the framework of a general plan of social and economic development, leading gradually to a mandatory education till the age of 15 which is not fully implemented today in the urban slums and remote rural areas.

The participation of all citizens in the educational project, through the educational institutions, at humanistic, political, economic and social levels, is a national duty imposed by the public interest and it's a defense. The continuous development of the teaching programs is in favor of the abilities of the citizen on one hand and the needs and necessities of the market of work on the other.

Even if the agreement of the Taëf[12] asserts the Arab identity of Lebanon, it does not have any impact on the linguistic policy of the Lebanese state up until today. Lebanon participates in French-speaking and bilingual authorities and summits at the level of education.

The role of education in Todays' world is truly concretized by a common basis/foundation of education which allows young people an international mobilization based on the knowledge of languages. Subjects develop their mother tongue then their paternal one to bloom in the language of culture. Other sciences/disciplines develop afterwards progressively. When a language is used to describe definite facts, it is easier to replace it by another one, lexical and

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[12] Taëf: also "National Reconciliation Accord," or "Document of National Accord") was an agreement reached to provide "the basis for the ending of the civil war and the return to political normalcy in Lebanonhttp://en.wikipedia.org/wiki/Taif_Agreement

grammatical features have no more importance. It is not about transposing a language into another but it is about initiatives within the language itself. (Wiseman, on 2007)

5.4 <u>The organization and the structure of the educational systems:</u>

The educational system of each country is structured according to the ISCED[13]. Usually presented in diagrams, it shows the program of studies in the country. It gives an indication of the enrollment at school and the length of the studies. There are correspondingly 8 levels of education (early childhood education, primary education or basic education, lower secondary education or second stage of basic education, upper secondary education, post-secondary non tertiary education, short cycle tertiary education, Bachelor, Master, Doctoral) and 8 fields of education (education, humanities and art, social sciences/business and law, science, engineering/manufacturing and construction, agriculture, health and welfare, services).[14]

The Italian educational system is state-controlled and all public and private schools must act in accordance with the curricula and the teaching methods set by the Ministry of Public Education which is compulsory and free of charge for all children. The system is currently undergoing some changes which are designed to bring Italy in line with the rest of Europe and to make it more flexible for foreign students.

The Lebanese educational system is divided into two sectors: public which is practically for low cost but offers generally low quality compared to private schools and the latest which answers the growing demand of learning in the country. Even though it suffered during war, the Lebanese system took an upswing and remains today the most advanced and the pioneer among the neighboring countries. The literacy level albeit the unstable periods, is 89.6 for adults and 98.7 for youth.

5.4.1 The ministries of education:

In Italy, the responsibilities of cultural field are shared by four levels of government: state, regions, provinces and municipalities. The most important ones lie in the state. There are four ministries that carry out the administrative function in the cultural sector. The Italian

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[13] The International Standard Classification of Education (ISCED) is classification structure for organizing information on education and training maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO). It is part of the international family of economic and social classifications of the United Nations.
[14] http://en.wikipedia.org/wiki/International_Standard_Classification_of_Education

educational system is governed by the Ministry of education and the public school is instituted, organized and directly managed by the state. Historically, the private school is governed by the church which is sustained by the upper classes. Up till today, the Italian private school is associated to catholic school.[15]. (Genovesi, 2011)

There are three ministries in Lebanon relating to Education: the Ministry of Education, Youth and Sport; the Ministry of Culture and Higher Education and the Ministry of Vocational Education. The administration of the educational system is highly centralized though efforts were made to delegate more control to regional and provincial departments. The public school in its primary, intermediate, secondary departments lie under the central administration control in addition to the department of official examination. Private education, Teacher preparation, Educational Research, Cultural Affairs and Fine Arts, and the National Library constitute sub-departments in the central administration and are, along with the Centre for Educational Research and Development, controlled by the Ministry of Education, Youth and Sport. The Centre was created in 1971 in the aim of developing research, distributing and publishing results with appropriate means, conceiving projects at all levels at university teaching and executing them, realizing studies for reform, taking control of statistics and issuing periodic results.

5.4.2   The schooling systems:

To build a common world, school is the place where knowledge is transmitted to us; then to speak of building a world in common, means finding and constructing the place to do it. A belief that is far from the scene of the Italian school as states Genovesi (2007). The school is today subject of discussion and transmission and before talking about programs, we must question ourselves about the effects of how to teach and what and why. Genovesi calls for the urgency of creating integration with the arrival of migrants (national and international)in the Italian school and the school in general.

The school (if public) is the primary institutional place of education: education on values, behaviors and shared rules in the community life. The socio-economic and culture framework was the subject of profound changes in the past 30 years, resulting in a strong acceleration of

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[15] Ricerche pedagogiche n. 178-179, Rapporto scuola pubblica e scuola privata: un problema inquietante, pp. 1-4,Giovanni Genovesi, 2011.

the processes of mobility. The presence especially of the immigration movement requires interventions on the school. Schools depend currently on regional and provincial education offices and benefit from managerial and financial autonomy in teaching since Bassanini's law (1997). That is to say that the commitment of the State to keep funding the public schools has gradually decreased. Private schools which do not respond to the Ministry of education are at the very least Confessionals and today, broadly funded by the Government. The Ministry controls all the sectors excluding the professional and vocational domain which lies under the regions.
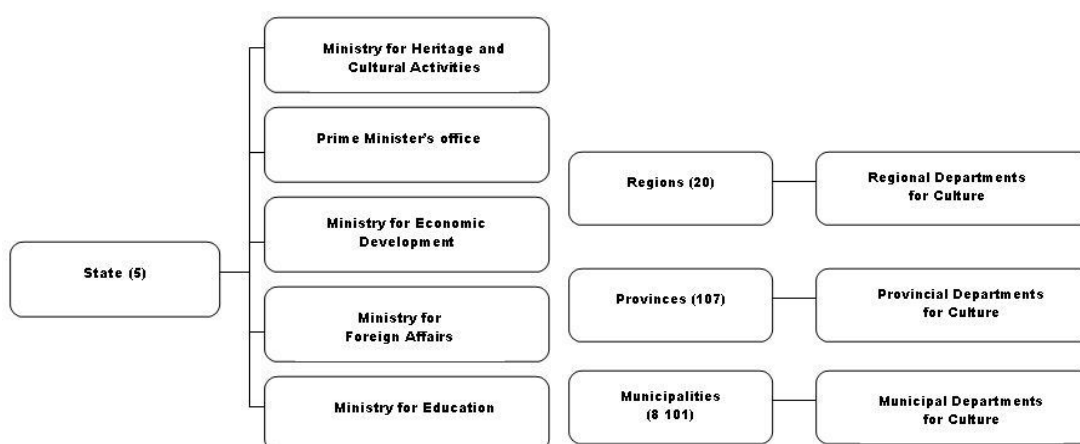
Figure 4: The ministries related to education in Italy

The Italian school today follows like most European countries the ISCED. As the figure shows, the pre-primary school or *scuola materna is* from 3 to 6 years. The first cycle consists of primary school or *primaria* and lower secondary school or *orientamento.* The second cycle offers two different filiations : upper secondary school or *scuola superiore* and vocational educational training or *corsi professionali*. The length of scholastic year varies relatively from 875 to 1700 hours in *scuola materna*, 891 in *primaria* and 957 in *orientamento,* 990 in *scuola superiore.* Sunday is the only day off.

The new system of education and training in Italy
(Act no. 53 of 28 march 2003)
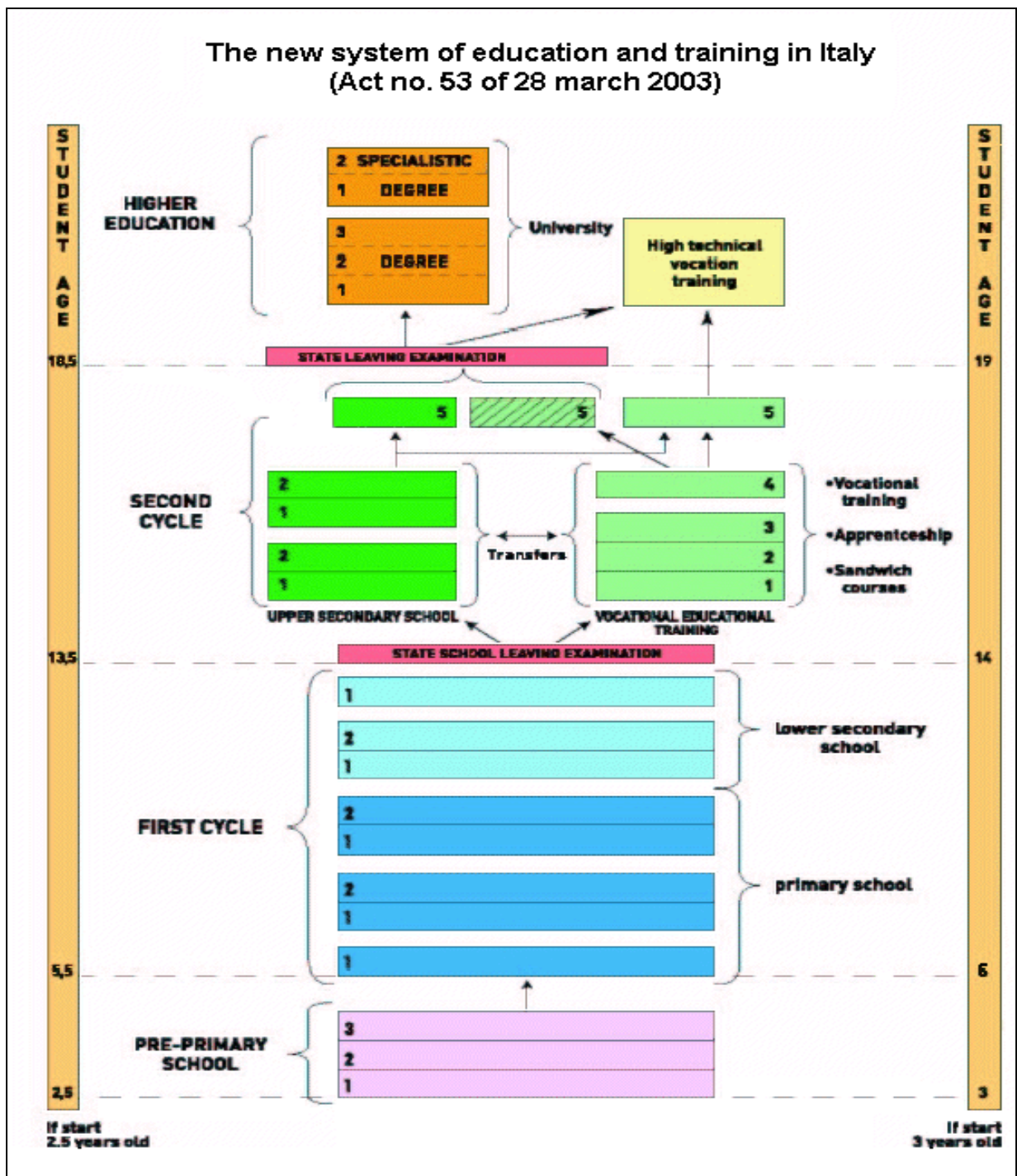
Figure 5: the new system of education and training in Italy

In Lebanon, the first formal education goes back to the Phoenicians[16] and the first Law school was the master work of the Roman Empire. Arabic became the language of education only after the end of the Byzantine Epoch during which Lebanon fell under Greeks due to the division in the Roman Empire and the realm of the Arab era. In fact, due to their knowledge of Latin, language of the Romans, and Greek, language of the Byzantine; Lebanese contributed to the translation of philosophy and science and were noted during the intellectual renaissance[17].During the Ottoman period, only clerks had higher education and rich students were taught by private tutors. The first French schools were founded by the Jesuit Missionaries[18] and followed by Lazarists. Missionaries from Italy, Russia, Germany and Ireland also followed facilitating the western contribution in the establishment of English schools. Along with that, Makasid or Muslim schools supported by wealthy nations of the region were established; needless to say that these religious schools made barriers among people. Vocational Education started in the forties and it is mostly available in the private domain rather than in the public.

The school today is divided to four main divisions: the preliminary, the elementary, the intermediate and the secondary. The preliminary school is for kids aged between 4 and 6, it consists of kindergarten 1 and 2, the teaching hours are four per day, 5 days a week. The elementary school has 2 subdivisions: the earlier years are for children from six to nine years and the second from nine to twelve: the schedule is of 30 hours a week, six hours a day. The intermediate is from 13 to fifteen and the secondary school is from 16 to 17 or 18 and is ended an official exam. The basic education is obligatory. The scholastic year consists of thirty six weeks. It starts in October and ends in June; the week is of 5 days of 6 hours a day of 50-55 minutes. Official holidays are Saturday and Sunday for Christians and Friday and Saturday for Muslims.

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[16] The schooling language shifted from Aramaic to Greek, language of conquerors
[17] Under the Abassids (750-1258), Physician Rachid ad Din, jurist AL-Awazi and philosopher Qusta ubn Luqa.
[18] Catholics who came in 1625 and with Maronites, established the first schools.
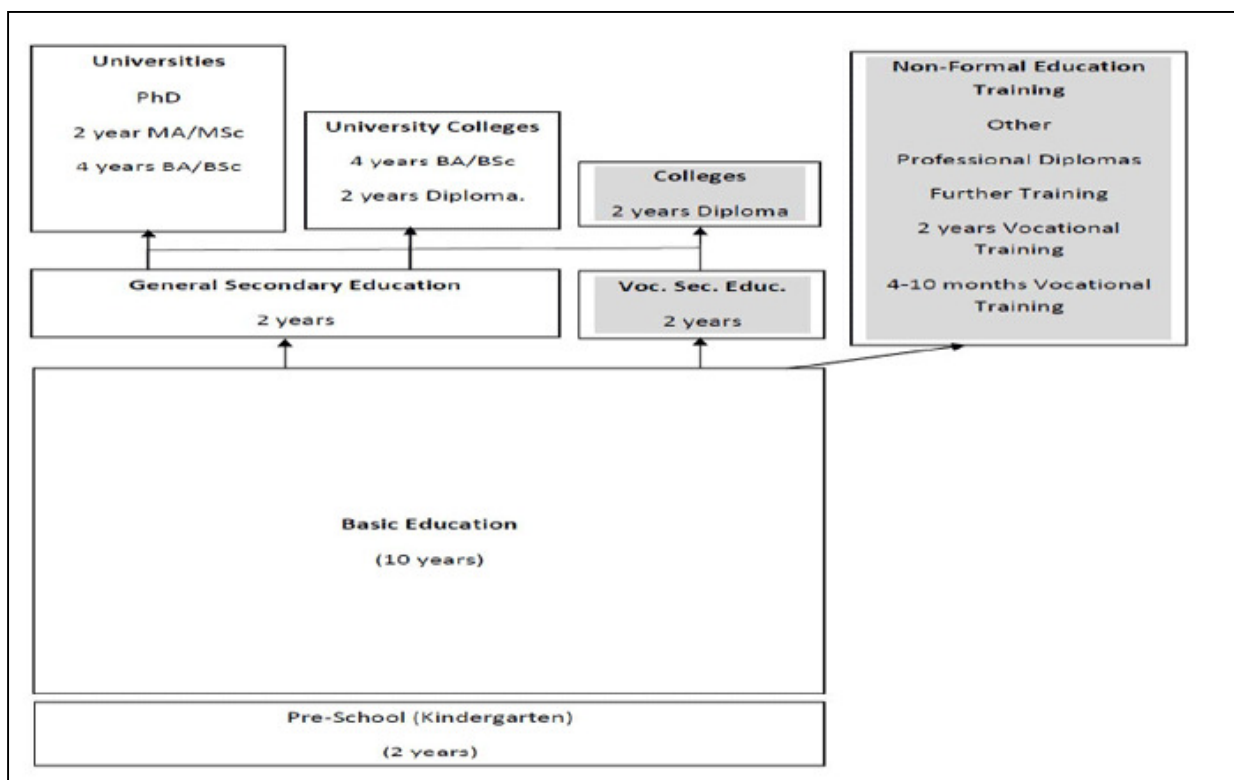
5.4.3   The language of schooling:

The first treated text on the language goes back to Dante (1203), he says that man has a proper disposition for language and that the latest is acquired by giving form to matter. That's why we figuratively speak of mother tongue, the mother being the one who provides the matter, the *mater* language being the language we learn and use at first, it is the language of the accumulative first linguistic experience (Heinz & Wiseman, 2007)[19].

Nowadays, we speak of various languages present in school and are termed the "languages of education" meaning languages in education and languages for education. The following diagram illustrates the last ***platform of resources and references for plurilingual and intercultural education*** published by the council of Europe[20]:

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[19] le plurilinguisme défi culturel pour l'Europe)
[20] http://www.coe.int/t/dg4/linguistic/default_EN.asp?

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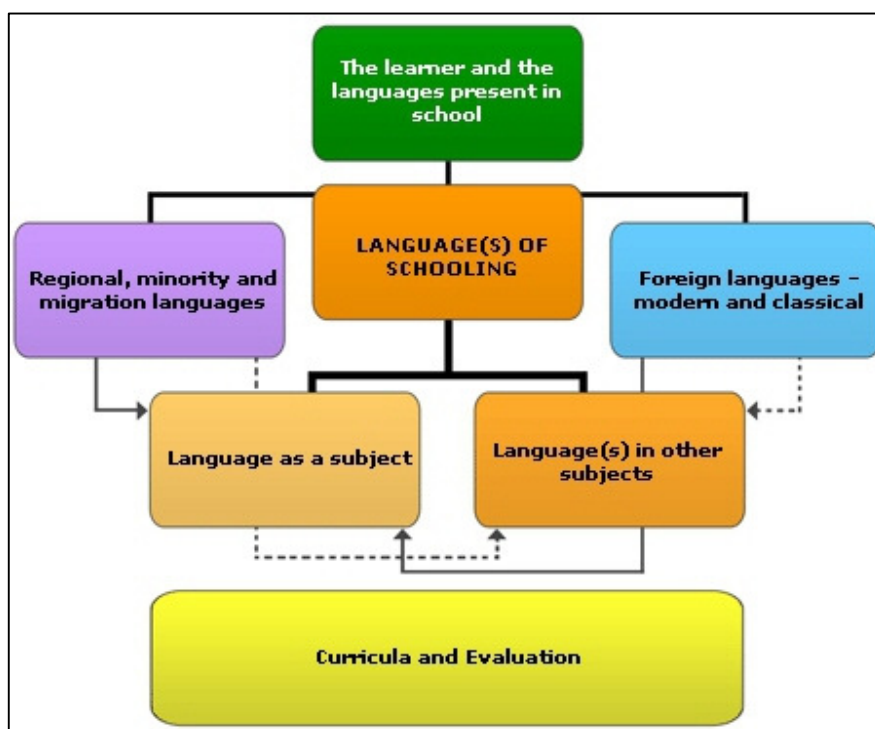
Figure 7: Platform of resources and references for plurilingual and intercultural education

Under "the learner and the language present at school", we denote all the linguistic varieties whether recognized in a certain way within a curriculum or whether simply belonging to the linguistic repertoire of the students who can use them for instance during school breaks. We indicate them as all being languages of education in that they contribute susceptibly to a linguistic plurality and are associated to the scholastic experience and the construction of knowledge.

Under "language(s) of schooling", we find the language or languages recognized nationally and operating as an ordinary vehicle, shared and common of the school functioning, it is present as a subject and as a means for the teaching of other courses/subjects.

Under "regional minority and migration languages", we identify the languages and varieties known at school and taught as a separate subject, or as a medium for the teaching of other ones. hey are either languages of regional minority or migrant backgrounds.

Under "foreign languages: modern and classical" , we distinguish the other languages present as additional subjects in the school curricula or part of bilingual education.

In the case of Italy, the ordinary language vehicle is Italian and subjects are taught in Italian so it is basically the main language of schools. On the other hand, "The Italian legislation (laws n. 482/1999 and n. 38/2001; effective decree of the President of the Republic n. 345/2001) states that the Italian Republic, according to the art. 6 of the Constitution, valorizes the non-dominant languages. According to the law, the following languages and cultures are preserved and promoted: Albanian, Catalan, Croatian, French, Franco-provençal, Friulian, German, Greek, Laden, Occitan, Slovene, and Sardinian (totally 2,428,770 people).

The law 482/1999 decrees, among other things, that these languages and cultures can be taught in schools, that the official documents and acts are bilingual, and that the local language can be used for territorial broadcasting information.

The law 482/1999 does not take into account other languages commonly spoken in Italy among immigrant communities, such as Arab or Chinese." In the school curricula, English comes under foreign languages.

	Lingua	NumElementi	Popolazione
	albanesi	46	103.266,00
	catalani	1	19.202,00
	croati	3	2.001,00
	francesi	6	6.982,00
	franco-provenzali	32	49.587,00
	friulani	176	734.335,00
	germanici	36	40.800,00
	greci	10	69.597,00
	ladini	43	67.288,00
	occitani	108	160.388,00
	sardi	210	858.751,00
	sloveni	32	316.603,00

Figure 8: Languages and cultures promoted according to Law.

In Lebanon, Arabic is the official language. It is the language of teaching; the Lebanese dialect shows the print/effect of French, Italian and Turkish. It is the language of theater, certain TV programs. It testifies phonological and lexical diversities between regions. The classic Arab, unspoken, taught for Islamic preaching, the language of Coran and the unification of Arab world.

Arabic, French and English are the language of schooling in Lebanon. Subjects taught in Arabic are limited to literature, history, geography and civics. All the other topics are taught in

French or English. While Arabic dominates the public schools, French or English dominate the private ones. French is one of the foreign languages taught mandatorily since the first year of schooling. It is the second language of media and affichage. It has important role known for the story with France and it is associated to Christianity. It was spoken earlier only in French gathering and communities, today it spoken in the street.

English is one of the foreign languages taught obligatorily, it is the language of teaching in the Anglo-Saxon schools. It is the language of business however it is still not spoken as much as French in the Lebanese society. The last research done in 1993 shows that 44 % of the population speaks more or less French and 22.2% speak English[21]. French is not only the language of Christians but it also became the language of Shia due to their presence in the Francophone part of Africa.

5.4.4 The last main important reforms:

In Italy, Berlinguer's reform in 1997 gave school a wider autonomy. The credits were introduced into higher education system and school was compulsory for 15 years, training for 18 years. The three year cycle of childhood was not compulsory anymore and the basic school became from 6 to 12 years. It was followed by secondary education from 12 to 18 years, with reduction of both professional and technical high school institutions.

Moratti's reform introduced privatization into schools and the right for education became compulsory until 18. In 2001, the curricula of elementary school was revised and was implemented was worked out by the Commission de Mauro. In September 2007, the lines and policies for the attainment of the purpose and goals of stem learning were issued, entrusting the responsibility to teachers to find methods accordingly more appropriate while carrying out educational activities.

The structure of the schooling system took the shape of the figure we illustrated earlier. With Fioroni, the school system remained unaffected though the right for instruction turned to 16 years.

Unfortunately, the latest act n. 133 announced strong budget cuts for public schools and for the restoration of the single teacher/tutor in class, the voting to be adopted is numerical and behavior should also be voted.

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[21] Abou, Kasparian, Haddad (1996) <u>Anatomie de la francophonie libanaise</u>, AUPELF, UREF, USJ.

In the beginning of the nineties, the taëf agreement put an end to regional conflicts and came to be considered a turning point in the history of education in Lebanon . A new educational system was set respecting the autonomy/liberty/freedom of the private instruction and without cancelling the public instruction. The plan was adopted by the government in 1994 and the reconstruction of the educational system led to the birth of the new curricula in 1997. The application only took place in 2000-2001(Unesco, 2006[22]).

The new school programs predicted the development of: intellectual, humanistic national and social dimensions. Education is at the head of national priorities. It is a social necessity and a diversified collective work in perpetual evolution that should be planned by State and assumed by it in the framework of a general plan of social and economic development leading gradually to the obligatory instruction till the age of 15. The 1997 reform did not hold any changes relative to the teaching of languages.

According to the national report by the ministry of education, after the application of the 1997 reform 1997 which anticipated the continuous renovation of curriculum, a new project was adapted. Its goal was of a didactic nature. Kids enter school at the age of 3 in the private sector and are pioneers/ ahead of their comrades in the public sector since they are more equipped from the beginning. The number of hours dedicated to language teaching reached 14 of 35 per week in the Elementary school.

6. Foreign Languages Educational Policies:

According to Rothkopf (2010), the word *foreign* has become a synonym of danger. It is also the first time in history that every individual at every level of society can sense the impact of international change. Globalization has economic rules and political consequences and has brought into focus the power of culture. "It is first and foremost a financial globalization with the creation of the planetary markets of capitals and the exploitation of the speculative funds" says Brunel[23]. It recalls the remove of not only cultural barriers but of many negative borders in cultures.

The word *border* as explicaes Raasch (2002), is the line that separates two political or geographic areas; it goes back to the term "limes", a term used by the antique Romans derived

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[22] World Data on Education, sixth edition 2006/2007 Lebanon, UNESCO-IBE(http://www.ibe.unesco/org)
[23] Sylvie Brunel is professor of geography at Paris-Sorbonne University

from "*obliquus*"; the oblique line that marks the end of a territory. Borders imply a sum of rules that determine the political, juridical, social, economic, cultural and linguistic aspects of a country. The borders highlight the limit between "here" and "there", "this side" and "that side", "what is mine" and "what is yours", "My in-groups" and "Your out-groups". Borders exist in the hearts, minds and individuals.

The difference among European countries is enormous. The South North contrasts are not less evident than those we undergo crossing Europe from West to East. Borders have several functions: they preserve differences and at the same time, they are crucial at establishing equilibrium. Europe tends towards the realization of social cohesion; the only way to do so is through dialogues and communication. Languages play the major role hence they are the foundation of dialogue.

6.1 The importance of foreign languages:

The universal declaration of the human right proclaimed in 1948 puts down the foundation which proscribes any discrimination based on linguistic motives: the language must not be the source of any form of discrimination. In 1960, this lute is concretized in the teaching domain and the civil and political rights of minorities residing in a foreign country were recognized in 1966 including the preservation of their mother language. Several international conventions were declared afterwards favoring the conditions of migrants and article 15 of the Hambourg declaration in 1997 stated plainly that "the right to study in one's own language should be a respected right and should be applied".

Following the events of 9/11, the 31st general conference of UNESCO avowed that the cultural wealth of the world resides in its dialogue diversity. Article 6 stimulated the teaching of languages and the awareness to multilingualism at an early age. Every participating member was invited to adopt measures intended to protect and promote the diversity of its cultural expressions within its territory.

Learning the other's language is becoming a necessity to make peace, set political agreements, and develop commercial exchange besides world safety. The language is a key for cultural pluralism. In the epoch of cultural globalization, the languages which assure transnational communication acquire a prestigious impact (Jean Jacques Dumont, 2010).

Nowadays, the USA dominates the global traffic in information and ideas. People all over the world are greatly dominated by American music, movies, TV thus developing tastes, lives and

aspirations of whole populations, corrupting them at times. Fundamentalist Iran and Communist China have restricted the software and programming to reach their citizens. The Soviet Union fell in part because a closed society competes in the Info Age. Japan became a competitor in the manufacture of components to information systems but failed at software so the US holds an advance position at the moment. (Rothkopf, 1997)

The needs of actual life are concretized under two aspects: *individual* and *collective* one. At an *individual* level, the youth are constantly invited to answer the challenges of an initial and uninterrupted training, adapted to the concurrence of other countries and economic power in the world. They are bid to understand the structures of the other countries, other systems, to bring their professional individual life to an international level to be able to be part of a wider internationalization.

At a *collective* one, people who live on borders are obliged more than others to contribute to develop their regions and, to use neighbours to combine material intellectual resources which implicates the need to know a foreign language. Being the tool of self-expression, it is an essential component to one's social integration; it is the vehicle of cultural and social practices.

The teaching of foreign languages is an incentive for *individuals* hence it opens up opportunities: for better careers, for living, studying and working abroad or simply having pleasant vacation; for *enterprises* since a multilingual staff can take the company into the European and international market.

6.2 Learning English as a foreign language:

The learning of the living languages plays a crucial role in the cultural and humanistic enrichment of the student since it opens him/her up to the diversity of languages and to the completion of different points of views. It also leads him/her to a construction of universal recognized values. (Tremblay, 2007)

To learn a new language is to meet new ways of understanding the world and others and avoid misleading. Knowing how to utter different sounds is not enough to feel quite coherent with one language; it is very important to grow awareness not only to the social norms but also the back cultural set.

Language has two fundamental dimensions above its function as a means of communication. It is an embodiment and a creation of the meaning; it is straightly and indissolubly bonded to

the mind activity. Second language acquisition, a complex process resulting from a variety of factors, can occur simultaneously (exposure to two languages from birth) or sequentially (exposure to a second language after three years of age) (August & Hakuta, 1997; Ortiz & Kushner, 1997).

English is the *lingua franca* of today's world therefore it is used by people for whom it is neither the mother tongue nor the main language but it is expressed in an extreme variety of forms and in different countries. The constant position of English as a dominant language is due to many aspects; its position in the marketplace along with its easy grammatical structure are attractive enough to call for its learning. It intrinsically became associated with wealth and progress where it is considered neither foreign nor second. (Neuner, 2002)The knowledge of English is obvious, a "trump" but that it is necessary to deliberately use it, instead of making it a means of differentiation, distinction and discrimination.

While language is specific to a cultural context, learning a foreign language is opening up the mind to a new socio-cultural context; it is broadening one's view and experience towards a foreign world. Learning about the other is contributing to forming attitudes towards other people and cultural background. Every educational system, at all its functional levels, must take into consideration many aspects of plurality to allow the learners to become, at their time, active responsible people in a pluralistic society. The European educational systems, basically ordered around a project of unification, must answer cognitive, social or economic challenges along with evolutions that regard identities. There are 40 languages spoken in Europe, 11 of which are officials. English is the language of a number of communities and countries in the 'House of Europe" which makes it the first language among many foreign ones offered in the curriculum. Its place does not contribute to the expansion of linguistic diversity in Europe. English holds the first place among foreign language officials in the curriculum.

Way before speaking of the learning of a foreign language, Italy had to deal with a particular sociolinguistic reality. The Italian society is made of groups of people who speak and write Italian and others who speak dialects and to whom Italian is "Arabic" meaning a completely different morphemic and phonemic system that looks like Chinese to English speakers.

The concept of language education " *educazione lingusistica"* first emerged as a response to the work of the council of Europe. As De Mauro said, we do not mean by " *educazione lingusitica*" language education in verbalism or verbosity that is the ability to improvise speeches on any subject but it is "education in everything that lives through and in language

and languages: our history and that of others." According to N. Galli de Paratesi[24], "the term became more and more used in Italy to indicate the profound changes in language teaching imported from the Anglo-Saxon world and there is no doubt that teaching foreign languages owes much to Anglo-Saxon thinking."

Guided by De Maruro's objectives for *educazione lingusitica*, various associations[25] of linguists and teachers were constituted in 1973 and through patient and continuous work, their deployed efforts led to the greatest achievement of a historic document "Dieci Tesi" (ten precepts) for linguistic education in Italy. The document defined the theoretical and circumstantial frame for a linguistic education to propose to teachers, scholars and institutions concerned with the establishment of a democratic school.

In Lebanon, the principles and the guidelines for the new curricula were established simultaneously in 1994 and 1995 through The Plan for Educational Reform and The New Framework for Education in Lebanon. In order to promote openness and interaction with other cultures, the strategies emphasized the importance of creating a citizen who is proficient in at least one foreign language. The principle of teaching two foreign languages was established: the first starting at the commencement of schooling, and the second starting in the seventh grade. The designed curriculum aims at developing the use of English for three major purposes: social interaction, academic achievement, and cultural enrichment.

Every new implementation requires the cooperation of all those involved in the teaching/learning process because it requires radical changes in knowledge, attitude, methodology, instructional materials, and classroom management.

6.2.1 The history and the importance of the English language:

Anthropologists and linguists speak of seven ages of English: Pre English period (..to 450 AD), early Old English (450 AD to 850 AD) that marked the writing of the first English text, Later Old English (850 AD -1100 AD) when educational standards were translated from Latin

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[24] Galli de Paratesi , 1996 "Language and culture awareness in language learning/teaching for the development of learner autonomy.' In Language learning for European citizenship, texts prepared for the new style workshop, "Educazione linguistica" and language awareness: the interplay of L1 and L2 in the development of language awareness, Strasbourg, p. 17.

[25] SLI (Società di linguistica italiana) GISCEL (Gruppo di intervento e di studio nel campo dell' educazione linguistica) CIDI (Centro di iniziativa Democratica degli insegnanti) and LEND (Lingua e nuova didattica).

to English, Middle English (1100-1450), Early Modern English (1450-1750) which propagated in Europe, Modern English (1750- 1950) with attempts to standardize first English dictionary and Late Modern English with a boom of US economy and internet.

Britain's colonial expansion is behind the global use of English, it took it from birthplace to settlements around the world. The American colonization in the seventeenth century followed by the rule of the British Empire in the 19th century made it the language of culture and trade to the wide spread of the English influence along with political, economic, technical and cultural evolutions.(Graddol, 1997:2000, Neuner,:2002) . The dominant position of the US along with the huge development of the mass media makes it the language of international affairs.

In mid-2007, the International Herald Tribune [26]claimed "English is spoken in some form by 3 times as many nonnative speakers as native speakers. *It* is the first language for 400 million, fluent second for 300-500 speakers and more than 750 million studied English as a foreign language. Every global influential newspaper is English or has an English version. It is all about upward mobility. In China, learning English is considered a gateway to middle class security.

The English language is winning hearts and minds faster than politics ever could. With the June 10 edition of "noob" to its lexicon, English will boast 1 million words twice as many as Cantonese, 4 times as many as Spanish and 10 times as many as French. Half the world's people are projected to be speaking English by 2015 ". (Wyne, 2009)[27]

The Language anchors human progress- it allows children to learn, authors to write, consumers to buy, companies to produce, leaders to negotiate, people to travel...etc. There is a high professional interest in the development of English worldwide, it has become an intrinsic part of global communication and thus is established as the world standard language. One fifth of the world's population speaks English with level of competence.[28]

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[26]T he International Herald Tribune is a widely read English language international newspaper. It combines the resources of its own correspondents with those of The New York Times and is printed at 38 sites throughout the world, for sale in more than 160 countries and territories. Based in Paris since 1887, The IHT is part of The New York Times Company.

[27] Ali Wyne is a junior fellow at the Carnegie endowment for International peace, "why English will keep America's influence from waning/" Ali Wyne http://experts.foreignpolicy.com/post/2009/06/08/domination-by-language.

[28] The Economist, 21 Dec 1996, p.39

The first results of the inquiry ELVIRE (Studies on the living languages) have underlined that the appeal for English have shown that it is easily spread in internationals authorities.

There are mainly three kinds of people who speak English as a lingua franca: those who speak it as a first language (USA, UK, Australia, and South Africa), those who speak it as a second or additional language (Canada, India…etc) and those who speak it as a foreign language whether first or second like in the countries objects of our study: Italy and Lebanon. Several aspects contribute to the development of the learning of English: its place for professional purpose, its need for the market of work, its simplicity in grammatical structure and its association along with its progress. So a basic knowledge of English is essential for private and professional development, inter comprehension and international participation. The basic knowledge however must not be related to its basic technique (reading, writing to memorizing grammar and vocabulary but should emancipate its socio- cultural context to a wider one.

6.2.2. Learning English at school:

The school is the primary place for personal and social development. It is the field/ the structure that builds one's critical thinking, self-autonomy and social network. His view of the world is broadened allowing him/her new perspectives and new attitudes towards other people and other cultures. Learning a foreign language will help him develop a better critical thinking of the world around him. Along with the family, the peer pressure, the surrounding neighborhood, the community and the media.The school is one of many instances of individual education/ instruction. (Heller, 2010)

The social needs for multilingualism are quite obvious nowadays. Both Italian and European Union publications remind us of how multilingualism, meant as plural linguistic competences, is a necessary condition for the employability of the individual even more generally, for its status as a European citizen. The globalization of economic and communicative processes makes out of monolinguilism new type illiteracy.[29]

The concept of the *educazione lingusitica* introduced in 5.2 was concretized in the 1979 curricula which came as a response to Law n348 of 1977. It called for the teaching of Italian as follows: " the teaching of Italian is a broader picture of *educazione lingusitica*, which concerns, albeit in different degrees, all subjects and activities and which is designed, in

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[29] L'educazione lingusitica nella scuola superiore: un itinerario formativo- la Nuova Sapienza

particular, to allow pupils, as a fundamental right, to master the use of language in all its functions" and the teaching of foreign language in a way that it should " contribute, in harmony with other disciplines, and especially the Italian language, to the mastery of pupils' capacity to express themselves and communicate, not least by expanding their cultural, social and human horizons. This was regarded as possible because knowledge of foreign languages allows contacts with historical and socio-cultural situations other than those found in Italy.

The Ten Precepts Project in Italy focused on verbal language, its importance and its origin. It introduced the possibility to give everyone the ability to understand and communicate, to talk and listen, to read and write and to "think" in the target language. In another way, it permitted to learners a concrete participation in civil life as explicitly recognized in the article 3 of the constitution.

The teaching of English in school was as follows:

Table 1

Middle School	First year	Second year	Third year	Fourth year	Fifth year
Ginnasio 1923-1940	-	3	4	4	4
Istituto tecnico inferiore (1923 - 1940)	-	4	4	4	
Istituto magistrale inferiore (1923 - 1940)	-	4	4	4	
Middle School (1940 - 1946)					
Middle School (1946 – 1963)					
Middle School (1963 1977)	2	3	3		
Middle School (1979-2009)	3	3	3		

Gelmini's Reform entered in force since the first of September 2009 and developed two different fixed weekly plans: the first included 30 hours per week as the previous timetable and the second ranging from a minimum of 36 to a maximum of 40 hours per week offering an extended period of time.

Table 2

Middle School (2009)	First year		Second year		Third year	
Italian, History and geography	15	9	15	9	15	9
English language	3	3	3	3	3	3
Second UE language	2	2	2	2	2	2
Total hours per week	40	30	40	30	40	30

Official Exam in scuola media: Since the establishment of the secondary school, the three-year period culminating in a state examination to achieve the diploma in media license that allows you to attend secondary school. The exam consists of written and oral tests: one written test is dedicated to English. The national test comes directly from the Ministry of education, universities and research, and is the same for all examinees.

Table 3

Secondary School (1952-2009) Liceo classico	First year	Second year	Third year	Fourth year	Fifth year
Italian language& literature	5	5	4	4	4
Latin language &literature	5	5	4	4	4
Greek language &literature	4	4	3	3	3
Foreign language & literature	4	4	-	-	-
Total hours per week	27	27	28	28	29

Table 4

Secondary School (1952-2009) Liceo scientifico	First year	Second year	Third year	Fourth year	Fifth year
Italian language& literature	4	4	4	3	4
Latin language &literature	4	5	4	4	3
Foreign language & literature	3	4	3	3	4
Total hours per week	25	27	28	29	30

The secondary school in Italy was firstly founded in Sardegna: after the elementary school, students frequented for 5 years the *ginnasio* and afterwards the secondary school of three years. It was known as *Ginnasio Liceo*. In 1911, the *liceo moderno* was introduced, In 1923, the last one was cancelled and substituted by *liceo scientifico* and *liceo femminile* which will be cancelled later on. At the end of 1952, the curriculum underwent variations though the highest number of hours remained for the teaching of Latin (20), then Italian (19), mathematics (18) and foreign languages (17). Since 1969 and on, there was a great boom of *liceo scientifico*.

In the seventies and the eighties, a series[30] of secondary schools were founded. The number of hours dedicated to the teaching of a foreign language varied between three and four. The

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[30] Sperimentazione PNI, sperimentazione bilinguismo, sperimentazione scienze naturali, sperimentazione con studi musicali riconosciuti, sperimentazione sportive, sperimentazione umanistica, sperimentazione scientifico-tecnologico (Brocca), sperimentazione scientifico-biologico (Brocca), sperimentazione PNI con bilinguismo.

Progetto Brocca[31] at the end of the nineties individuated 17 secondary school branches[32]. The Berlinguer[33] Reform which took place afterwards and was not approved, had elaborated a school system based on cycles which could have been the closest to the Lebanese one. It consisted of Primary (or elementary) School, Lower-Secondary (or middle) School and Upper-Secondary (or high) School.

With the Gelmini reform of 2010/2011 all trials and high school divisions, which previously existed, were abolished and deleted. Everything has been converted into one branch " *liceo classic*", currently in force since September 1, 2010. The main changes with respect to previous courses regard only the first foreign language five years which is compulsory (3 hours per week) and the increase of natural sciences (mathematics, physics, biology). The *"liceo linguistic"* specializes in the study of languages and related cultural expressions, especially literature, encompassing a total of five languages in the whole course of study (see below figures). The first two foreign languages being Community languages[34], the third is left to individual institutions and can be one of the Community languages already mentioned, or Chinese, Arabic or Japanese.

Table 5

Secondary School (2010-) Liceo classico	First year	Second year	Third year	Fourth year	Fifth year
Italian language& literature	4	4	4	4	4
Latin language &literature	5	5	4	4	4
Greek language &literature	4	4	3	3	3
Foreign language & literature	3	3	3	3	3
Total hours per week	27	29	31	31	31

[31] Beniamino Brocca :after being a teacher and a university professor, he was member of Parliament from 1976 to 1992 and part of the Commission for culture and science in the chamber, he held the post of Under-Secretaryof the Minister of education and inspired numerous reform projects.
[32] Indirizzi liceali: Classico, Linguistico, Socio-psico-pedagogico, Scientifico, Scientifico-tecnologico. Indirizzi tecnici e professionali: Chimico, Elettrotecnica e automazione, Elettronica e telecomunicazioni, Informatico e telematico, Meccanico, Tessile,
Costruzioni, Territorio, Agroindustriale, Biologico, Economico-aziendale: ragioneria, Linguistico aziendale.
[33] Berlinguer: After being a professor at the University of Siena and was Minister of education from 1996 to 2000.
[34] English, Spanish, French, German or Russian

Table 6

Secondary School (2010) Liceo scientifico tradizionale	First year	Second year	Third year	Fourth year	Fifth year
Italian language& literature	4	4	4	4	4
Latin language &literature	3	3	3	3	3
Foreign language & literature	3	3	3	3	3
Total hours per week	27	27	30	30	30

Table 7

Secondary School (2010) Liceo linguistico	First year	Second year	Third year	Fourth year	Fifth year
Italian language& literature	4	4	4	4	4
Latin language &literature	2	2	-	-	-
First Foreign language & culture	4	4	3	3	3
Second Foreign language & culture	3	3	4	4	4
Third Foreign language & culture	3	3	4	4	4
Total hours per week	27	27	30	30	30

Similarly to the European language policies, the Plan for Educational Reform (1994) and The New Framework for Education in Lebanon (1995) established the guidelines for the area of foreign language education in Lebanon. There was emphasis on creating a citizen who is proficient in at least one foreign language in order to promote openness to and interaction with other cultures. Furthermore, the principle of teaching two foreign languages was established: the first starting at the commencement of schooling, and the second starting in the seventh grade. The curriculum for English as a first foreign language which follows this introduction attempts to translate these established principles and guidelines into a working curriculum that espouses modern theories of second language acquisition and recent trends in English as a foreign language (EFL) curriculum design and teaching methodology. Guided by the above basic principles, the curriculum for English as a first foreign language attempts to develop the use of English for three major purposes: social interaction, academic achievement, and cultural enrichment.

In accordance with the guidelines, discussed earlier, stressing the role of foreign language education in developing the Lebanese student humanistically, socially and nationally; the Committee suggested general objectives that mainly revolve around variation of situations and

subject matters, assurance that students have the necessary requirements of linguistic skills for pursuing university, the development of a critical thinking and the promotion of positive attitudes towards new language, new cultures and new people.

In Lebanon, the teaching of languages initiate in Kindergarten where teachers encourage through the spontaneous acquisition of language skills, comprehension and free expression. In the elementary, the mastering of the language and the communication with others are enhanced through readings, oral and written expression.

In line with the principles and guidelines set by CERD for teaching a second language, the repartition of courses is as follows:[35]

Table 8

Elementary School	First year	Second year	Third year	Fourth year	Fifth year	Sixth year
Arabic	7	7	7	6	6	6
French or English	7	7	7	6	6	6
Foreign language (1997 and on)	7			3		
Total hours per week	30	30	30	30	30	30

In the elementary school, the teaching of a second foreign language remained absent until 1997 when trilingualism was authorized by the Ministry of Education (Joseph, 2004) and the number of schools teaching English as a first foreign language is up by 20 per cent[36] whereas English is taught starting grade 1. It is important to note that private schools, being autonomous and competitive among each other, chose freely to vary in the starting grades and the number of hours regarding the teaching of English as a foreign language.

In middle school, the teaching of languages is as follows[37]:

Table 9

Middle School	First year	Second year	Third year
Arabic	6	6	6
First Foreign language	6	6	6

[35]Source: Ministry of education, 2001. The period is of 45 minutes. (*) various activities consist of: drawings, writing, singing, music, theater, manual jobs, agriculture, home economics etc.
[36] http://blogs.fco.gov.uk/tomfletcher/2012/03/05/english-in-lebanon-a-fire-worth-lighting/
[37] http://www.crdp.org/crdp/all%20curriculum/English/English_Second%20language%20curriculumn.htm

Second foreign language	2	2	2
Total hours per week	35	35	35

In secondary cycle and as the figure shows, the teaching of languages and literatures is equally made in two languages: the first foreign language and the second foreign language with a reduced number of periods.

Table 10

Secondary School	First year	Second year		Third year			
		Sciences	Humanities	Socio-Eco	General Sciences	Humanities	Life Science
Arabic Language &Literature	5	3	6	4	2	6	2
Foreign language& Literature	5	3	6	4	2	6	2
Second foreign language	2	2	2	2	2	2	2
Total hours per week	18		35	35			

6.2.3 Learning English at university:

There are 100 universities classified by Jiao Tong of Shanghai, 2/3 are in English countries. The clientele of these universities comes from new middle class of China, India and Brazil. These universities founded subsidiaries abroad with join processes with the universities of the country. Using English as a vehicular language in higher education was first established in Northern Europe in the early 1990s (Truchot, 20120). According to a survey conducted by the British Council concluded in 2007, the European Union has 2400 programs for 1500 masters in three main fields of study: engineering, business and management school.

Italy is one of the six major countries[38] which offer master in English language. 44 over 153 master courses are exclusively in English and 31 are bilinguals. (Chesney, 2008) More and

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[38] Germany, Austria, Spain, France and Switzerland

more universities are offering degree courses, masters and PhD programs in English language. They are mostly situated in the region of Lazio, Piemonte, Trentino Alto Adige and Bolzano.

The higher education in Lebanon was characterized from its birth by its reputation in the Middle and Near East. The influence of the foreign models on higher education is very observable. The organization of study courses is made on the basis of credits or years. Certificates have French-speaking appellations (licence, maîtrise, DEA, doctorate) or English-speaking (Bachelors's, Master's, PhD's).

AUB and USJ were founded at the end of the nineteenth century and are frequented by a higher social class of both Christians and Muslims. Their degrees are known to be the elites of the country. The majority of the Christians, currently Maronites, prefer USJ while most of the Muslims prefer AUB. Most Lebanese presidents are USJ graduates while most politicians are AUB graduates.

Table 11

Universities	Percentage
Lebanese University	52.63%
Arabic University of Beirut (UAB)	16.72%
Université Saint Joseph (USJ)	6.97%
American University of Beirut (AUB)	6.19%
Université du Saint Esprit Kaslik (USEK)	5.36%
Others	3.12

6.2.4. *Language learning outside the school*

It is not enough to study the language at school to assimilate the range of expressive possibilities of language. The communicative competence is actually measured on the appropriate use of language in the various situations in which one communicates. It is not possible to study a type of " language neutral" and undifferentiated but there is a need to learn the most important varieties in general use as taken in the socio-cultural context of the foreign country. (Wanda d'addio Colosimo, 1974)

6.3 <u>Language Educational Policies in Europe</u>:

The need for a language educational policy becomes fundamental in a Europe tending to grow as an economic and political unity. The teaching of a foreign language goes beyond pedagogical and pragmatic consideration and acquires a political dimension which implies that Europeans should become multilingual to interact with each other. The European Union counts 23 official languages, 60 Regional and minority languages. The first intergovernmental conference on European collaboration in the field of the education of languages took place in 1957. The countries members launched the first concrete project which aimed at encouraging an international collaboration for the use of broadcasting methods and development of the applied linguistics.

The seventies were dedicated to the elaboration of a model which represents what a student must be able to achieve while using a foreign language, later published under the "threshold level " in 1975 and concluded by the elaboration of new national curricula. A series of programs elaborated on the founding of the "major plan" were applied in the eighties and due to a scholastic interaction, the country members put together their *savoir faire* experience to introduce new methods and teaching tools that were conveyed to teachers through training programs.

The nineties testified a drastic increase of the country members which led to enriching experiences and new recommendations were published after the Strasbourg Summit. The first European Center for languages was inaugurated in 1994.The role of the intercultural communication and multilingualism in favor of political objectives was essentially highlighted. The initial and uninterrupted training of the teachers or recently known as the long life learning concept became a must.

A true sensitization of the public to the roles of languages in the building of a European identity was concretized in the launching of the European year of languages in 2001: the official *Common European Framework of reference for language* was published.

6.3.1 Common European Framework of reference for language: learning, teaching, assessment:

Available in 36 languages, it is "a transparent, coherent *and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and*

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learning materials, and the assessment of foreign language proficiency"[39]. It consists of nine chapters and three appendixes. The European framework is born due to the constant changes in political and social contexts which makes it necessary to bring Europe and its citizens to overcome language barriers in order: to improve effectiveness of international cooperation, to increase the respect for different identities and cultures thus achieving greater mutual understanding, to increase personal mobility, to improve access to information, and to expand labour relations; in other terms, it is an instrument conceived to answer the call of the European Council and that is to bring more union within Europe. (CECR, 2001)
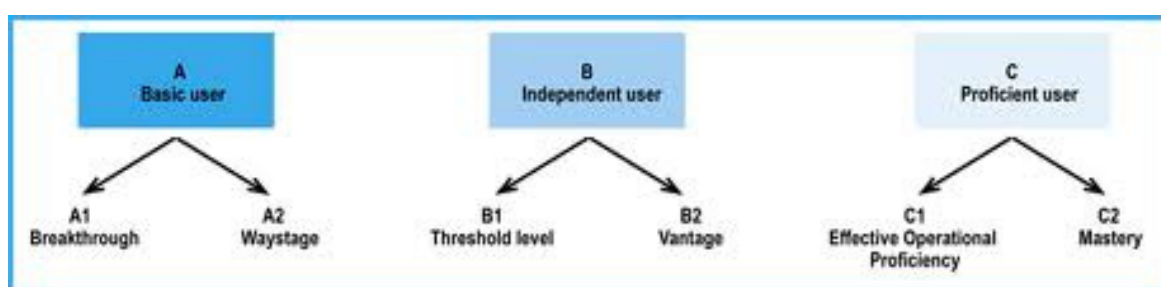
Figure 9: the six reference levels according to CECR

Languages help cultures meet and The CEFRL promotes multilingualism not only because its openness and tolerance towards the other but because it also opens doors to new markets and commercial opportunities.

"According to the CEFR, language activities are contextualized within domains. These may themselves be very diverse, but for most practical purposes in relation to language learning they may be broadly classified as fourfold: the public domain, the personal domain, the educational domain and the occupational domain. Accordingly, any form of language use and learning could be described as follows:

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[39] Conseil d'europe: Policy approaches to English, Gerhard Neuner; Social representations of languages and teaching", Castellotti Veronique; Language education (educazione linguistica) in Italy, an experience that could benefit Europe?, Edvige Costanzo; Plurlingual and intercultural education as a right, Daniel Coste, Marisa Cavavlli, Alexandru Crisan, Piet Hein Van de Ven; Multilingualism, democratic citizenship in Europe and the role of English. Multilingual and pluricultural competence, Daniel Coste, Daniele Moore and Genevieve Zarate; A European reference document for languages of education? Attitudes and representations in sociolinguistics: theories and practice, Nicole Gueunier. Download date 2/3/13 6.22 pm.

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences."

Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions. General competences are those not specific to language, but which are called upon for actions of all kinds, including language activities. Communicative language competences are those which empower a person to act using specifically linguistic means. Context refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

Language activities involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task. Language processes refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing .Text is any sequence or discourse (spoken and/or written) related to a specific domain and which, in the course of carrying out a task, becomes the occasion of a language activity, whether as a support or as a goal, as product or process. Domain refers to the broad sectors of social life in which social agents operate. A higher order categorization has been adopted here limiting these domains to major categories relevant to language learning/teaching and use: the educational, occupational, public and personal domains. A strategy is any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he/she sets for himself/herself or herself or with which he/she is confronted. A task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class

newspaper through group work. it is also possible in learning and teaching that the objective, and therefore assessment, may be focused on a particular component or sub-component (the other components then being considered as means to an end, or as aspects to be given more emphasis at other times, or as not being relevant to the circumstances). Focusing on a particular dimension and deciding on the extent to which other dimensions should be considered and ways of taking account of these is important as it illustrated with examples below. It is immediately clear, however, that although the often stated aim of a teaching/learning program is to develop communication skills (possibly because this is most representative of a methodological approach?), certain programs in reality strive to achieve a qualitative or quantitative development of language activities in a foreign language.

The first translation of the *Common European Framework of reference for language* in Italian was published in 2002, and has been immediately recognized as an indispensable reference document for all the numerous initiatives related to the process of teaching/learning of foreign languages in particular to the Project 2000. It became the predominant subject of basic modules in training courses for teachers sponsored by the actions of PL 2000, and has been adopted as the reference and validation parameter in the protocols of understanding between the MIUR[40] and local certified language institutions.

6.3.2 European language Portfolio:

It is a complex instrument for self-assessment of language competences, in accordance with the reference levels introduced by the Council of Europe and, at the same time, it is a "document" which provides information on its owner's (the language learners) and his/her communication competences in several languages. It may accompany the language learner wherever he/she travels, just like a passport, and it may serve as evidence for a variety of purposes, such as to be paraphrased. It can be of use at job interviews, applications for a study grant, mobility through-out Europe and beyond. It was published in the aim of stimulating lifelong language learning in a spirit of tolerance and respect for cultural and linguistic diversity, all languages being given equal status, whether learned in school, at home or elsewhere outside the organized school environment, to empower the learner by transferring

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[40] Ministero dell'istruzione, dell'università e della ricerca: Ministry of education, university and research

the responsibility for language learning from the teacher to the learner / language user , to provide a basis for consistent (self-) assessment of communication competences, to allow learners to present their language skills certifications in any language, at any level, in a clearly understandable way, using a standardized common European system of six language proficiency levels.

The three components of the European Portfolio are ***the language passport, the language biography and the dossier.*** It is a personal linguistic diary where the learner writes about his experiences outside classroom context and keeps a timeline of personal evaluation on all linguistic skills acquired. It is also a personal document where an overview of the learner's competence is traced in terms of skills and the common reference levels. There is also a self-evaluation grid and a formal record of certifications and qualifications.

6.3.3 European charter for Regional and Minority languages:

The first Conference took place in Paris on 24th and25th November 2005 and gave birth to the Charter. Language issues have been clearly discussed and European identity was declared as inseparable from linguistic diversity. Multilingualism is the desired form to reflect the acceptance of minorities and it is identified as the use of many languages by the same individual and multilingualism as the coexistence of many languages in the same social group.

Summary

Valdès- Fallis (1978) believes that the linguistic choice can be justified according to patterns under two main fields of factors: external and internal.[41]The external ones group the social roles, the context, the identity markers, the proper nouns and the citations/proverbs. The internal ones assemble the relative frequency of members of one or different languages, the linguistic need in reference to services available in dominating languages, the adopted foreign terms, the speech marks, the rhetorical figures, the modeling of speech, the revocation of responses…etc. Factors that can influence second language acquisition include age, proficiency of first language, affective and personality factors, motivation, cognitive factors, and opportunity for learning (August & Hakuta, 1997; Ortiz & Kushner, 1997).

After describing in this chapter the contextual frame of the target populations of our survey and some of the external and internal factors that might influence the acquisition of English as a foreign language, we will explain in the next chapter to explain the methodology used in research and present the results of the survey conducted online.

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[41] Bernard Zongo, Alternance des langues et stratégies langagières en milieu d'hétérogénéité culturelle vers un modèle d'analyse à l'Université de Rouen.

Methods

&

Results

Chapter III:
Methods & Results

7. Method:

After exploring in the first part of this thesis the theoretical overview of the discussed concept, we wish to expose hereby the practical method used to seek into the lifeline of the English users, the results of the questionnaire given to them and the analysis of the obtained responses in relation with the hypothesis we elaborated in the beginning.

7.1 Rationale:

The data of this research does not focus on the learner's proficiency in the target language or on the comparison between the Lebanese educational system and the Italian one. It excludes as well all the teaching instruments, didactics or methodologies used in the language teaching. It is a collection of the perceptions, opinions, representations thus attitudes of both populations towards English as a second language and its use in social and working environments. In other terms, it focuses on how learners perceive the importance of language rather on how they know of it. The research ponders on the depth of the data rather than the breadth. It was fundamental to understand the sociolinguistic conditions the learners grow into and the factors that contributed to their use or non-use of the English language, consequently, the impact of that use on their current work/occupation/job.

7.2 Approach to Research:

The focus on sociopolitical factors requires a qualitative/quantitative approach in which the learners are the subjects and the objects of data and the fundamental resources of this analysis. There are reasons for this research to be qualitative on one hand and quantitative on the other. The former approach is highlighted in two factors: first, the relationship of the learners to the use of English language is purely subjective and the relationship between the data and the participant is subjective to each participant; second, acquiring the use of the language is not a static activity therefore it changes from one participant to another.

The quantitative approach is adopted sincee we rely on a representative number of participants (that exceeded minimum number required of 100 participants) to give us information and

enables us to approximately know how one variable is related to others and how different it can be from the other.

7.3 Description of participants

As we wanted to study the sociopolitical impact on the use of English from school practice to work practice, we chose to conduct a survey online that allowed us to reach people in all regions whether in Italy or Lebanon. The sampling was completely random and the invitation was individually sent to all participants. The online application used was an open source and seemed to satisfy our requirements however the obstacle of the completely different mother tongues Italian (from Latin) and Arabic (from Semitic) having different digits led us to publish the survey in Italian for Italians and in English for Lebanese.
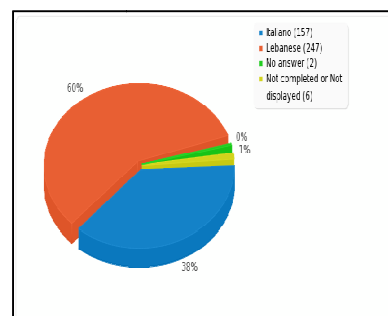
Figure 10: The percentage of Italian and Lebanese participants

The total records are 445 with 412 responses. The population consisted of 38.11% of Italians and 59.95 % of Lebanese. The percentages are representative: unfortunately, the number of Lebanese questioned exceeds the number of Italians and this is due to two facts. The first is owing to the origin of the researcher who is Lebanese and knows more compatriots than Italians and the second is the law of privacy[42] in Italy that makes it difficult to reach a wider number of people and get their personal e-mails to send them the invitation to participate in the survey while this is of no relevance in Lebanon.

7.4 Instrument of measurement

The instrument used in the research was a questionnaire hence it is relatively a quick and easy method to collect people's answers. The questionnaire is *postal*; it was completed in the absence of the researcher and without his aid. It is *standardized* because every respondent is asked the same question in the same way which makes it a very reliable method of research.

The questionnaire was implemented on a platform online to reach as many people as possible. There is of course a limitation wanting to check the authenticity of the answers but we have reasons to believe that the participants have absolutely no interest in lying when answering.

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[42] ACT no. 675 of 31. 12. 1996: Protection of individuals and other subjects with regard to the processing of personal data as amended by Legislative Decree several times and last as no. 467 of 28.12.2001.

The *validity* of the instrument was tested with a group of 10 people who completed the initial survey and suggested to the researcher few modifications. The research is **reliable** hence the results are depicted from correlation of variables and the reliability coefficient must range between 0 and1. It cannot be zero because it is neutral and it can't be one meaning 100 %.

The researcher is able to contact large numbers of people quickly, easily and efficiently using a postal questionnaire.

7.5 Content

Inspired from chapter 5 in CEFR[43], under the title of General Competences, we have chosen to collect the opinions of the speakers regarding the first three subtitles under Declarative knowledge: skills and know-how and the Existential Competence (p.101-106, CEFRL 2001)

The questionnaire is based on five broad sets of questions:

> ➢ The first part is dedicated to personal data: questions (5) were about citizenship, age, and gender, the type of school attended and level of education.

> ➢ The second part is constituted of questions (8) about the learning of the English language: the place, the quality of teaching , the number of hours, the language spoken in class, the language of the books used, an auto evaluation of the English level and whether there were or not official examination in English.

> ➢ The third part (6) is about current jobs, the sector, the qualifications, the necessity of English for inside working world and outside one, the frequency of problematic situations while using English in working environments.

> ➢ The fourth part (1) is about the linguistic competences as listed by the Common European Framework of Reference for Languages and perceived by each participant.

> ➢ The fifth part (1) is about English in the life outside work.

The questionnaire is restricted to one basic type of question: Closed-ended to which the researcher provided a suitable list of responses in order to produce mainly quantitative data. The questions were divided into multiple choices ones (12) such as:

  Please choose only one of the following:

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[43] the user/learner's competences. p. 101

○*22-27* ○*28-35* ○*35-42* ○*42-50*

Others (5) were binary with two responses:

Please choose only one of the following:

○*Female* ○*Male*

And one with enumeration of frequency as:

In order of frequency, number the problematic situations you have to deal with at work

Please number each box in order of preference from 1 to 4:

□*answer unexpectedly in English (phone, visitor)*

□*write a report, e-mails and data in English*

□*understand a reference document in English*

□*use terms specific to your business*

In addition to one with several choices regarding the linguistic skills competencies:

The questionnaire was satisfactory because we were able to depict the answers of more than 100 persons per population; the percentages provided are reliable for correlation analysis. The platform was opened in the beginning of June and closed at the end of October 2012. We controlled the platform periodically and kept on sending reminders.

7.6 Objectives

In an attempt to measure the impact of the social and political factors related to the teaching and the use of English in social and professional life, we wish:

> ➤ To identify the descriptive frequencies of the populations resulting in figures and charts, the percentage regarding every field of questions, more precisely each separate set of questions.

> ➤ To explore the correlations between the participants' representations regarding the English course and the actual circumstances of their social and professional life.

> ➤ To verify the correctness or incorrectness of our hypotheses for each population in the light of the current need for globalization.

7.7 Data Analysis Procedures:

The work was performed in the following way: an elaboration of the model was accomplished by choosing variables and under variables in the proper huts. A quantitative analysis of the descriptive by exploiting averages and frequencies in percentages was effectuated. Further to the application of Test Chi 2 for simple variables and the Test Pearson for correlations between variables, we have spotted significant differences between the Italian people and the Lebanese one with the intention of analyzing the answers of the participants to study the internal and external impact which led them as workers, having been once students, to accept or reject the language.

8. Results:

8.1 Field A: Personal Data

The first part dedicated to the general personal data of our participants allowed us to identify the descriptive of the age of people who participated, the type of school they attended in addition to the level of education they reached.

8.1.1 The age and gender of the participants:

As the figure shows, the percentages of the age are quite different and most equal for people
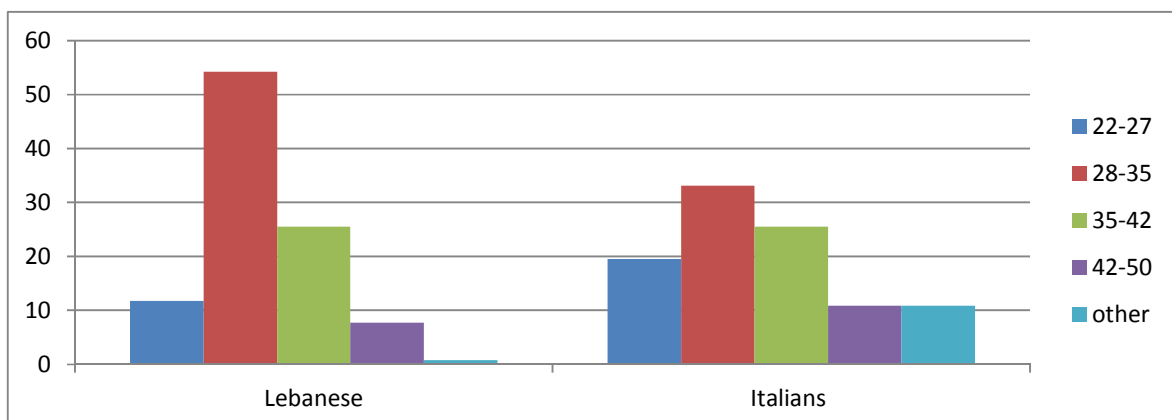
Figure 11: the age and gender of the populations

between 35 and 42. The invitations were sent to people who mainly gave personal approval in Italy to receive the survey while it was sent to random emails in Lebanon. We can note that the highest number of participants are speakers born between the sixties and the seventies thus we will focus mostly on the school curricula as developed and approved in that period of time. The sociolinguistic differentiation according to the age variable is one of the master keys to the comprehension of the dynamics of the linguistic communities. (P.Thibault, 1997). Chambers (1995) identifies three formative periods in the development of the linguistic competence: The first is during childhood where the mastering of a language is acquired under the influence of families and mates. The linguistic identification accelerates during adolescence under peer pressure to reach its peak at adulthood when it is associated with the work market.

Since our study is focusing on the socio-cultural needs and the school policies and their impact on the learning and the use of English, we will be mostly interested to develop the analysis with regard to the reforms and the needs of people who are today between 25 and 45 years.

8.1.2 The school attended by the participants:

The following figure implicating the percentages of the types of schools attended by our participants is quite noteworthy hence it reflects a social reality observed at first sight. There is a significant difference between the type of school attended by Italians and Lebanese. (Sig is 0.00 <0.05, see table 12).

While Italians attend public schools, Lebanese are private oriented. Enrollment rates in public schools in Lebanon are increasing drastically due to the wide gap in terms of academic achievements between public and private schools. The Lebanese educational system still follows administrative laws issued in 1959 thus lacking basic renovations to enable improvement. The feebleness/flaws in the public sector are due to: the inefficient distribution of human resources and absence of a performance based

Figure 12: the school attended

evaluating system, low qualifications of personnel showing incoherence between their roles and their job requirements, weak public infrastructure unsuitable for a learning and teaching environment and the presence of untrustworthy sources of information which widen

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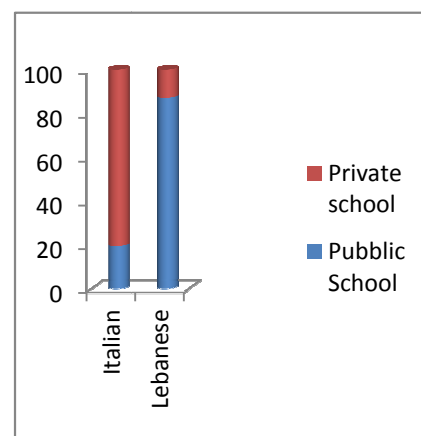
discrepancies among educational data[44]. The private sector on the other hand, developed by private clerical institutions and missionaries accounts for the existence of a variety of a community-organized schools which compete among each other's to promote their own national narrative, notions of social justice, and visions of ideal Lebanese citizens framed in religious discourse.

In Italy, the spinal column of the educational system is the state sector. The private one acts as an able supplement usually sought for religious motivations or smaller classes and focuses attention on learners because they offer an international program especially for foreigners residing in Italy. Being free till the end of the primary school and centralised with the same school curricula and final examinations, state education in Italy is quite uniform and standardized. Nonetheless, the Northern Southern discrepancy is still current and the distances between urban and rural places play an important role in the options and standards of the choices the school has to make. State-sponsored schools provide teaching in Italian, an aspect that often makes or breaks an expat parent's decision to send their kids to them. English is taught as a second language in a way that is a "far cry" from the type of instruction that would warrant adequate development for a first-language speaker.

8.1.3 The level of education of the participants

By looking at the percentages of the following questions, we confirm many realities mentioned in the first part of our thesis. There is no significant difference between the level of education in Italy and Lebanon (sig.0.119 > 0.05, table 13). The low almost inexistent percentages of participants who concluded studies in *brevet* or *medie*, meaning end of the intermediate cycle, is a strong affirmation of the compulsory schooling in both countries. However the highest percentage of people who finished high school and got a baccalaureate or the so-called *maturità* in Italy is due to the fact that there is no need in the latter country to be a bachelor's in order to get a decent job while this is not true in Lebanon. Diplomas in Lebanon are usually the certificates people wish to acquire while avoiding academic studies and they generally attain them at institutions or colleges which do not follow university accreditations. Even more, the percentages regarding BA and MA are also a mirror of the differences between the educational system, what is regarded as MA in Lebanon is the course

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[44] According to the United Nation Development program.

of studies that follow a minimum of four years in a specific field while it is referred to as *Magistrale* in Italy and it consists of 2 additional years after a minimum of three years for each definite course. The PhD answers are almost the same for different reasons: superior studies are considered very noble in Lebanon and Lebanese invest greatly on the education of their kids while *il dottorato* in Italy is a chance, an opportunity to stay at university and proceed with a career, which is considered as quite marginalized in Italy.
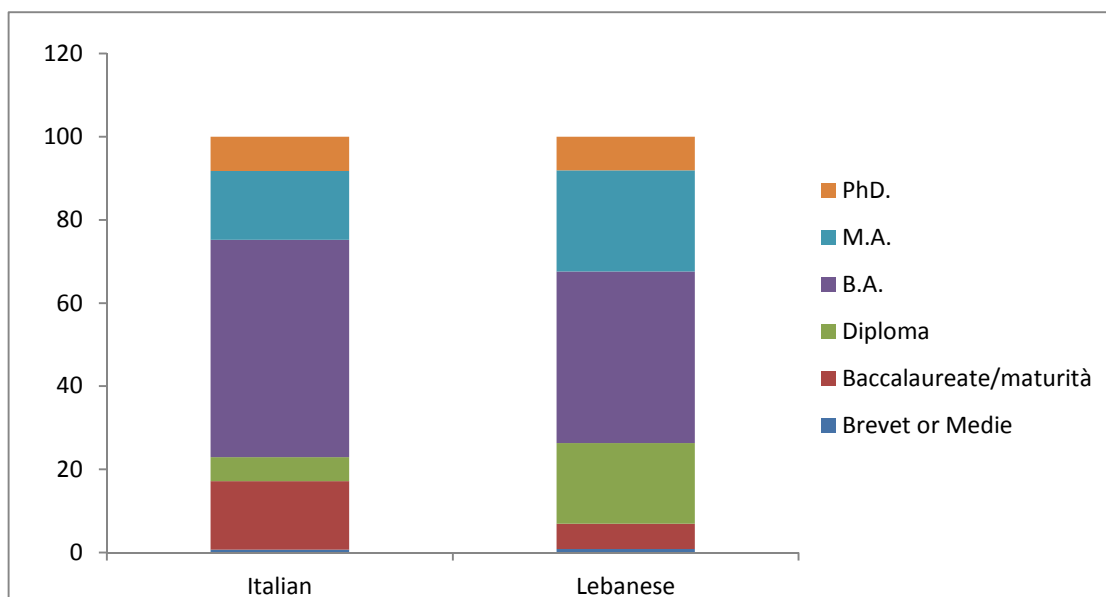
Figure 13: the level of education of the participants

Italy is one of the four countries that first engaged to create the so-called "European Area of Higher Education" (Sorbonne Declaration, May 1998) implementing a reform best known as "Bologna Process" (Bologna Declaration, June 1999). Today, Italy ranks among the 8 most industrialized countries in the world. Alongside some state-owned and private big companies, it has a solid network of small and medium-sized ones and is incentivizing research in a great variety of fields (biology, ICT, medicine, physics, etc.).

8.2 Field B: Learning the English language

In the following part, we expose the presentations of our participants regarding the organization of the teaching of English as a foreign language. We ask them about their opinion of the quality of teaching, their auto-evaluation with respect to the main three levels set by CEFR: elementary, intermediate and advanced; the number of English hours, the language spoken in class and the books used. We have to admit that a basic distinction is highlighted in

the fact that the questionnaire was given to Lebanese in the English language because it was unfeasible to join a Latin and a Semitic language in the same platform. It would have been probable in the case we were endowed with more resources to do so; however it would still be more complicated to precede with the analysis in two completely different languages. Nevertheless, we recall that our interest lies in identifying the language educational policy and its impact on the academic linguistic attitude of the English learners whether Lebanese or Italians.

8.2.1 Evaluation of the quality of English teaching

When asked about their perception of their English level, participants 'answers showed a significant difference (sig 0.000 < 0.05, see table 14). More Lebanese repute their English as excellent and very good while more Italians evaluate it as poor and fair. We cannot tell whether the representation they have of their English language is correct or not but we will be more able to interpret this question in the light of the skills and the competencies they choose. Consequently, we categorized them according to the levels indicated by the Common European Framework of reference for language.
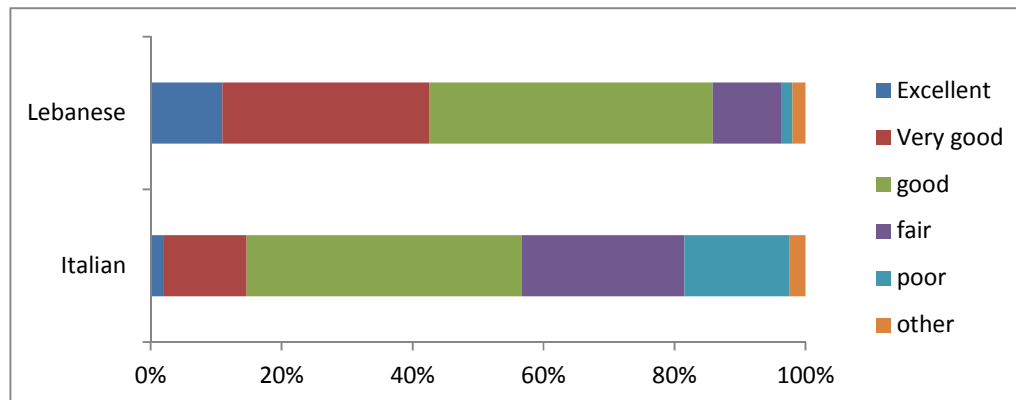
Figure14: Evaluation of the quality of English teaching

8.2.2 Self-evaluation of the English level as standardized by the CEFR:

There is a significant difference between the self-evaluations of the two populations. (sig is 0.000<0.05, table 15) While a great part of Italians regard themselves between the elementary and the intermediate level, most Lebanese consider their English is between intermediate and advanced levels. It would be interesting to see later on how related are the self-representation

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of the participants as English speakers to the awareness of competences related to each level as stated by the Common European Framework Reference for languages.
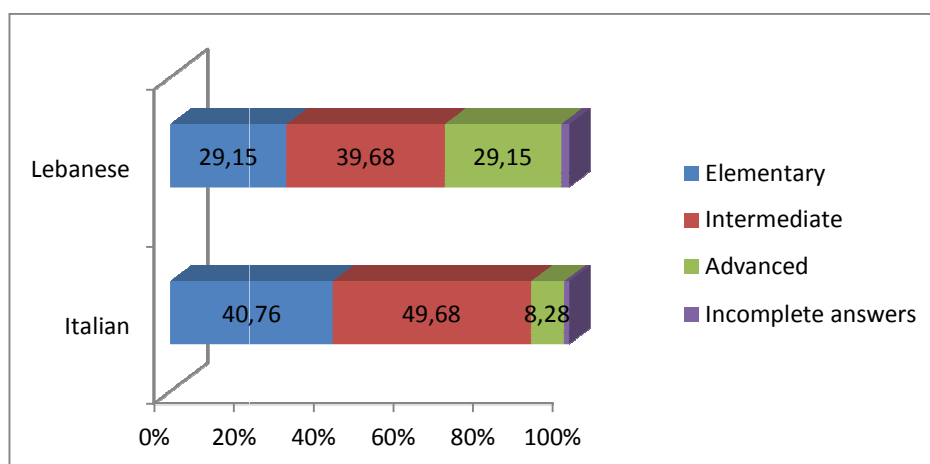
Figure 15: Self-evaluation of the English level as standardized by the CEFR

8.2.3 The number of English hours per week

The number of hours is relevant for it allows longer time for apprehension of grammar rules and in the case of Italy, exposition to English material and language. There is no significant difference between the two countries (Sig 0.775 / 0.864 > 0.05, see table 16). Although the number of hours as explicated in the first part of this thesis varies between the Italian curriculum and the Lebanese one (while it is between 3 to 4 hours in the middle and in the secondary Italian school, It is only two hours in the Lebanese middle and secondary high school): the number of the following figure are a true expression of the reality explained by the following reasons. In Italy, the teaching of English as a foreign language starts in the middle school and is maintained for
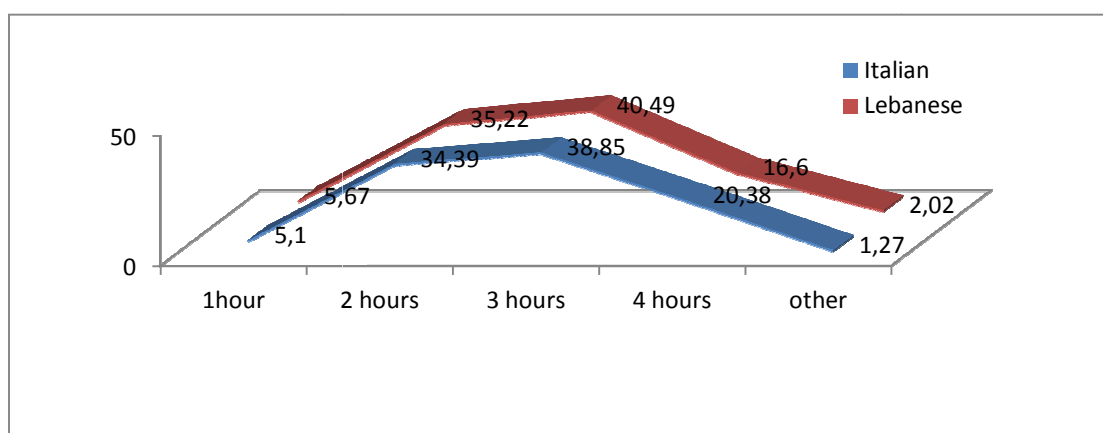
Figure 16: the number of English hours per week

three hours a week, slightly increasing to four hours in high school in all its branches. The introduction of a second European language was concretized in the last three years which are not part of our study hence the minimum age of our participants is twenty-two meaning they concluded school studies at least five or six years ago.

Similarly in Lebanon, the teaching of English as a second foreign language (excluding English schools where it is taught as a first foreign language) initiates in the middle school and takes place twice a week up to high school. The numbers showing in the above figure are a demonstration of the high autonomy and the competitive spirit of the private schools to which most of our Lebanese participants belong.

8.2.4 The language spoken in English class:

 The below figure shows that there is a significant difference since sig is 0.000 < 0.05(table 17) and that mother tongue is present in the English courses. In Italy, the language spoken in the English classes is a mixture of English and mother tongue: Italian. This is true only because Italian schools recently started allowing non-Italian citizens to teach in public schools: in other terms, native speakers who do not necessarily know Italian in order to give a bilingual course. Prior to that, teachers were local *maestri* and the language they had is at best what they acquired from their previous teachers especially that they were not strictly graduated in language and literature.
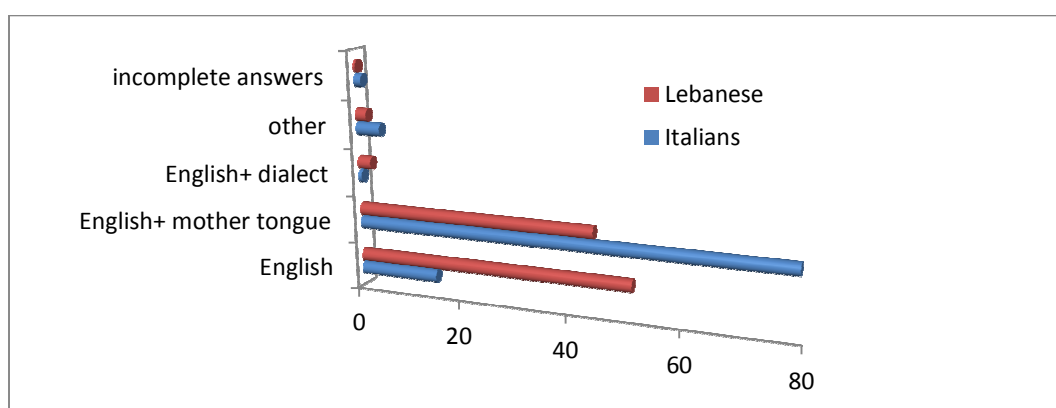
Figure 16: the language spoken in English class

The case in Lebanon diverges in two sectors: in the public school and as previously mentioned, the teaching of foreign languages is unfortunately so weak and unable to reach

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academic prerequisites while it is the exact opposite in the private sector. In the last one, schooling is not free and parents are highly present in the school policies and goals. The administrations are encouraged if not forced to provide a high quality for the cost paid by parents. The English teachers are minimally graduates in English literature if not native speakers in the case of Anglophone schools. The methods of instruction are more progressive and advanced thus attracting more and more rich families.

8.2.5 The English books used:
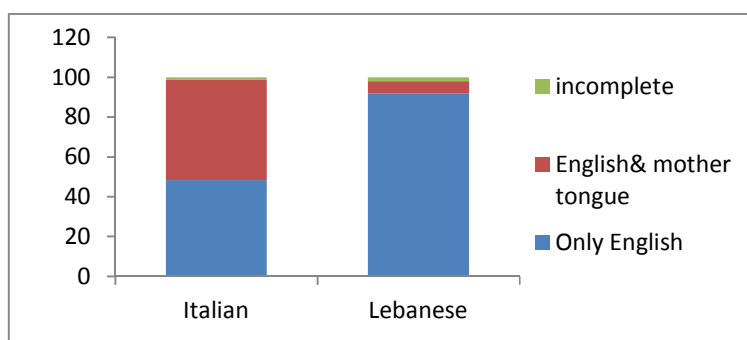
Figure 17: the English books used:

There is a significant difference since sig is 0.000<0.05 (table 18). Books in Italy are chosen by the corpus of the teachers. A first selection takes also in consideration the parents' opinion[45]; the final outcome must, according to the article n 4 of the *Regolamento sull'Autonomia,* responds to the curriculum proper to every course and must be connected to other disciplines principally using the same coherent language or the same linguistic level and addressing the same age. The books must be changed every 5 years in the intermediate school and every six years in high school. The price of the books is also set by the committee which draws the limitations of the overall cost of the books per year. It is very important to note that books of the elementary school are totally free and are provided by the municipalities/ districts. To contain the costs borne by families, incentives are provided (partial reimbursement of costs incurred for the purchase of texts). You can also use the loan for use or rent. Adopted textbooks are electronically transmitted to the Italian Publishers Association and published in the register of schools as well as on its web site, by dividing the required and recommended books. If a school does not have its own website, the list of texts adopted must

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[45] Committees of both parents and teachers are formed. http://hubmiur.pubblica.istruzione.it/web/istruzione/libri

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be sent to the provincial school Office. The books therefore are bilingual because they are designed to be connected with all the subjects.

Public and Private schools are free to choose their books in Lebanon. Since the establishment of the CERD, public schools adopt books in English or French for most subjects produced by the center's research unit. Oppositely, private schools usually prefer books from abroad claiming they are more appropriate to meet their syllabi except for civics (Shaaban, 2005). Some booksellers and distributors[46] in Lebanon were able to couple speed with low cost and become major ERC partner providing international books with a national cost.

8.2.6 The official exams in English:

There is a significant difference between the Lebanese and the Italian situation. (sig is 0.000<0.05, see table 18). By official exams, we mean all the exams evaluated officially whether by the state authorities or any foreign ones present by means of Institutions or Embassies. They could be done at the end of the scholastic year or at university or Post University.
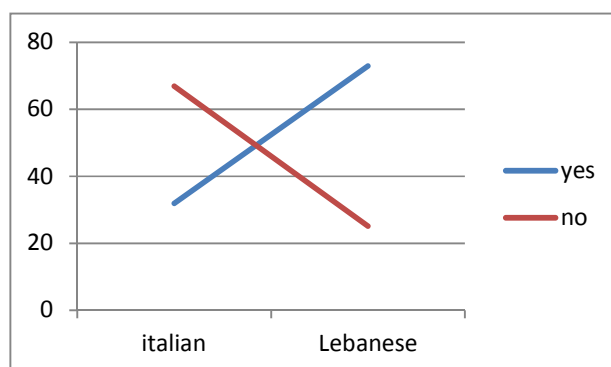
Figure 18: the official exams in English

In the Italian education system, the first official exam is done at the end of the middle school. The students are free to choose among the courses with high average. It is only parallel to that reform that three tests are required: Italian, English and a second European language. The

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[46] For instance , Librairie du Liban which was founded in 1944, as a bookseller and distributor of Longman publications and decided to enter the field of publishing dictionaries for the world market.

State exam[47] is the final exam for upper secondary school. One has to pass this test in order to be admitted to college/university. Testing in English is only mandatory in the linguistic branch. At the university level, English is present in most courses. Most Italian universities generally require an IELTS[48] minimum of 4.5 for their undergraduate students and 6.5 for their master's students.

In the Lebanese education system, there are two exams at the level of school: the brevet certificate at the end of intermediate school and the baccalaureate[49] at the end of secondary school which is required by law. Examination in English depends on the school: while it is compulsory in Anglophone schools, it is an instrument to compete between private ones. The more the school offer, the more it is sought.

8.3 Field C: English at work:

The purpose of the following field is to study the relationship between the English language and its necessity and use in various fields of work and at different operational levels. The questions also tackle the perceptions of the speakers towards the necessity to develop the language and the frequency of problematic situations while using it.

8.3.1 The jobs sectors of the participants:

By observing the following graph, we note that most of our participants in both countries are workers in the tertiary sector; meaning all people working in commerce, services, public office, hospitals, schools, transportation, banks, tourism, sports and fine arts . The statistical study shows a significant difference (sig 0.015 < 0.05 see table 19) at the quaternary level.

The quaternary level is related to the use of computers. The need to produce school graduates literate in English is a competing demand on state resources. The pressure to allow a market to develop wherever possible favors the situation where appropriate linguistic education is increasingly being provided by private institutions.

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[47] officially known by Esame di Stato conclusivo del corso di studio di istruzione secondaria superiore and commonly called (Esame di) Maturità. http://it.wikipedia.org/wiki/Esame_di_maturit%C3%A0_(Italia)

[48] *International English Language Testing System* established in 1989 and managed by University of Cambridge ESOL Examinations, the British Council and IDP Education. http://en.wikipedia.org/wiki/IELTS#Italy

[49] it used to be in two parts: the first had two main tracks literary and scientific and consisted of giving two exams mainly in the first and the second language and literature, the second part is the one currently known for Baccaluareate.
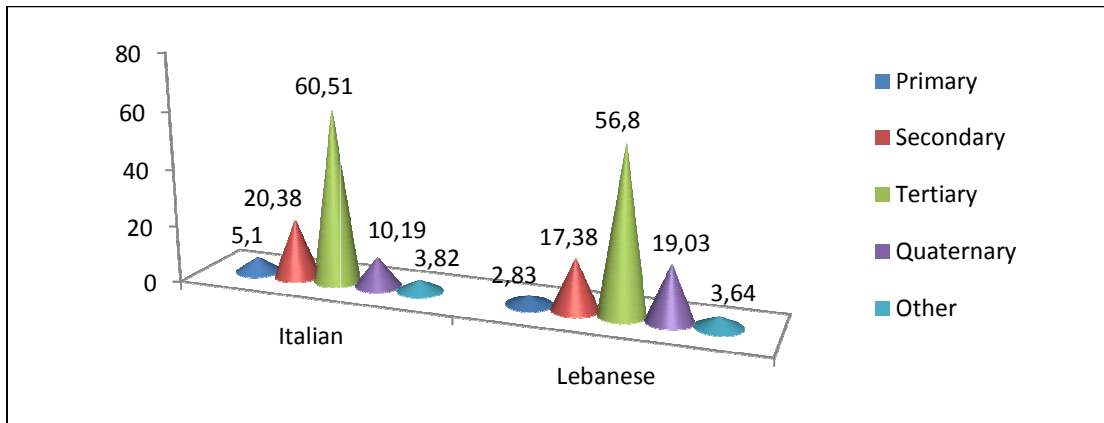
Figure 19: the job sectors of the participants

It is worth mentioning that due to the Lebanese negative attitude towards manual work, especially in the industry and agriculture, students of low economic status and low academic average enroll mostly in vocational and technical schools. Unfortunately, these social representations define what is prestigious or not.

8.3.2 The Job degree of the participants:

Our participants clearly belong to different ranking levels at work and the sig value (0.038 < 0.05 see table 20) shows a significant difference between the two countries. Observing the figure, we recognize that the differences must be at the level of Entrepreneur and freelancer.
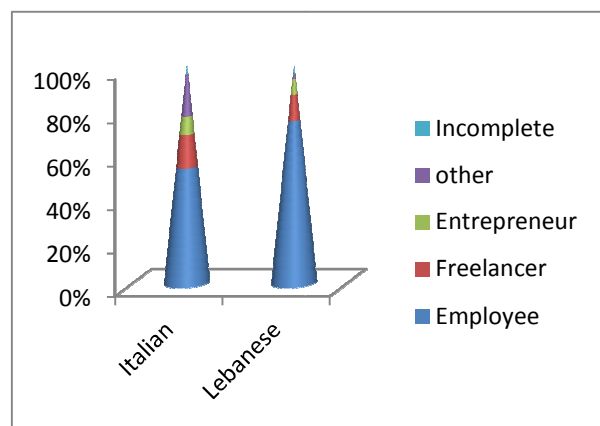
Figure 20: the job degree of the participants

Undoubtedly, the status of an employee requires fewer responsibilities; however, the status of a manager not to say entrepreneur implies higher financial resources. In an attempt to explain why those two categories are more present in Italy, we have chosen the following figures.
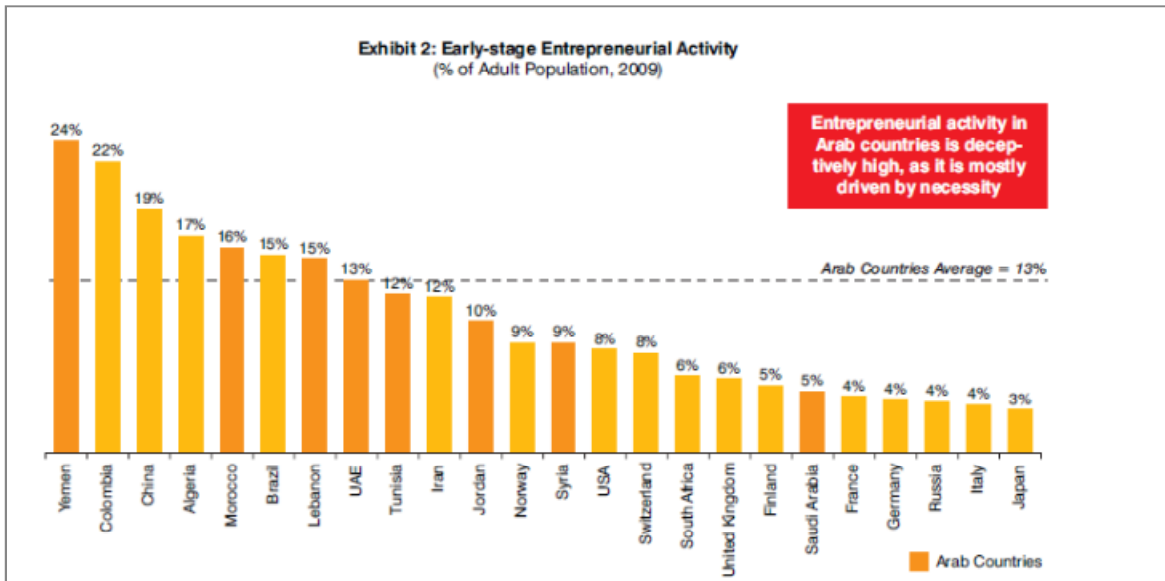
Figure 21: the Early stage Entrepreneurial Activity in the world 2009

Although the above figure shows the high level of entrepreneurship in countries such as Lebanon, the below figure highlights that these types of entrepreneurs are mainly driven by necessity and they have low values. They are constituted of their owners who do not aspire to grow beyond their needs. They are the most vulnerable and, in the case of Lebanon, are likely doomed not to survive because of the unstable political situation.[50]
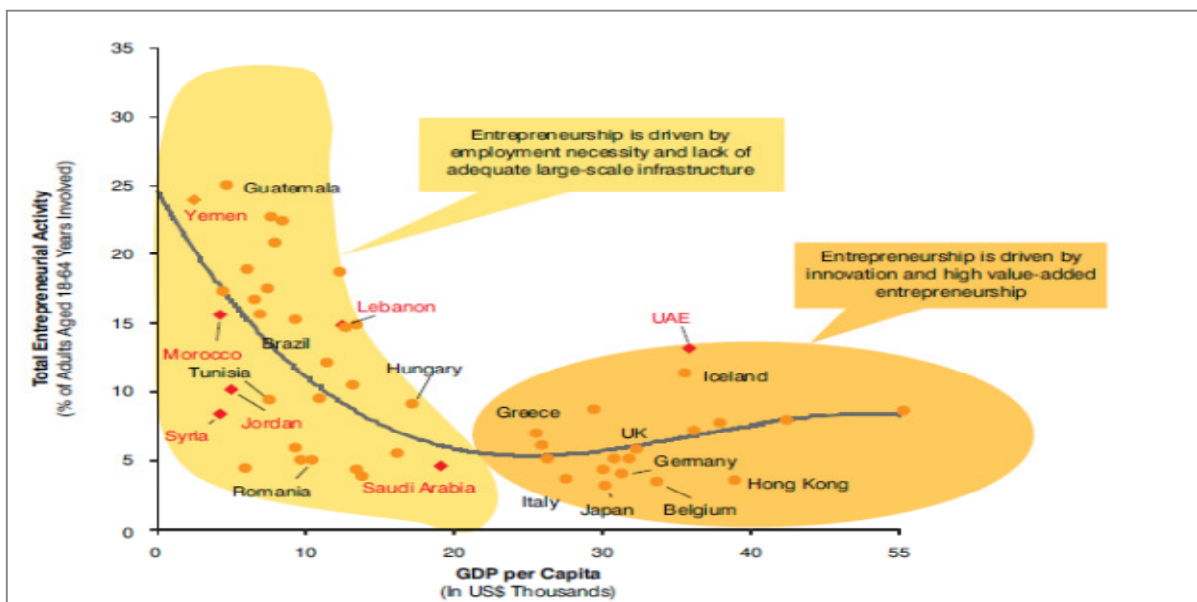
Figure 22: GDP per Capita

[50] ttp://www.booz.com/me/home/press_media/management_consulting_press_releases/article/49943176

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8.3.3 The necessity of English for work:

The results shown in this figure are really interesting. The significant difference obtained by calculating sig (0.000 < 0.05. (See table 22) regards the percentages given to the degree of necessity. While a higher percentage of Lebanese believe it is extremely and very necessary, a higher Italian one thinks it is necessary enough. The perceptions of the participants at this point are really significant because the values they give to the necessities of work are a concretization of their growing culture. Language is learned when it really serves. The next question gives us a clearer view of the fields of necessity or the practical reasons that make the learning and the use of English a must.

Figure 23: The necessity of English for work

8.3.4 The need to develop English for work

In an overall study, there is no significant difference between the answers of the participants of the two countries. (Sig is 0.670 > 0.05 see table 23). Everybody recognizes the need to develop English for work and looking at the percentages, we can see that there is wide language awareness in both countries with regard to one's competences in English for professional purposes. The percentage of people who sees it is little necessary to develop English is very low.
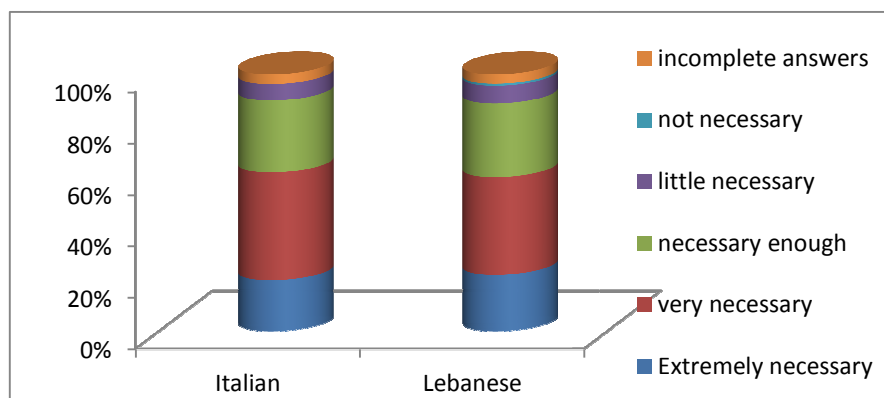
Figure 10: The need to develop English for work

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8.3.5 The use of English at work
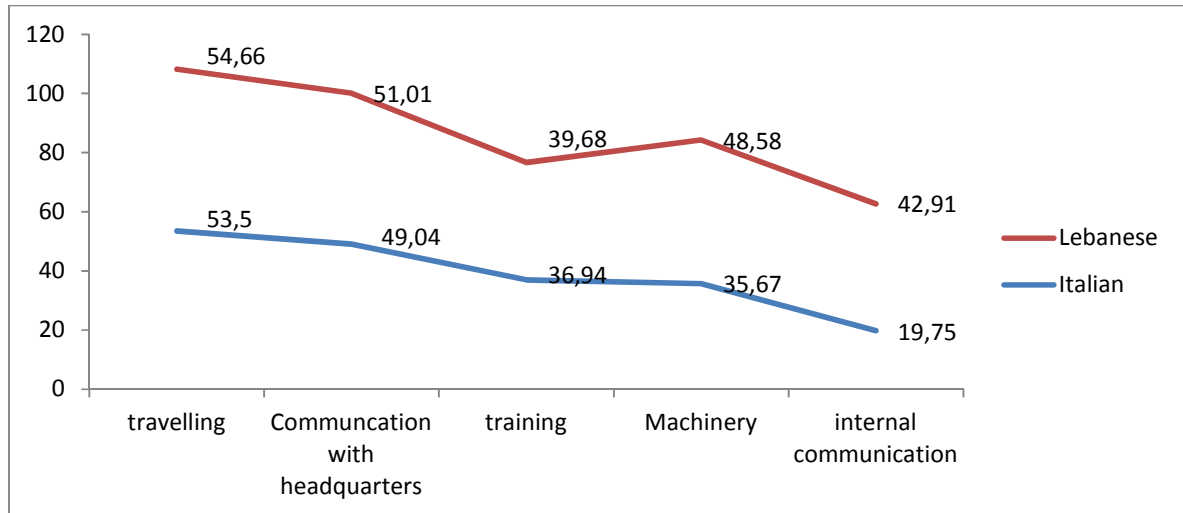
Figure 25: The use of English at work

The only significant differences while using English at work in both countries are at the level of internal communication (sig is 0.000 < 0.05 see table 23 a) and the use of Machinery (sig is 0.045 < 0.05 see table 23c). The use of English for business trips, for communication with headquarters and for training abroad is equally requested in both countries. These numbers confirm that English is the language of research and the main means of communication in a different land with different people.

On an internal level, the figure affirms that Italians do not use English to communicate with each other while Lebanese do. Most people communicate passively (listening, reading and perceiving) than actively (speaking, writing and signing). However, Lebanese remain considered multilingual because they have maintained during childhood the first foreign language (French) considered mother tongue along with the Lebanese derived from Arabic. Both acquired without formal education.

The significant difference for the implication of English while using certain machinery is enlightened by the fact the Lebanon is not an industrial country and thus, most if not all its apparatus, electrical devices, machineries are imported. This is not the case in Italy. As mentioned earlier, it is one of the most industrialized countries in the world. It produces its own machinery.

8.3.6 The frequency of problematic situations using English at work:
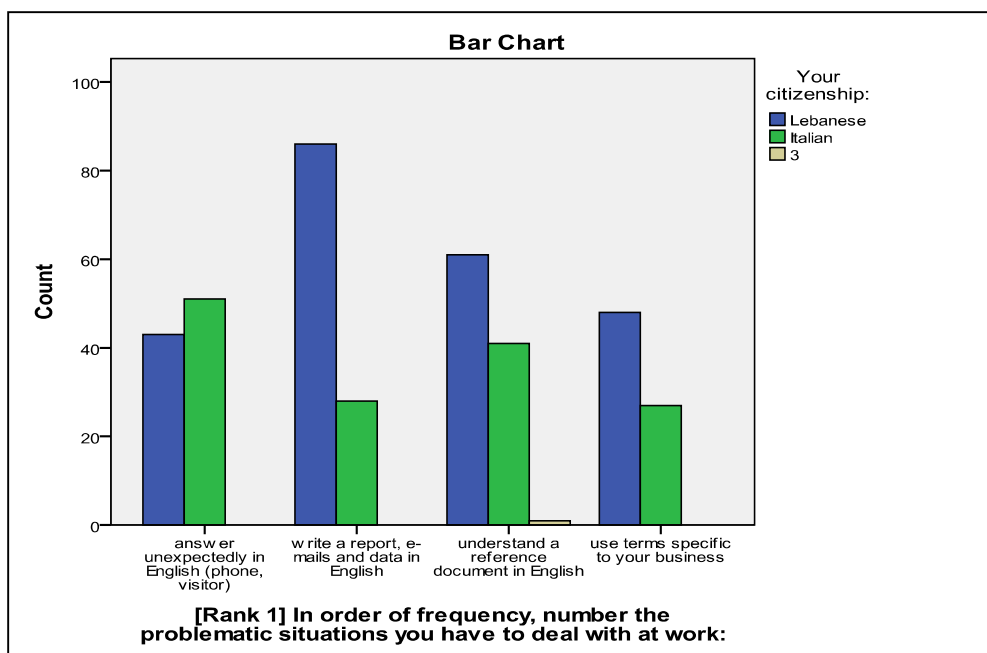
Figure 26: The frequency of problematic situations using English at work

We chose to expose the problematic situations ranking first. Individually, the two countries have different rankings as we can see. While writing English reports is a situation Lebanese have to deal with most frequently, it is answering the phone that Italians confront most insecurely. In the previous question, Lebanese claimed that the need of English is highly needed for internal communication and that is why it is most problematic. Only experience and repetition can make writing minutes, reports, and analysis easier. The first frequent problematic situations are indeed connected because they all regard the vocabulary specific to the area of expertise. It is explained by the fact that English taught in classes is mostly related to social concepts and not specifics. Technical terminology is neither easy to understand nor to use in prose. Unless strictly specialized in the area of his work, the employee is constantly invited to draft and perfect his/her writing. Last comes answering the phone and this is so normal in the light of the trilinguism we spoke about in the beginning of the thesis/ in the first part.

On the other hand, Italians are mostly embarrassed when answering unexpectedly an English speaker. The low exposure to language limited to the English class and the role of many social components make it so hard for learners to perceive, hear and at least imitate certain sounds.

Paralyzed by the classical conversations developed in class and almost never exposed to English elsewhere, Italians find major difficulty in understanding the basic requests.

The investment of the government in research and medicine requires more referencing when the language of research is English. With the European Union, almost all productions are convoyed with indications in languages of the union.

8.4 The competences of the participants according to CERFL
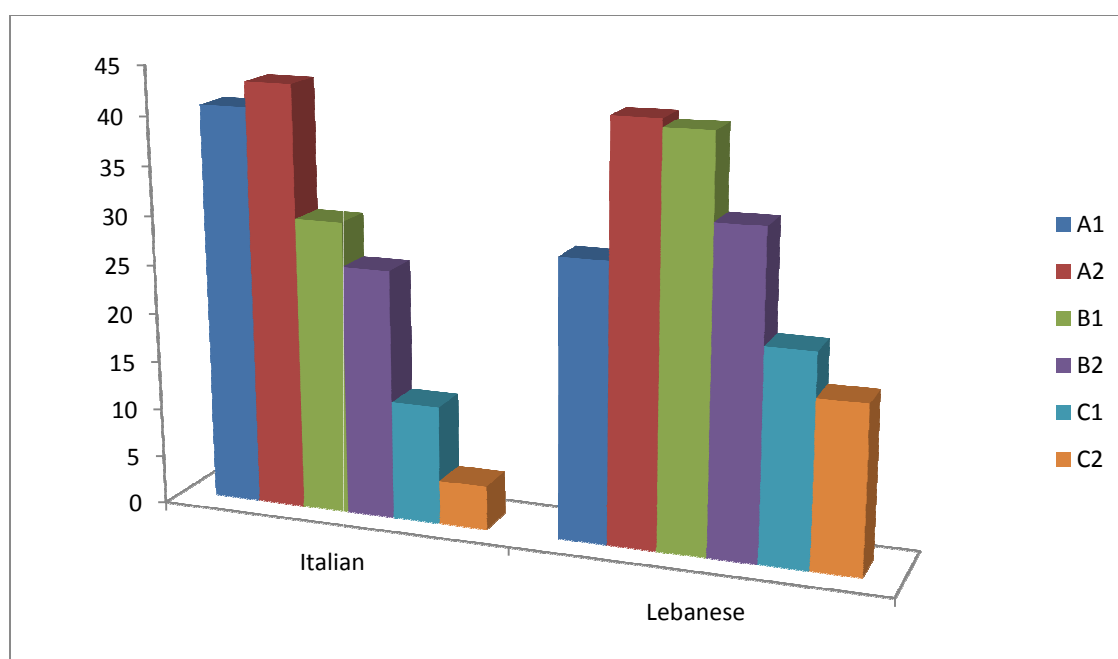
Figure 27: Self-evaluation for specific competences according to CERFL

When asked about the tasks they can perform, our survey participants elicited the following answers. The main significant differences regard the first level A1 and the levels B1, C1 and C2. (See table 25). We wish to note that the competences were listed according to CERFL without mentioning the level explicitly. The participants could not discriminate between levels unless they have achieved them officially and they had a record of CERFL document.

The figure shows a higher number of Italians who state to perform competences of the first elementary level A1. This self-evaluation of competences would be interesting to study in correlation with the representations the participants have of themselves investigated in point 8.2.2.

The figure also shows higher percentages of Lebanese stating they can perform tasks which are categorized under upper intermediate level, advanced and proficiency. This is very

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relevant of the objectives of the curriculum set by the government and the main prerequisites set by most universities.

8.5 Field E: English use outside work
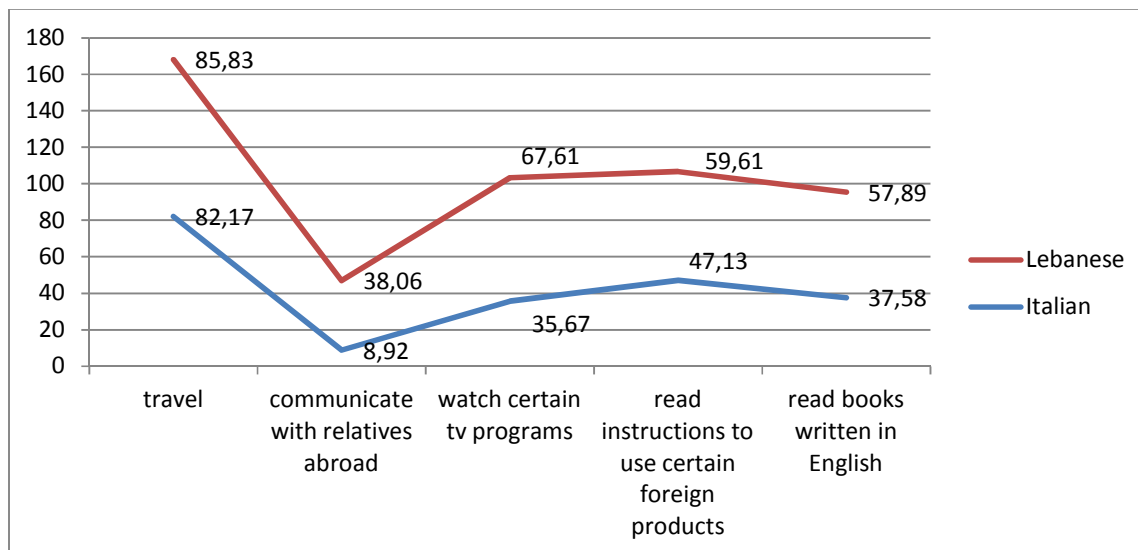
Figure28: the use of English outside work

The use of English outside work is quite different between the countries except for traveling purposes (see tables 26 a-f). There is no doubt that going beyond national borders requires a minimum understanding of the English language for a great expansion in the world.

While Italians are multilingual according to a minimal definition, as tourists, they communicate phrases and ideas while not fluent in language. Lebanese, on the other hand are proficient speakers in one language as they are in the other. (Vivian cook, 1992)

Aside from travelling, the two populations have significant differences in terms of using English in social life. Unlike the great emigration of the eighteenth century that recorded the departure of millions of Italians to the West, the migration in the last fifty years took place within national borders and people moved from the South to the North. Contrarily, the Lebanese Diaspora is in constant increase and is so far estimated to range from 16 million people to more than 20 million people - far more than the actual population of Lebanon itself (which is estimated at 4 million). Therefore, Lebanese are motivated if not constraint to speak languages in order to talk to a nephew or a grandson.

Similarly, both Italy and Lebanon import a large number of television programs from abroad but contrastively the programs in Italy are all dubbed while those in Lebanon are subtitled in local language. Research regarding this phenomenon justifies this aspect by the speed and low cost of translation. Incredibly, this reality marks a huge difference between the two population for one is not used to watching programs with subtitles and the other is used to divide and shift its attention in regular complex situation. The main benefit behind this is the automatic acquisition of words and sounds in the original language. TV representing entertainment is by all means the most reachable source of knowledge and information in the world.

The matter of books is the same as that of media. While entering an Italian bookshop, one would find foreign or world literature occupying a modest corner whereas the other shelves are exclusively Italian, unless of course heading to an international bookshop which is only present in big cities. Whereas entering a Lebanese bookshop, one would find the books exactly as published and imported from abroad with the exact cost.

There's also a significant difference regarding the instructions that are usually furnished with foreign products. More and more companies are trying nowadays to provide indications in Arabic due to the strong impact and presence of the Arab countries in the world market. However, it is less likely to find all imported products including medication, devices and cars for instance with detailed manuals in Arabic.

Summary

The data collected in chapter 3 is satisfactory enough to lead us into the understanding of the correlations of certain components with others. The values showed points of similarities and differences between both countries; differences we believe will have a significant impact on the nature of our hypotheses.

Both populations are common especially regarding the level of education and the importance given to instruction and knowledge. Their educational system, yet different, established timetables in which the English hours were almost in the same place. Their positions at the Mediterranean favor the nature of areas they excel at: services, tourism, commerce and arts. The participants highly communicated their interest in the English language; they regarded it as very essential for work and they considered the importance of its development.

Both countries differed also in several aspects: while the public sector prevails in Italy, the private one takes the lead in Lebanon. This differentiation implies automatically on a series of aspects related to the organization of the teaching of foreign languages. The participants also expressed very different opinions relative to the evaluation of the quality of teaching. Mostly at all organizational school levels, Italy and Lebanon diverge. The books are produced locally in Italy while they are imported in Lebanon, the official exams are compulsory in Lebanon though specific to linguistic branch in Italy. In addition to this, dialects and local languages are present in the Italian classrooms but absent in Lebanese ones. Moving to the professional domain, the populations differ at the operational levels whereas, the use of English at work and the problematic situations related to it are very substantial seen the location and the ranking of the countries worldwide. Lebanese, unlike the Italians, progressively desire and seek concrete ways to resemble the West.

Discussion
&
Conclusion

Chapter IV:
Discussion and Conclusion

After exposing in the second part of this thesis the methodology of research and the results of our survey, we wish to discuss in the light of the differences and correlations we identified, the correctness or incorrectness of our hypotheses. We recall that our main interest revolves around the sociopolitical impact on the learning and the use of the English language from school practice to work practice.

9. Discussion

According to Stavenhagen[51], most of the world is bilingual or multilingual. There are 5000 to 8000 different ethnic groups living in 160 nations speaking approximately 5000 distinct languages. Researchers generally label bilinguals according to their specific interest therefore comparisons are based on significant differences and similarities. As suggested by Valdès[52], our survey focused on a number of key dimensions regarding the age of the speakers, their level of formal education the organizational circumstances in which the acquisition of English as a foreign language was done, its patterns of use in the surrounding community, the self-perception of the English speakers with regards to the levels and competences as standardized by the CEFR, its direct use at work and the frequency of the problematic situations while using it.Contrary to what many people think, a language is not simply a system well-structured with identified patterns acquired according to an assortment of strategies, methods and situations; a language is also and first of all, a signification founded on our senses. Hence, we notice, we interpret and we express our own world from a specific geographical and political personal context.

With regard to the **school linguistic policy** as we framed it in our research: in other words, the organization of the *savoir* in a certain numbers of hours, with a particular type of books, the nature of language spoken in class, the quality of teaching and the contribution of all these

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[51] Stavenhagen, Rodolfo (1990). The ethnic question. Conflicts, Development, and Human Rights, Tokyo. United Nations University Press.
[52] http://www.lsadc.org/info/ling-fields-multi.cfm, Multilingualism

circumstances to the **academic linguistic attitude** of the individual and his/her motivation to undergo an official examination in English in order to attribute value to his/her knowledge, we noted:

9.1 The importance of speaking practice

The increase of the use of the language related to the course taught in classroom enhances its acquisition by the learner since the later spends more time in school than at home. Speaking English, while learning it, is crucial because it is the only skill that requires an interaction between two in order to develop and be more significant. Listening, reading and writing can be done alone. The results of our survey showed correlations between the language spoken in class and the type of books in Italy. Italian, being the mother tongue and spoken frequently in the teaching context along with bilingual books used by our participants reduces the lexical and grammatical fields to which they are exposed and thus increases the speaker's insecurity when uttering sounds, using varying vocabulary, answering fluently and acquiring the proper use. The themes of the books already chosen and standardized are somehow far from linguistic reality and thus less motivating for learners. Students are less motivated towards recognition of the value of the foreign language acquired: English.

In Lebanon, there is a strong bond between the language spoken and the number of hours. Because of longer exposure to the language, students are better at identifying sounds correctly, reproducing them, mingling structures and applying rules. Their curriculum is constructed around measurable objectives that they feel ready to handle during an examination. It is also important to recall that the French language being taught equally as Arabic especially during school time makes the learning of English easier because of the high lexical and grammatical similarities between both languages. There is also a sum of parameters that affect the concentration and the motivation during English courses: there is constantly the will and the desire to be associated with a foreign figure. The learners wait for the English session to ask about words and, terms they heard in a thriller or recall an author they read about or saw in a production. There is also the fascination of the foreign countries illustrated in books: the means of transport such as trains and tubes not present in Lebanon, the variety of ethnic

groups and races limited in Lebanon to some labors, and the majesty of the infrastructure in the English countries in a country as small as Lebanon.[53] There is the whole world inside the book: monuments, landmarks, world brands and the places of origins of many symbols and idols.

9.2 The role of self-awareness and self-confidence for the official exam:

The most important question to ask oneself is why take an English test. Examination in English is usually done at the end of the course: whether at school level, at university, within an institution, or by oneself. While sometimes mandatory, the true investment of the learner in preparing for the test driven by from personal motivation and the value given to the test in the terms of personal goals . It is in this context that the school plays an important role in the vision of the world by assisting to the development of the learner. Beyond class dynamics or teachers-students relationship, the school must elicit in the students the motivation for change in order not only to fit in the new shape of the world but also to have the instruments to construct a wider identity in today's world.

Although language learning is compulsory in Italy as in most European countries, the teaching of foreign language is not an objective everywhere. Very clear progress has been made in lower secondary school but higher education does not represent yet a period during which students significantly increase or diversify their multilingual repertoire. The experts determined the necessity of national plans to give coherence and orientation to actions in favor of multilingualism to the citizens and to the society in general. These plans should fix clear objectives for the education of languages in different stadiums of instructive course and to be accompanied by an effort supported by sensitization in the importance of linguistic diversity.

The education aims at the integral education of the subject, even to the growth of his/her consciousness and to the progressive recognition of his/her self-consciousness. Through the formative experience, the subject builds himself/herself and the world around him/her, in a continuous interaction that involves two elements the ' I ' and the ' other ' which mutually significant.(Bellatalla, 2006)

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[53] Lebanon is 10452 km2.

9.3 The quality of English teaching.

Both populations demonstrate strong correlation between the linguistic attitude and the quality of English teaching thus the relationship to the teacher and his methods. It would have been interesting to ask how the participants define good teaching vs. bad teaching. Even though, we left teachers and their role outside, the collection of the learners' opinions affirms that they are very important vehicles for knowledge. The humanistic aspect, once again, prevails. The judgment of the participants could be triggered by several factors: besides the teacher's sympathy, there are so many elements that could act on the attention of the students.

In Italy, for example, it is only lately that non Italian teachers were allowed to teach in public schools and that all English teachers should be specialized in languages. Going back in time, this allows us to picture the sense of boredom of the students who were receiving the Latin teacher or the geography one, or any other teacher who should complete his time schedule.

In Lebanon, the teacher recruitment poses sectorial problems in the public schools. In response to the lack of teachers and in most cases, incentive measures intended for nationals are taken. Real professional mobility is still rare thus adding to the hard situation of the teaching of English as foreign language which already suffers in the public from old methods and teachers who tend to simplify the curriculum and lower the expectations for English language learners. The teaching in the private school offers an academic framework rich in intellectual challenge along with a rigorous curriculum that allow students to enroll in the most English universities.

With regard to the **need of growing professionally** and acquiring a better position thus a better quality of life related to **a better economical income**; the correlations highlighted the following findings in the **professional linguistic attitude** of the participants:

9.4 The need to develop English for professional purposes:

There is a strong correlation between the job sector and the need to develop English. Surprisingly, the results showed that the interest in English is irrelevant of the job position consequently of the responsibilities and the tasks assigned to a certain degree not to another. The professional need for English is more related to the sectors and since most of our participants belong to the tertiary one, this means English is needed for commerce, service, public offices, hospitals, schools, transports, banks, tourism, sports, spectacles.

It is important to try to understand on an educational basis why economy should be at the service of education. Economic reasons influence intercultural dynamics. Citizenship does not mean anymore belonging to a nation, to a juridical system, but cultural and ethical reasons broaden the concept to include human rights.(Beccegato, 2012)[54]. At the end of 2006, the report Elan assigned by the European Community to a British research center reveals that the defects of competences in languages provoke a loss of 11 % in business in the European firms. In 2008, the new report published by a group of leaders of firms and experts in the Forum of multilingualism in firms, under the presidency of Steven d' Avignon, entitled " Language is business", confirms the Elan conclusions. These reports bring to attention the risk of losing in competition along developing countries which invest massively in promoting linguistic policies at all levels.[55]

When looking closely at the need of English for specific activities at work, the results show that there is a strong relation between the working requirements of the participants and their professional linguistic attitude while the use of English conferring to the job necessities is quite different in both countries.

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[54] In " Persona e Società", Anno 1, n 2. Education, Sciences and society.
[55] http://www.observatoireplurilinguisme.eu n°41(mai-juin 2011) Lettre d'Info

Italians do not invest in English because they do not need it or better say they can manage without it. According to a recent survey done by the European council, 90 % of the internet users prefer to surf online in their own language. However 44% feel they are missing something interesting. The EC is investing 67 million euro across 30 research project to improve techniques for translation of digital content. The research shows that English is Europe's lingua franca. (Holliday, Intosh &Stevens) In contrast to member states such as Cyprus, Malta, Sweden and Greece who said they would turn to an English site if a version in their native language does not exist; only 35% of Italians would do. The European community has decided to operate starting with the realities of the countries member rather than perceiving the question of languages as an obstacle. The summit at Barcelona in 2002 concluded that Europe runs the risk of losing the war of competences while the emergent savings in most cases in Asia and in Latin America acquire necessary linguistic competences fast to exceed their rivals on markets of tomorrow.

In the light of such an overview, Italians appear to be so bonded to their language and to their ways of doing. There seems to be much more security and well being in the preservation of a cultural identity that goes beyond the rush of the world. The participants of our survey, who represents a sample of the Italian society, expressed shyly the need of English for training and traveling on the job. This implies that Italians feel somehow the need to cope with the new shape of the world. While Italy was once a developed and solid country, it is now undergoing major economic crisis and the rate of unemployment is augmenting drastically. The small businesses are closing every day and things are in constant mutation. The government had introduced lately a new reform which shakes the linguistic reality of the current institutions. It would be proficient to see how these intentions will be translated in the formation of a better English learner and in the assessment of a better work profile.

Lebanese, unlike Italians, do not benefit from a stability that renders their daily life serene and less incenting for a change. Lebanon is a small country which struggles with war every now and then; with no relevant infrastructure, it offers so little apart from its climate. Lebanese live and rely heavily on exportation of machineries, cars and apparatus to provide the necessities for the functioning of services such as hospital for health care, banks for economy, and commerce. Lebanon is not an industrial country and its main resources depend mainly on its

touristic aspect when the geopolitics allow it and its banking services which used to be the best. Lebanon was once known as "Switzerland of the Middle East". Traveling on the job is openness of mind to Lebanese, and it is also a way to try to "make it" elsewhere. This is so eminent in the presence of big Lebanese communities around the world constituted by people who benefitted from the linguistic repertoire and tried to start a new life.

In conclusion, we can but recognize the importance of being aware of the role of language in providing better jobs (if not keeping them in the first place). By the end of this economic crisis, the world is expected to start taking a different path where Far Eastern countries are taking over more and more businesses. We wish however that the government do not delay in implying strategies and funding them to support long life learning and offer opportunities to all those who wish to catch up with the pace of the world.

With reference to the **social and cultural needs** of the individuals and the impact of those on his **social linguistic attitude**, we came up with the following results:

9.5 The social need for English: Italian vs. Lebanon

Language is necessarily political and is not only used as a means of organizing thoughts but rather as a tool to understand the others and speak their own language. Language is also entering in relationship with a new culture, traditions and long history; the history of individuals and their stories, their forms of arts, literature, discourses, and norms belonging to that society.

While studying relationship between the social and cultural needs of Italians and their linguistic social attitude, there was no significant correlation at all. None of the variables suggested in the questionnaire seem to have an impact on the social linguistic attitude of the speakers. We should have asked more probably about the communication with the foreigner, the immigrant in the national territory. According to the UN and the World Bank sources, most European countries between 70 % and 90 % of population live in urban and mega cities. These latest are destinations for migrants searching for work and income. Even though the government, both on supra-national and sub-national levels of regions and urban agglomerations, provides a consistently multilingual setting for democratic participation; People are not equipped with the instruments to offer in their turn citizenship to people irrespective of their nationality and linguistic background.

The Lebanese excessive use of foreign language in daily life could be explained in two perspectives. On one hand, Lebanese use language to communicate with others and it is usually related to politics, loyalty, religion and social status. The four components intrinsically combine to form a social package. If you belong to a certain social group, you need to adopt its social ways, norms, cultures…etc. This is really enriching when there is a profound call to culturing and where language comes to be a distinguished feature in the discourse of the life of the individuals. On the other, Lebanese use language socially because they wish to be dissociated from the Arabic identity and rather acquire a foreign appeal. The matter falls between prestige and identity; it is usually the economic variable that makes all the difference.

9.6 The level of competences and the social representations:

In the White Book[56], Foreign languages are, besides English, prerequisite to allow EU citizens to benefit from the professional and personal opportunities offered by the completion of the internal market without frontiers. Developing multilingual competence encourages the relationship with others, the ability to widen one's views to find possible points of contact and dialogue with value systems and codes of conduct differ from their own.

The teaching of English language becomes efficient when it responds to cultural/ social needs; hence it opens up wider mental schemes. The Dennison culture survey folks say that culture is like an iceberg, most of it is hidden underwater. In his book, Ishmael Daniel Quinn unveils the concept of mother culture, as a way of helping us understand, not only how ubiquitous and unexamined most of our culture is, but more importantly how deeply we respect and obey these unexamined norms. Our culture is who we are and what we will become. Our laws and societal norms do not form our culture. When one expresses himself in his/her mother tongue, he/she adjusts language to thinking, when one expresses himself/herself in a foreign language; he/she adjusts his thinking to the language.[57]

The way we grow and learn to see the world conditions to a great extend how we see language as knowledge, how we perceive it and how we use it. In other terms, social representations, which lie behind the superficial and the mere use of new sounds, are responsible for our self image as a speaker at first then for the image and the look of the society towards us for second. Italians demonstrated self depreciation when asked about their skills and competences in English. In the question regarding the auto evaluation according to the three standard levels, most of the participants' answers showed that the idea they have of themselves do not correspond to the actual competences as required for the respective levels earlier chosen by them. These findings highlight the role the social instances: family, friends, community, publicity even school itself.

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[56] Introduced in 1995 by the European Commission, on the initiative of Mrs. Edith Cresson
[57] Reflection by the translator Daniel Moskowitz cited by Gilbert Comte in Ale François chasse des Sciences (1980) p.14

10. Conclusion

At the end of this research, we wish to state the following endings:

The **first hypothesis** is **correct** for both countries. The **school linguistic policy** regarding the teaching of English **affects** the **academic linguistic attitude** of the English speaker. The organization of teaching of English as foreign influences the participation of the learner and favors his/her use of the target language. While the number of hours in relation to the language spoken is quite significant in Lebanon, the type of books along with the language spoken in class is relevant in Italy. The deduction is one: the exposure to language helps the students get familiar with the sounds and endows him/her with a major sense of security. The development of favorable circumstances among his/her peers, the relationship to the teacher and the apprehension of the value of English bestow students with the necessary intellectual tools to open up to a wider identity and believe in the acquisition of English as a means to reach the outside world.

The **second hypothesis** is also **correct** for both countries. The **socio-economical needs contribute** to the development of the **professional linguistic attitude** of the English speaker. There is no "doubt that the need is the mother of invention". While possibly passive to a long school learning for the subject of English, the individuals found themselves today invited to develop their English competences because they serve for work. They all perceive the need for English and they admit the need to develop it. While Lebanese are more dependent on it; Italians, and in the light of the changes in today's world, are growing self awareness towards a major necessary use of it. The need to communicate, if not internally, externally with foreign colleagues and headquarters, the call to attend training and seminars given in the language of research, the invitation to assist in the functioning of apparatus and electrical devices are direct provocations to use the language without insecurity and social prejudice.

The **third hypothesis** is **correct for Lebanon** and **is not correct for Italy**. The **socio-cultural needs influence** the **social linguistic attitude** of the **Lebanese English speaker** and not the Italian one. It comes automatic to speak the language in the Lebanese society when it is the language of TV, the language of relatives and the language of products imported from abroad. It is also a privilege to speak it when it hints at one's social status and one's ethnical

background. Unfortunately, the image of religion, as publicized worldwide, adds to the stigmatization of the Lebanese populations. They are more and more stereotyped as explicated previously and the language becomes an additional tool that favors one's belongings to this or that group. It turns into a showoff, a key factor in the cultural identity.

Italians do not feel the necessity to speak English in social life and it is so normal for them to watch Italian TV and to read Jane Austen in Italian. They are not against the development of English but they are truly unaware of the factors that impede them from acquiring and using it in simple speech and occasions. They speak the dialect of the village, the city, the province or the region they live in. It is a mark of unity and belonging to their social group. The nature of Italy, its beauty and its art makes it difficult not to cherish such a great heritage and make sure it is a true representation of who Italians are. They are pride of their art, music, pasta and most importantly coffee. The Americanization movement is not really present in their society as much as it is in Lebanon.

In the light of these findings and inspired by the resolutions and the strategies promoted in the Summit of Barcelona 2002, we strongly believe that:

1. The learning of English as a foreign language should be encouraged at all levels considering that the earlier learned, the wider the expansion of individuals' horizons. The government has to pledge the teaching of English at a preschool level guaranteeing that other languages must be seen later.

2. The introduction of modules of study of language should be based on practice and should include professional training. The educational institutions have to recognize that language training is highly strategic and determinate in the instruction process as a whole.[58] The institutions should veil so the learning contexts enhance the development of language learning capacities owing to the more complex linguistic knowledge and higher language awareness. Mahmoud Darwiche (2006) states that working in pedagogical and educational terms means to think ahead, to feed a hope, invented if necessary, otherwise we are already dead. Pedagogy must be realistic to be able to intervene with daily life and idealistic to hound ideals to follow. There should be an urge to create public and private partnerships between local universities and institutions and help business circles to organize lessons of language.

3. English should be offered outside compulsory education. It should be used to teach other subjects. The linguistic value is only gained throughout life and of social incorporation.

4. The school especially if public should fulfill the role of being the primary place of instruction, education and the teaching of values, behaviors and common rules in community life. The centrality of the educational institution must not process diffusion and extension of education only, but the meaning of the implications of citizenship also. The education aims at the integral formation of the subject, even

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[58] http://rachegliese.wordpress.com/2010/10/08/la-guerre-des-langues (13/10/2010)

the growth of his self-awareness and the progressive recognition of self consciousness. Through the formative experience, the subject builds itself and the world around it, in a continuous interaction that implies the acquisition of an intellectual *habitus*. (Bellatalla, 2006).It can better appreciate people from other countries, thereby lessening racism, xenophobia and intolerance. Learners become better problem solvers gaining multiple perspectives.

5. The governments should assure an appropriate recognition of linguistic competences in the diplomas of the end of studies and highlight the advantages which they bring at the level of potentialities of career. The exchange programs must be regularly monitored and evaluated.

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As André Catillon said, in a publication of the "Observatoire européen du plurilinguisme": Archimedes, Aristotle, Euclid, Galileo, Copernicus, Pastor, Curie, Poincare, and Einstein gave birth to their theories in the world and their intelligence is universally known without the language being an obstacle. The Chinese creators, the Lombardy bankers, the German philosophers, the Venetian commerce, the Scientists of the Arab world, the Russian mathematicians, the Japanese experts in technology and the big European writers overcame borders and became famous without speaking the language of the other. When translated, language lose some of its value, claims Catillon.

We hope that this research provided some modest answers in the field of foreign language acquisition. We would love to launch at this point some of the questionings that developed parallel to our analysis and dwelled on our mind. If our predecessors were able to transmit knowledge without referring to common language, how come we are so legitimized by the exclusive use of English which is a form of language? Aren't we the ones who make or break the language? What are our true needs of the language? Is technology taking over language or the latter is taking over technology?

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Tables 1-11 see the text

Table 12: The school attended

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	162.409[a]	4	.000
Likelihood Ratio	176.942	4	.000
Linear-by-Linear Association	19.651	1	.000
N of Valid Cases	402		

a. there is a significant difference since sig is 0.000<0.05.

Table 13: the level of education

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.469[a]	10	.001
Likelihood Ratio	30.784	10	.001
Linear-by-Linear Association	2.432	1	.119
N of Valid Cases	404		

a. There is no significant difference sig is 0.119>0.05

Table 14: The quality of English teaching

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	74.156[a]	8	.000
Likelihood Ratio	78.940	8	.000
Linear-by-Linear Association	68.632	1	.000
N of Valid Cases	395		

a. there is a significant difference since sig is 0.000<0.05.

Table 15: Self evaluation of the level of English (Elementary, Intermediate, Advanced)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.934[a]	4	.000
Likelihood Ratio	35.288	4	.000
Linear-by-Linear Association	27.765	1	.000
N of Valid Cases	397		

Table 16: number of English hours

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.540[a]	6	.864
Likelihood Ratio	2.794	6	.834
Linear-by-Linear Association	.082	1	.775
N of Valid Cases	397		

a. there is no significant difference since sig is 0.775 > 0.05.

Table 17: language spoken in class

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.029[a]	4	.000
Likelihood Ratio	56.001	4	.000
Linear-by-Linear Association	32.624	1	.000
N of Valid Cases	389		

a. there is a significant difference since sig is 0.000<0.05.

Table 18: the English books used

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	79.676[a]	2	.000
Likelihood Ratio	79.793	2	.000
Linear-by-Linear Association	79.377	1	.000
N of Valid Cases	397		

a there is a significant difference since sig is 0.000<0.05.

Table 19: The Official Exams of English

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	67.392[a]	2	.000
Likelihood Ratio	68.833	2	.000
Linear-by-Linear Association	67.193	1	.000
N of Valid Cases	397		

a. there is a significant difference since sig is 0.000<0.05

Table 20: the Job sectors of the participants

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.118[a]	6	.230
Likelihood Ratio	8.737	6	.189
Linear-by-Linear Association	5.893	1	.015
N of Valid Cases	389		

a. there is a significant difference since sig is 0.015 <0.05

Table 21: the Job degree of the participants

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.811[a]	6	.184
Likelihood Ratio	9.086	6	.169
Linear-by-Linear Association	4.296	1	.038
N of Valid Cases	353		

a. there is a significant difference since sig is 0.038<0.05

Table 22: English necessary for work

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.189[a]	8	.005
Likelihood Ratio	22.109	8	.005
Linear-by-Linear Association	17.492	1	.000
N of Valid Cases	389		

a. there is a significant difference since sig is 0.000<0.05..

Table 23: The need to develop English for work

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.555[a]	8	.697
Likelihood Ratio	6.306	8	.613
Linear-by-Linear Association	.182	1	.670
N of Valid Cases	389		

a. . there is no significant difference since sig is 0.670 > 0.05.

Table 23 a: The need to develop English for internal communication

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.781[a]	2	.000
Likelihood Ratio	27.374	2	.000
Linear-by-Linear Association	25.705	1	.000
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .33.

Table 23 b: The need to develop English for communication with headquarters

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.241[a]	2	.326
Likelihood Ratio	2.629	2	.269
Linear-by-Linear Association	1.611	1	.204
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .49.

Table 23 c: The need to develop English for purchasing machinery

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.337[a]	2	.114
Likelihood Ratio	4.726	2	.094
Linear-by-Linear Association	4.028	1	.045
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .43.

Table 23 d: The need to develop English for travelling

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.098[a]	2	.578
Likelihood Ratio	1.480	2	.477
Linear-by-Linear Association	.093	1	.761
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .47.

Table 23 e: need to develop English for training

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.980[a]	2	.372
Likelihood Ratio	2.329	2	.312
Linear-by-Linear Association	1.638	1	.201
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .38.

Table 24 a: Most frequent problematic situations (Descriptive for Italians)

[Rank 1] In order of frequency, number the problematic situations you have to deal with at work: [a]				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	answer unexpectedly in English (phone, visitor)	43	16.9	18.1	18.1
	write a report, e-mails and data in English	86	33.9	36.1	54.2
	understand a reference document in English	61	24.0	25.6	79.8
	use terms specific to your business	48	18.9	20.2	100.0
	Total	238	93.7	100.0	
Missing	System	16	6.3		
Total		254	100.0		

Table 24 b: Most frequent problematic situations Descriptive for Lebanese

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	answer unexpectedly in English (phone, visitor)	51	32.5	34.7	34.7
	write a report, e-mails and data in English	28	17.8	19.0	53.7
	understand a reference document in English	41	26.1	27.9	81.6
	use terms specific to your business	27	17.2	18.4	100.0
	Total	147	93.6	100.0	
Missing	System	10	6.4		
Total		157	100.0		

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	answer unexpectedly in English (phone, visitor)	51	32.5	34.7	34.7
	write a report, e-mails and data in English	28	17.8	19.0	53.7
	understand a reference document in English	41	26.1	27.9	81.6
	use terms specific to your business	27	17.2	18.4	100.0
	Total	147	93.6	100.0	
Missing	System	10	6.4		
Total		157	100.0		

Table 25 : Self-evaluation for specific competences according to CEFR

A1:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.231[a]	2	.006
Likelihood Ratio	10.416	2	.005
Linear-by-Linear Association	8.781	1	.003
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .33.

A2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.703[a]	2	.427
Likelihood Ratio	2.054	2	.358
Linear-by-Linear Association	.540	1	.462
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .42.

B1

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.608[a]	2	.061
Likelihood Ratio	5.992	2	.050
Linear-by-Linear Association	5.522	1	.019
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .29.

B2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.959[a]	2	.084
Likelihood Ratio	5.341	2	.069
Linear-by-Linear Association	4.784	1	.029
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .36.

C1

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.669[a]	2	.008
Likelihood Ratio	10.440	2	.005
Linear-by-Linear Association	9.644	1	.002
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .17.

C2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.640[a]	2	.001
Likelihood Ratio	15.552	2	.000
Linear-by-Linear Association	13.553	1	.000
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .12.

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Table 26 a: The use of English outside work for travelling

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.464[a]	2	.793
Likelihood Ratio	.632	2	.729
Linear-by-Linear Association	.180	1	.672
N of Valid Cases	412		

a. there is no significant difference since sig.is 0.672>0.05

Table 26 b: The use of English outside work for watching TV

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.893[a]	2	.000
Likelihood Ratio	47.955	2	.000
Linear-by-Linear Association	46.779	1	.000
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

Table 26 c: The use of English outside work to read instructions and to use certain foreign products

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.838[a]	2	.089
Likelihood Ratio	5.219	2	.074
Linear-by-Linear Association	4.262	1	.039
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .46.

Table 26 d: The use of English outside work to read English books

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.368[a]	2	.000
Likelihood Ratio	27.140	2	.000
Linear-by-Linear Association	22.992	1	.000
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .49.

Table 26 e: The use of English outside work to communicate with relatives living abroad

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	45.962[a]	2	.000
Likelihood Ratio	52.428	2	.000
Linear-by-Linear Association	45.597	1	.000
N of Valid Cases	412		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .26.

Your citizenship: * the school you attended is: Cross tabulation (table 27,8.1.2)

Count

		the school you attended is:			Total
		scuola pubblica	scuola privata	22	
Your citizenship:	Lebanese	53	193	0	246
	Italian	133	21	1	155
	3	1	0	0	1
Total		187	214	1	402

Your citizenship: * your level of education: Cross tabulation (table 28, 8.1.3)

Count

		your level of education:						Total
		brevet	baccalaureat	diploma	bachelor	master	PhD	
Your citizenship:	Lebanese	3	15	47	100	62	21	248
	Italian	1	26	10	81	25	12	155
	3	0	0	0	1	0	0	1
Total		4	41	57	182	87	33	404

Your citizenship: * How would you evaluate the quality of the English teaching you had? (table 29, 8.2.1)

Count

		How would you evaluate the quality of the English teaching you had?					Total
		excellent	very good	good	fair	poor	
Your citizenship:	Lebanese	27	81	106	25	4	243
	Italian	3	16	67	40	25	151
	3	0	0	1	0	0	1
Total		30	97	174	65	29	395

What do you think your English level is? * Your citizenship: (table 30,8.2.2)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
What do you think your English level is?	Elementary	67	68	1	136
	Intermediate	103	73	0	176
	Advanced	73	12	0	85
Total		243	153	1	397

Your citizenship: * How many hours of English did you have a week? (table 31, 8.2.3)

Count

		How many hours of English did you have a week?				Total
		1	2	3	4	
Your citizenship:	Lebanese	13	88	99	43	243
	Italian	9	53	59	32	153
	3	0	1	0	0	1
Total		22	142	158	75	397

Your citizenship: * In class, the language spoken during the English lesson: (table 32, 8.2.4)

Count

		In class, the language spoken during the English lesson:			Total
		English	English+ mother tongue (Arabic or French)	4	
Your citizenship:	Lebanese	125	112	5	242
	Italian	23	121	2	146
	3	0	1	0	1
Total		148	234	7	389

the books were * Your citizenship: (table 33, 8.2.5)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
the books were	Only English	221	80	0	301
	English+ mother tongue (Arabic or French)	22	73	1	96
Total		243	153	1	397

Did you have an official examination in English? * Your citizenship: (table 34, 8.2.6)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
Did you have an official examination in English?	Yes	180	50	0	230
	No	63	103	1	167
Total		243	153	1	397

your job's sector * Your citizenship: (table 35,8.3.1)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
your job's sector	primary	7	8	0	15
	Secondary	44	33	0	77
	tertiary	142	92	1	235
	Quaternary or advanced tertiary	47	15	0	62
Total		240	148	1	389

Primary (natural resources, raw material, agriculture, breeding, fishing, extraction of minerals and materials of construction)
Secondary (crafts, food industry and textiles, iron and steel industry, petro-chemical and mechanical industries)
Tertiary (commerce, services, public office, hospitals, schools, transportation, banks, tourism, sports and fine arts)
Quaternary or advanced tertiary (use of the computer)

you are * Your citizenship: (table 36,8.3.2)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
you are	0	0	1	0	1
	employee	185	79	1	265
	freelancer	31	25	0	56
	entrepreneur	17	14	0	31
Total		233	119	1	353

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Do you believe English is necessary for your work? * Your citizenship: (table 37,8.3.3)

Count

		Your citizenship:			Total
		Lebanese	Italian	3	
Do you believe English is necessary for your work?	Extremely necessary	80	32	0	112
	Very necessary	90	40	0	130
	necessary enough	55	57	1	113
	little necessary	14	17	0	31
	Not necessary at all	1	2	0	3
Total		240	148	1	389

Correlations:

Table 38: The importance of speaking practice

Your citizenship:			How many hours of English did you have a week?	In class, the language spoken during the English lesson:	the books were
Lebanese	How many hours of English did you have a week?	Pearson Correlation	1	-.267**	-.063
		Sig. (2-tailed)		.000	.330
		N	243	242	243
	In class, the language spoken during the English lesson:	Pearson Correlation	-.267**	1	.058
		Sig. (2-tailed)	.000		.371
		N	242	242	242
	the books were	Pearson Correlation	-.063	.058	1
		Sig. (2-tailed)	.330	.371	
		N	243	242	243
Italian	How many hours of English did you have a week?	Pearson Correlation	1	-.323**	-.114
		Sig. (2-tailed)		.000	.162
		N	153	146	153
	In class, the language spoken during the English lesson:	Pearson Correlation	-.323**	1	.283**
		Sig. (2-tailed)	.000		.001
		N	146	146	146
	the books were	Pearson Correlation	-.114	.283**	1
		Sig. (2-tailed)	.162	.001	
		N	153	146	153
		N	1	1	1

Correlations:

Table 38: The importance of speaking practice

Your citizenship:			How many hours of English did you have a week?	In class, the language spoken during the English lesson:	the books were
Lebanese	How many hours of English did you have a week?	Pearson Correlation	1	-.267**	-.063
		Sig. (2-tailed)		.000	.330
		N	243	242	243
	In class, the language spoken during the English lesson:	Pearson Correlation	-.267**	1	.058
		Sig. (2-tailed)	.000		.371
		N	242	242	242
	the books were	Pearson Correlation	-.063	.058	1
		Sig. (2-tailed)	.330	.371	
		N	243	242	243
Italian	How many hours of English did you have a week?	Pearson Correlation	1	-.323**	-.114
		Sig. (2-tailed)		.000	.162
		N	153	146	153
	In class, the language spoken during the English lesson:	Pearson Correlation	-.323**	1	.283**
		Sig. (2-tailed)	.000		.001
		N	146	146	146
	the books were	Pearson Correlation	-.114	.283**	1
		Sig. (2-tailed)	.162	.001	
		N	153	146	153
		N	1	1	1

/**. Correlation is significant at the 0.01 level (2-tailed).

Table 39 The role of self-awareness and self-confidence in the official exam- All

		Hrs/wk	language spoken	the books	official exams
How many hours of English did you have a week?	Pearson Correlation	1	-.260**	-.072	-.192**
	Sig. (2-tailed)		.000	.153	.000
	N	397	389	397	397
In class, the language spoken during the English lesson:	Pearson Correlation	-.260**	1	.251**	.176**
	Sig. (2-tailed)	.000		.000	.000
	N	389	389	389	389
the books were	Pearson Correlation	-.072	.251**	1	.413**
	Sig. (2-tailed)	.153	.000		.000
	N	397	389	397	397
Did you have an official examination in English?	Pearson Correlation	-.192**	.176**	.413**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	397	389	397	397

**. Correlation is significant at the 0.01 level (2-tailed).

Table 40 the role of self-awareness and self-confidence in the official exam- Lebanese

		Hrs/wk	language spoken	books	official examination
How many hours of English did you have a week?	Pearson Correlation	1	-.267**	-.063	-.202**
	Sig. (2-tailed)		.000	.330	.002
	N	243	242	243	243
In class, the language spoken during the English lesson:	Pearson Correlation	-.267**	1	.058	.069
	Sig. (2-tailed)	.000		.371	.284
	N	242	242	242	242
the books were	Pearson Correlation	-.063	.058	1	.304**
	Sig. (2-tailed)	.330	.371		.000
	N	243	242	243	243
Did you have an official examination in English?	Pearson Correlation	-.202**	.069	.304**	1
	Sig. (2-tailed)	.002	.284	.000	
	N	243	242	243	243

**. Correlation is significant at the 0.01 level (2-tailed).

Table 41 the role of self-awareness and self-confidence in the official exam- Italian

		Hrs/wk	Language spoken	Books	Official examination
How many hours of English did you have a week?	Pearson Correlation	1	-.323**	-.114	-.241**
	Sig. (2-tailed)		.000	.162	.003
	N	153	146	153	153
In class, the language spoken during the English lesson:	Pearson Correlation	-.323**	1	.283**	.058
	Sig. (2-tailed)	.000		.001	.488
	N	146	146	146	146
the books were	Pearson Correlation	-.114	.283**	1	.275**
	Sig. (2-tailed)	.162	.001		.001
	N	153	146	153	153
Did you have an official examination in English?	Pearson Correlation	-.241**	.058	.275**	1
	Sig. (2-tailed)	.003	.488	.001	
	N	153	146	153	153

**. Correlation is significant at the 0.01 level (2-tailed).

Table 42 The quality of teaching of English- All

		Did you have an official examination in English?	How would you evaluate the quality of the English teaching you had?
Did you have an official examination in English?	Pearson Correlation	1	.237**
	Sig. (2-tailed)		.000
	N	397	395
How would you evaluate the quality of the English teaching you had?	Pearson Correlation	.237**	1
	Sig. (2-tailed)	.000	
	N	395	395

**. Correlation is significant at the 0.01 level (2-tailed).

Table 42 Correlation 2 b

		Did you have an official examination in English?	How would you evaluate the quality of the English teaching you had?
Did you have an official examination in English?	Pearson Correlation		.069
	Sig. (2-tailed)		.284
	N	243	243
How would you evaluate the quality of the English teaching you had?	Pearson Correlation	.069	1
	Sig. (2-tailed)	.284	
	N	243	243

a. Your citizenship: = Lebanese

Table 43 correlation 2 c

		Did you have an official examination in English?	How would you evaluate the quality of the English teaching you had?
Did you have an official examination in English?	Pearson Correlation	1	.096
	Sig. (2-tailed)		.240
	N	153	151
How would you evaluate the quality of the English teaching you had?	Pearson Correlation	.096	1
	Sig. (2-tailed)	.240	
	N	151	151

a. Your citizenship: = Italian

Table 44 The need for English and its development at work- All

		your job's sector	you are	Do you believe you need to develop your English for work, national security, foreign service...etc?	Do you believe English is necessary for your work?
your job's sector	Pearson Correlation	1	-.055	-.159**	-.289**
	Sig. (2-tailed)		.305	.002	.000
	N	389	353	389	389
you are	Pearson Correlation	-.055	1	-.090	-.087
	Sig. (2-tailed)	.305		.093	.101
	N	353	353	353	353
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	-.159**	-.090	1	.448**
	Sig. (2-tailed)	.002	.093		.000
	N	389	353	389	389
Do you believe English is necessary for your work?	Pearson Correlation	-.289**	-.087	.448**	1
	Sig. (2-tailed)	.000	.101	.000	
	N	389	353	389	389

**. Correlation is significant at the 0.01 level (2-tailed).

Table 45 The need to develop English for work, national security- Lebanese

		your job's sector	you are	Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?
your job's sector	Pearson Correlation	1	.024	-.349**	-.172**
	Sig. (2-tailed)		.714	.000	.008
	N	240	233	240	240
you are	Pearson Correlation	.024	1	-.161*	-.064
	Sig. (2-tailed)	.714		.014	.332
	N	233	233	233	233
Do you believe English is necessary for your work?	Pearson Correlation	-.349**	-.161*	1	.456**
	Sig. (2-tailed)	.000	.014		.000
	N	240	233	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	-.172**	-.064	.456**	1
	Sig. (2-tailed)	.008	.332	.000	
	N	240	233	240	240

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 46 The need to develop English for work, national security..etc.- Italian

		your job's sector	you are	Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?
your job's sector	Pearson Correlation	1	-.139	-.156	-.136
	Sig. (2-tailed)		.133	.058	.100
	N	148	119	148	148
you are	Pearson Correlation	-.139	1	-.035	-.149
	Sig. (2-tailed)	.133		.702	.106
	N	119	119	119	119
Do you believe English is necessary for your work?	Pearson Correlation	-.156	-.035	1	.457**
	Sig. (2-tailed)	.058	.702		.000
	N	148	119	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	-.136	-.149	.457**	1
	Sig. (2-tailed)	.100	.106	.000	
	N	148	119	148	148

**. Correlation is significant at the 0.01 level (2-tailed).

Table 47 The need to develop English for internal communication- Lebanese

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[internal communication] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.456[**]	-.475[**]
	Sig. (2-tailed)		.000	.000
	N	240	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.456[**]	1	-.286[**]
	Sig. (2-tailed)	.000		.000
	N	240	240	240
[internal communication] You need English at work	Pearson Correlation	-.475[**]	-.286[**]	1
	Sig. (2-tailed)	.000	.000	
	N	240	240	254

**. Correlation is significant at the 0.01 level (2-tailed).

Table 48 The need to develop English for internal communication- Italian

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[internal communication] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.457[**]	-.321[**]
	Sig. (2-tailed)		.000	.000
	N	148	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.457[**]	1	-.103
	Sig. (2-tailed)	.000		.213
	N	148	148	148
[internal communication] You need English at work	Pearson Correlation	-.321[**]	-.103	1
	Sig. (2-tailed)	.000	.213	
	N	148	148	157

**. Correlation is significant at the 0.01 level (2-tailed).

Table 49 The need to develop English to deal with foreign colleagues- Lebanese

		English is necessary for work?	need to develop your English for work, national security, foreign service...etc?	[deal with foreign colleagues and headquarters abroad] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.456**	-.268**
	Sig. (2-tailed)		.000	.000
	N	240	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.456**	1	-.186**
	Sig. (2-tailed)	.000		.004
	N	240	240	240
[deal with foreign colleagues and headquarters abroad] You need English at work	Pearson Correlation	-.268**	-.186**	1
	Sig. (2-tailed)	.000	.004	
	N	240	240	254

**. Correlation is significant at the 0.01 level (2-tailed).

Table 50 The need to develop English to deal with foreign colleagues- Italian

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[deal with foreign colleagues and headquarters abroad] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.457**	-.335**
	Sig. (2-tailed)		.000	.000
	N	148	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.457**	1	-.283**
	Sig. (2-tailed)	.000		.000
	N	148	148	148
[deal with foreign colleagues and headquarters abroad] You need English at work	Pearson Correlation	-.335**	-.283**	1
	Sig. (2-tailed)	.000	.000	
	N	148	148	157

Table 51 The need to develop English for purchasing and functioning of equipment- Lebanese

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[purchasing and functioning of equipment and machinery] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.456**	.156*
	Sig. (2-tailed)		.000	.016
	N	240	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.456**	1	.158*
	Sig. (2-tailed)	.000		.014
	N	240	240	240
[purchasing and functioning of equipment and machinery] You need English at work	Pearson Correlation	.156*	.158*	1
	Sig. (2-tailed)	.016	.014	
	N	240	240	254

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 52 The need to develop English for purchasing and functioning of equipment- Italian

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[purchasing and functioning of equipment and machinery] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.457**	-.118
	Sig. (2-tailed)		.000	.154
	N	148	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.457**	1	-.101
	Sig. (2-tailed)	.000		.221
	N	148	148	148
[purchasing and functioning of equipment and machinery] You need English at work	Pearson Correlation	-.118	-.101	1
	Sig. (2-tailed)	.154	.221	
	N	148	148	157

**. Correlation is significant at the 0.01 level (2-tailed).

Table 53 The need to develop English for traveling on work- Lebanese

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[traveling] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.456**	-.068
	Sig. (2-tailed)		.000	.291
	N	240	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.456**	1	-.144*
	Sig. (2-tailed)	.000		.026
	N	240	240	240
[traveling] You need English at work	Pearson Correlation	-.068	-.144*	1
	Sig. (2-tailed)	.291	.026	
	N	240	240	254

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 54 The need to develop English for traveling on work- Italian

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[traveling] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.457**	.088
	Sig. (2-tailed)		.000	.289
	N	148	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.457**	1	-.028
	Sig. (2-tailed)	.000		.738
	N	148	148	148
[traveling] You need English at work	Pearson Correlation	.088	-.028	1
	Sig. (2-tailed)	.289	.738	
	N	148	148	157

**. Correlation is significant at the 0.01 level (2-tailed).

Table 55 The need to develop English for training on work- Lebanese

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[training programs abroad] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.456**	-.125
	Sig. (2-tailed)		.000	.053
	N	240	240	240
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.456**	1	-.129*
	Sig. (2-tailed)	.000		.045
	N	240	240	240
[training programs abroad] You need English at work	Pearson Correlation	-.125	-.129*	1
	Sig. (2-tailed)	.053	.045	
	N	240	240	254

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 56 The need to develop English for training on work- Italian

		Do you believe English is necessary for your work?	Do you believe you need to develop your English for work, national security, foreign service...etc?	[training programs abroad] You need English at work
Do you believe English is necessary for your work?	Pearson Correlation	1	.457**	-.137
	Sig. (2-tailed)		.000	.097
	N	148	148	148
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	.457**	1	-.154
	Sig. (2-tailed)	.000		.062
	N	148	148	148
[training programs abroad] You need English at work	Pearson Correlation	-.137	-.154	1
	Sig. (2-tailed)	.097	.062	
	N	148	148	157

**. Correlation is significant at the 0.01 level (2-tailed).

Table 57 The need to develop English for travelling outside work- Lebanese

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[travel] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.172**	-.064	.015
	Sig. (2-tailed)		.008	.332	.816
	N	240	240	233	240
your job's sector	Pearson Correlation	-.172**	1	.024	-.079
	Sig. (2-tailed)	.008		.714	.222
	N	240	240	233	240
you are	Pearson Correlation	-.064	.024	1	.075
	Sig. (2-tailed)	.332	.714		.252
	N	233	233	233	233
[travel] In your life outside work, you use English to:	Pearson Correlation	.015	-.079	.075	1
	Sig. (2-tailed)	.816	.222	.252	
	N	240	240	233	254

**. Correlation is significant at the 0.01 level (2-tailed).

Table 58 The need to develop English for travelling outside work - Italian

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[travel] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.136	-.149	-.074
	Sig. (2-tailed)		.100	.106	.370
	N	148	148	119	148
your job's sector	Pearson Correlation	-.136	1	-.139	-.158
	Sig. (2-tailed)	.100		.133	.055
	N	148	148	119	148
you are	Pearson Correlation	-.149	-.139	1	.064
	Sig. (2-tailed)	.106	.133		.488
	N	119	119	119	119
[travel] In your life outside work, you use English to:	Pearson Correlation	-.074	-.158	.064	1
	Sig. (2-tailed)	.370	.055	.488	
	N	148	148	119	157

Table 59 The need to develop English for communicating with relatives- Lebanese

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[communicate with relatives born or living abroad] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.172[**]	-.064	-.239[**]
	Sig. (2-tailed)		.008	.332	.000
	N	240	240	233	240
your job's sector	Pearson Correlation	-.172[**]	1	.024	.223[**]
	Sig. (2-tailed)	.008		.714	.001
	N	240	240	233	240
you are	Pearson Correlation	-.064	.024	1	-.003

	Sig. (2-tailed)	.332	.714		.960
	N	233	233	233	233
[comunicate with relatives born or living abroad] In your life outside work, you use English to:	Pearson Correlation	-.239**	.223**	-.003	1
	Sig. (2-tailed)	.000	.001	.960	
	N	240	240	233	254

**. Correlation is significant at the 0.01 level (2-tailed).

Table 60 The need to develop English for communicating with relatives- Italian

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[comunicate with relatives born or living abroad] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.136	-.149	.151
	Sig. (2-tailed)		.100	.106	.068
	N	148	148	119	148
your job's sector	Pearson Correlation	-.136	1	-.139	.027
	Sig. (2-tailed)	.100		.133	.746
	N	148	148	119	148
you are	Pearson Correlation	-.149	-.139	1	.048
	Sig. (2-tailed)	.106	.133		.604
	N	119	119	119	119
[communicate with relatives born or living abroad] In your life outside work, you use English to:	Pearson Correlation	.151	.027	.048	1
	Sig. (2-tailed)	.068	.746	.604	
	N	148	148	119	157

Table 66 The need to develop English for watching TV- Lebanese

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[watch certain programs on TV] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.172**	-.064	-.211**
	Sig. (2-tailed)		.008	.332	.001
	N	240	240	233	240
your job's sector	Pearson Correlation	-.172**	1	.024	.037
	Sig. (2-tailed)	.008		.714	.567
	N	240	240	233	240
you are	Pearson Correlation	-.064	.024	1	.088
	Sig. (2-tailed)	.332	.714		.183
	N	233	233	233	233
[watch certain programs on TV] In your life outside work, you use English to:	Pearson Correlation	-.211**	.037	.088	1
	Sig. (2-tailed)	.001	.567	.183	
	N	240	240	233	254

**. Correlation is significant at the 0.01 level (2-tailed).

Table 67 The need to develop English for watching TV- Italian

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[watch certain programs on TV] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.136	-.149	.040
	Sig. (2-tailed)		.100	.106	.631
	N	148	148	119	148
your job's sector	Pearson Correlation	-.136	1	-.139	.120
	Sig. (2-tailed)	.100		.133	.145
	N	148	148	119	148
you are	Pearson Correlation	-.149	-.139	1	-.118
	Sig. (2-tailed)	.106	.133		.203
	N	119	119	119	119
[watch certain programs on TV] In your life outside work, you use English to:	Pearson Correlation	.040	.120	-.118	1
	Sig. (2-tailed)	.631	.145	.203	
	N	148	148	119	157

Table 68 The need to develop English to read instructions outside work- Lebanese

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[read instructions to use certain foreign products] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.172**	-.064	-.154*
	Sig. (2-tailed)		.008	.332	.017
	N	240	240	233	240
your job's sector	Pearson Correlation	-.172**	1	.024	.300**
	Sig. (2-tailed)	.008		.714	.000
	N	240	240	233	240
you are	Pearson Correlation	-.064	.024	1	.125
	Sig. (2-tailed)	.332	.714		.056
	N	233	233	233	233
[read instructions to use certain foreign products] In your life outside work, you use English to:	Pearson Correlation	-.154*	.300**	.125	1
	Sig. (2-tailed)	.017	.000	.056	
	N	240	240	233	254

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 69 The need to develop English to read instructions outside work-Italian

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[read instructions to use certain foreign products] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.136	-.149	-.036
	Sig. (2-tailed)		.100	.106	.661
	N	148	148	119	148
your job's sector	Pearson Correlation	-.136	1	-.139	.062
	Sig. (2-tailed)	.100		.133	.450
	N	148	148	119	148
you are	Pearson Correlation	-.149	-.139	1	.212*
	Sig. (2-tailed)	.106	.133		.020
	N	119	119	119	119

[read instructions to use certain foreign products] In your life outside work, you use English to:	Pearson Correlation	-.036	.062	.212*	1
	Sig. (2-tailed)	.661	.450	.020	
	N	148	148	119	157

*. Correlation is significant at the 0.05 level (2-tailed).

Table 70 The need to develop English for reading English books- Lebanese

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[read books written in English] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.172**	-.064	-.274**
	Sig. (2-tailed)		.008	.332	.000
	N	240	240	233	240
your job's sector	Pearson Correlation	-.172**	1	.024	.206**
	Sig. (2-tailed)	.008		.714	.001
	N	240	240	233	240
you are	Pearson Correlation	-.064	.024	1	.091
	Sig. (2-tailed)	.332	.714		.164
	N	233	233	233	233
[read books written in English] In your life outside work, you use English to:	Pearson Correlation	-.274**	.206**	.091	1
	Sig. (2-tailed)	.000	.001	.164	
	N	240	240	233	254

**. Correlation is significant at the 0.01 level (2-tailed)

Table 71 The need to develop English for reading English books- Italian

		Do you believe you need to develop your English for work, national security, foreign service...etc?	your job's sector	you are	[read books written in English] In your life outside work, you use English to:
Do you believe you need to develop your English for work, national security, foreign service...etc?	Pearson Correlation	1	-.136	-.149	-.130
	Sig. (2-tailed)		.100	.106	.116
	N	148	148	119	148
your job's sector	Pearson Correlation	-.136	1	-.139	.161
	Sig. (2-tailed)	.100		.133	.051
	N	148	148	119	148

you are	Pearson Correlation	-.149	-.139	1	-.056
	Sig. (2-tailed)	.106	.133		.547
	N	119	119	119	119
[read books written in English] In your life outside work, you use English to:	Pearson Correlation	-.130	.161	-.056	1
	Sig. (2-tailed)	.116	.051	.547	
	N	148	148	119	157

a. Your citizenship: = Italian

Table 72: English level and English competences according to CEFR- Lebanese

		What do you think your English level is?	A1	A2	B1	B2	C1	C2
English level	Pearson Corre.	1	.256**	-.116	.049	.386**	.497**	.516**
	Sig. (2-tailed)		.000	.072	.445	.000	.000	.000
	N	243	243	243	243	243	243	243
A1	Pearson Corre.	.256**	1	.613**	.511**	.373**	.294**	.324**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	243	254	254	254	254	254	254
A2	Pearson Corre.	-.116	.613**	1	.256**	.145*	.122	.172**
	Sig. (2-tailed)	.072	.000		.000	.021	.053	.006
	N	243	254	254	254	254	254	254
B1	Pearson Corre.	.049	.511**	.256**	1	.134*	.107	.154*
	Sig. (2-tailed)	.445	.000	.000		.033	.089	.014
	N	243	254	254	254	254	254	254
B2	Pearson Corre.	.386**	.373**	.145*	.134*	1	.227**	.223**
	Sig. (2-tailed)	.000	.000	.021	.033		.000	.000
	N	243	254	254	254	254	254	254
C1	Pearson Corre.	.497**	.294**	.122	.107	.227**	1	.351**
	Sig. (2-tailed)	.000	.000	.053	.089	.000		.000
	N	243	254	254	254	254	254	254
C2	Pearson Corre.	.516**	.324**	.172**	.154*	.223**	.351**	1
	Sig. (2-tailed)	.000	.000	.006	.014	.000	.000	
	N	243	254	254	254	254	254	254

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 73: English level and English competences according to CEFR- Italian

		What do you think your English level is?	A1	A2	B1	B2	C1	C2
What do you think your English level is?	Pearson Corre.	1	-.124	-.234**	.209**	.449**	.406**	.179*
	Sig. (2-tailed)		.128	.004	.009	.000	.000	.027
	N	153	153	153	153	153	153	153
A1	Pearson Corre.	-.124	1	.219**	.176*	.027	-.074	.066
	Sig. (2-tailed)	.128		.006	.028	.741	.359	.411
	N	153	157	157	157	157	157	157
A2	Pearson Corre.	-.234**	.219**	1	.215**	-.049	-.124	.060
	Sig. (2-tailed)	.004	.006		.007	.545	.120	.453
	N	153	157	157	157	157	157	157
B1	Pearson Corre.	.209**	.176*	.215**	1	.140	-.036	.061
	Sig. (2-tailed)	.009	.028	.007		.081	.652	.448
	N	153	157	157	157	157	157	157
B2	Pearson Corre.	.449**	.027	-.049	.140	1	.067	.176*
	Sig. (2-tailed)	.000	.741	.545	.081		.407	.028
	N	153	157	157	157	157	157	157
C1	Pearson Corre.	.406**	-.074	-.124	-.036	.067	1	.335**
	Sig. (2-tailed)	.000	.359	.120	.652	.407		.000
	N	153	157	157	157	157	157	157
C2	Pearson Corre.	.179*	.066	.060	.061	.176*	.335**	1
	Sig. (2-tailed)	.027	.411	.453	.448	.028	.000	
	N	153	157	157	157	157	157	157

**. Correlation is significant at the 0.01 level (2-tailed). *. Correlation is significant at the 0.05 level (2-tailed).

Table 74 : Ordinamento attuale

Liceo		Istituto tecnico		Istituto professionale	
Liceo artistico	Indirizzo arti figurative	*Settore economico*	Amministrazione, finanza e marketing	*Settore dei servizi*	Agricoltura e sviluppo rurale
	Indirizzo architettura e ambiente		Turismo		Servizi socio-sanitari
	Indirizzo design		Sistemi informativi aziendali		Enogastronomia e ospitalità alberghiera
	Indirizzo audiovisivo e multimediale		Relazioni internazionali per il marketing		Servizi commerciali
Liceo classico		*Settore tecnologico*	Meccanica, meccatronica ed energia	*Settore industria e artigianato*	Produzioni artigianali e industriali
			Trasporti e logistica		
			Elettronica ed elettrotecnica		Manutenzione e assistenza tecnica
			Informatica e telecomunicazioni		
Liceo linguistico			Grafica e comunicazione		
Liceo musicale e coreutico	Liceo musicale		Chimica, materiali e biotecnologie		
	Liceo coreutico		Tessile, abbigliamento e moda		
Liceo scientifico	Indirizzo tradizionale		Agraria ed agroindustria		
	Opzione scienze applicate		Costruzioni, ambiente e territorio		
	Indirizzo sportivo				
	Opzione economico-sociale Istituto tecnico				

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Appendix A

Tesi di Dottorato

Lo Studio dell' impatto sociopolitico sull'uso della lingua inglese dalla pratica scolastica alla realtà lavorativa in Italia e nel Libano

Caro utente,

mi chiamo Pascale RIZK. Sono dottoranda nella facoltà di lettere e filosofia dell'Università di Ferrara (Italia), sto perseguendo una tesi di dottorato riguardante lo "studio dell'impatto sociopolitico sull'uso della lingua inglese dalla pratica scolastica alla pratica lavorativa in Italia e nel Libano". Questo questionario prenderà poco del tuo tempo, è anonimo e le informazioni che mi darai sono molto importanti per la mia ricerca. Ti ringrazio anticipatamente.

Vi sono 20 domande all'interno di questa indagine.

Dati anagrafici

In questa prima parte, le domande riguardando principalmente la tua formazione

1 [A1]La tua nazionalità è: *

Scegli **solo una** delle seguenti:

- Italiano
- Libanese

2 [A2]La tua età *

Scegli **solo una** delle seguenti:

- 22-27
- 28-35
- 35-42
- 42-50
- Altro

3 [A3]il tuo sesso *

Scegli **solo una** delle seguenti:

- Femmina

- Maschio

4 [A4]Sei stato in una scuola *

Scegli **solo una** delle seguenti:

- pubblica
- privata

5 [A5]il tuo livello di istruzione *

Scegli **solo una** delle seguenti:

- Scuola media
- Maturità
- Certficazione
- Laurea
- Scuola di specializzazione
- Dottorato

L'apprendimento della lingua Inglese

In questa seconda parte, le domande portano sulle circostanze nelle quale hai imparato l'inglese

6 [B1]Dove hai imparato l'inglese *

Scegli **solo una** delle seguenti:

- Scuola
- Università
- Da solo
- Corsi extracurriculari(aziendali, privati..etc)
- Altro

7 [B2]Come giudichi la qualità generale dell'insegnamento dell'Inglese che hai ricevuto *

Scegli **solo una** delle seguenti:

- eccellente
- molto buona
- buona
- sufficiente
- scarsa
- Altro

8 [B3]Quante ore di inglese studiavi a settimana? *

Scegli **solo una** delle seguenti:

- 1
- 2
- 3
- 4

9 [B4]In classe, si parlava durante la lezione d'inglese: *

Scegli **solo una** delle seguenti:

- Inglese
- Inglese+lingua madre (Italiano)
- Inglese+ dialetto
- Altro

10 [B5]I libri erano scritti *

Scegli **solo una** delle seguenti:

- Solo Inglese
- Inglese+lingua madre (Italiano)

11 [B6]hai dato esami ufficiali in inglese? *

Scegli **solo una** delle seguenti:

- Sì
- NO

12 [B7]Come consideri il tuo livello di inglese? *

Scegli **solo una** delle seguenti:

- elementare
- intermedio
- avanzato

Il tuo lavoro attuale

In questa terza parte, le domando sono sul tuo profilo lavorativo e l'inglese al lavoro

13 [C1]Il tuo settore di lavoro *

Scegli **solo una** delle seguenti:

- primario(risorse della natura, materie prime, agricoltura, allevamento, pesca, estrazione minerale e materiali di costruzione, sfruttamento dei boschi
- secondario (artigianato, industria alimentare e tessile e siderurgica, metallurgica, chimica, petrolchimica e meccanica)
- terziario (commercio, servizi, uffici pubblici, ospedali, scuole, trasporti, banche , turismo, sport e spettacoli)
- quaternario o terziario avanzato(utilizzo del computer)

14 [C2]Sei *

Scegli **solo una** delle seguenti:

- Impegato
- Libero professionista
- Imprenditore
- Altro

15 [C3]Ritieni necessario l'inglese per il tuo lavoro *

Scegli **solo una** delle seguenti:

- estremamente necessario
- molto necessario
- abbastanza necessario
- poco necessario
- per niente necessario

16 [C4]Ritieni necessario migliorare il tuo inglese per il lavoro,sicurezza, servizi esteri..etc? *

Scegli **solo una** delle seguenti:

- estremamente necessario
- molto necessario
- abbastanza necessario
- poco necessario
- per niente necessario

17 [C5]L'inglese sul lavoro serve per *

Scegli **tutte** le corrispondenti:

- La comunicazione interna
- trattare con colleghi e casa madre esteri
- acquistare e usare materiale e macchinari
- viaggiare
- corsi di aggiornamento all'estero

18 [C6]In ordine di frequenza, numeri le situazioni problematiche che affronti al lavoro *

Numera ciascun campo in ordine di preferenza da 1 a 4

- rispondere all'improvviso in inglese (telefono, ospite)
- scrivere una recensione, una mail, dei dati in inglese
- capire un documento di riferimento in inglese
- usare termini specifici al tuo ambito lavorativo

Quadro comune europero di riferimento per le lingue

In questa quarta parte, le domande riguardano il tuo inglese secondo la scala globale.

19 [D1]Sei in grado di, riesci a: *

Scegli **tutte** le corrispondenti:

- A comprendere e utilizzare espressioni familiari di uso quotidiano e formule molto comuni per soddisfare bisogni di tipo concreto. Sa presentare se stesso/a e altri ed è in grado di porre domande su dati personali e rispondere a domande analoghe (il luogo dove abita, le persone che conosce, le cose che possiede). È in grado di interagire in modo semplice purché l'interlocutore parli lentamente e chiaramente e sia disposto a collaborare
- A comprendere frasi isolate ed espressioni di uso frequente relative ad ambiti di immediata rilevanza (ad es. informazioni di base sulla persona e sulla famiglia, acquisti, geografia locale, lavoro). Riesce a comunicare in attività semplici e di routine che richiedono solo uno scambio di informazioni semplice e diretto su argomenti familiari e abituali. Riesce a descrivere in termini semplici aspetti del proprio vissuto e del proprio ambiente ed elementi che si riferiscono a bisogni immediati
- Di comprendere i punti essenziali di messaggi chiari in lingua standard su argomenti familiari che affronta normalmente al lavoro, a scuola, nel tempo libero, ecc. Se la cava in molte situazioni che si possono presentare viaggiando in una regione dove si parla la lingua in questione. Sa produrre testi semplici e coerenti su argomenti che gli siano familiari o siano di suo interesse. È in grado di descrivere esperienze e avvenimenti, sogni, speranze, ambizioni, di esporre brevemente ragioni e dare spiegazioni su opinioni e progetti
- Di comprendere le idee fondamentali di testi complessi su argomenti sia concreti sia astratti, comprese le discussioni tecniche nel proprio settore di specializzazione. È in grado di interagire con relativa scioltezza e spontaneità, tanto che l'interazione con un parlante nativo si sviluppa senza eccessiva fatica e tensione. Sa produrre testi chiari e

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articolati su un'ampia gamma di argomenti e esprimere un'opinione su un argomento d'attualità, esponendo i pro e i contro delle Livello diverse opzioni

- È in grado di comprendere un'ampia gamma di testi complessi e piuttosto lunghi e ne sa ricavare anche il significato implicito. Si espri-me in modo scorrevole e spontaneo, senza un eccessivo sforzo per cercare le parole. Usa la lingua in modo flessibile ed efficace per scopi sociali, accademici e professionali. Sa produrre testi chiari, ben strutturati e articolati su argomenti complessi, mostrando di saper controllare le strutture discorsive, i connettivi e i meccanismi di coesione
- Di comprendere senza sforzo praticamente tutto ciò che ascolta o legge. Sa riassumere informazioni tratte da diverse fonti, orali e scritte, ristrutturando in un testo coerente le argomentazioni e le parti informative. Si esprime spontaneamente, in modo molto scorrevole e preciso e rende distintamente sottili sfumature di Livello significato anche in situazioni piuttosto complesse

Vita extralavorativa

In questa quinta parte, le domande concernano la lingua inglese nel mondo quotidiano fuori gli orari di lavoro.

20 [E1]Nella vita extralavorativa si serve dell'inglese per: *

Scegli **tutte** le corrispondenti:

- viaggiare
- comunicare con parenti nati o vivendo all'estero
- guardare certi programmi alla TV
- leggere indicazioni di uso per certi prodotti esterni
- leggere libri scritti in inglese

Appendix B

PhD thesis

The study of the sociopolitical impact on the use of the English Language as prepared in school for the outside world in Italy and in Lebanon

Dear Visitor,

My name is Pascale RIZK. I am a PhD student in the faculty of Human Sciences at the University of Ferrara (Italy), I am conducting a comparative study of the sociopolitical impact on the use of the English language from school practice to work practice in Italy and Lebanon. This questionnaire is anonymous and will be very useful for my research. Please accept my sincere thanks.

There are 20 questions in this survey

Personal Data

In this the first part, the questions mainly focus on your educational background in general.

1 [A1]Your citizenship: *

Please choose **only one** of the following:

- Italian
- Lebanese

2 [A2]Your age: *

Please choose **only one** of the following:

- 22-27
- 28-35
- 35-42
- 42-50
- Other

3 [A3] your gender *

Please choose **only one** of the following:

- Female

- Male

4 [A4] the school you attended is: *

Please choose **only one** of the following:

- public
- private

5 [A5] your level of education: *

Please choose **only one** of the following:

- Brevet
- Baccalaureate
- Diploma
- Bachelor of Arts or Science
- Master
- PhD

Learning the English language

In this second part, the questions treat the circumstances in which you learned the English language.

6 [B1] Where did you learn English? *

Please choose **only one** of the following:

- School
- University
- Alone
- Extracurricular courses(collective, private)
- Other

7 [B2] How would you evaluate the quality of the English teaching you had? *

Please choose **only one** of the following:

- excellent
- very good
- good
- fair
- poor
- Other

8 [B3]How many hours of English did you have a week? *

Please choose **only one** of the following:

- 1
- 2
- 3
- 4

9 [B4] In class, the language spoken during the English lesson: *

Please choose **only one** of the following:

- English
- English+ mother tongue (Arabic or French)
- English+ dialect
- Other

10 [B5]the books were *

Please choose **only one** of the following:

- Only English
- English + mother tongue (Arabic or French)

11 [B6]Did you have an official examination in English? *

Please choose **only one** of the following:

- Yes
- No

12 [B7]What do you think your English level is? *

Please choose **only one** of the following:

- Elementary
- Intermediate
- Advanced

Your current job

In this third part, the questions are about your current job and English at work.

13 [C1]your job's sector *

Please choose **only one** of the following:

- primary(natural resources, raw material, agriculture, breeding, fishing, extraction of minerals and materials of construction , exploitation of woods)
- Secondary (crafts, food industry and textiles, iron and steel industry ,petro-chemical and mechanical industries)
- tertiary (commerce, services, public office, hospitals, schools, transportation, banks, tourism, sports and fine arts)
- Quaternary or advanced tertiary (use of the computer)

14 [C2]you are *

Please choose **only one** of the following:

- employee
- freelancer
- entrepreneur
- Other

15 [C3]Do you believe English is necessary for your work? *

Please choose **only one** of the following:

- extremely necessary
- very necessary
- necessary enough
- Little necessary
- not necessary at all

16 [C4]Do you believe you need to develop your English for work, national security, foreign service...etc? *

Please choose **only one** of the following:

- extremely necessary
- very necessary
- necessary enough
- a little necessary
- not necessary at all

17 [C5]You need English at work *

Please choose **all** that apply:

- internal communication
- deal with foreign colleagues and headquarters abroad
- purchasing and functioning of equipment and machinery
- traveling
- training programs abroad

18 [C6]In order of frequency, number the problematic situations you have to deal with at work: *

Please number each box in order of preference from 1 to 4

- answer unexpectedly in English (phone, visitor)
- write a report, e-mails and data in English
- understand a reference document in English
- use terms specific to your business

Common European Framework of Reference for Languages

In this fourth part, the questions involve your English level according to the global scale

19 [D1]You can : *

Please choose **all** that apply:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

- Understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

Life outside work

In this fifth part, the questions aim to measure the use of English language in everyday world outside working hours:

20 [E1]In your life outside work, you use English to: *

Please choose **all** that apply:

- travel
- communicate with relatives born or living abroad
- watch certain programs on TV
- read instructions to use certain foreign products
- read books written in English