

Introduction

The concept of language education embedding theory, practice and research as an applied branch of modern linguistics – although with the contextualization imposed by the widening fluidity of the modern society (Baumann, 2002) – was born and has developed primarily – if not solely – in relation to official languages¹, and very often landing on national axiological environments where multilingualism was presented as an internationally promising future rather than a centuries-old reality of human communities, given that “some degree of bi- or multilingualism is present to some degree in practically every country in the world” (Nettle, Romaine, 2000: 32). It is no coincidence that notions like ‘minority language’ – the way a linguist metabolizes and gives conceptual sensitivity to the legal terming ‘linguistic minority’² – owe their existence to a global process of decolonization started just after the *débaçle* of the European imperialism on the second and third worlds, whose peak – the second World War – turned to be self-destructive. Still nowadays, the official language is often sociolinguistically referred to as ‘the dominant language’, not as an absolute ontological attribution of that language, but as a relative significance *vis-à-vis* the minority language(s), or *its* minority languages – a possessive often employed which is far from semantically neutral, and capable of insinuating an improper perception of being

1 This is not of course a political reason only: in fact, economic laws do acknowledge that the 90% of the world’s population speaks some 300 languages out of 6,000-7,000 (Malone, 2005: V).

2 The international stance of linguistic minorities has formally been established with the International New York Covenants of 1966, and in particular the International Covenant on Civil and Political Rights, whose Article 27 states: “In those States in which ethnic, religious or *linguistic minorities* exist, persons belonging to such minorities shall not be denied the right, in community with the other members of their group, to enjoy their own culture, to profess and practise their own religion, or to use their own language.” (emphasis added).

subject, property, or derivate, *vis-à-vis* the dominant language. Interestingly, the evolving scenario which internationally produced a revival of the so-called heritage languages³, on whose wave we are still moving, has witnessed and bred the emergence and consolidation of a global *lingua franca*⁴ whose only proper homologous antecedent – although on a different spatial scale – was Latin⁵. The dynamics outspringing from this tripolarity⁶ – official national language, local minority language(s), international *lingua franca* – represent an undeletable reality and require a stringent contextual examination when dealing with one of these poles – a trilingual⁷ situation which purports psycholinguistic considerations, glottodidactic implications and very practical daily needs and potentials, since this trilingualism⁸ is so common of Europe and... of Africa for example⁹, and the whole Old World. The New World has not been left exempt of this linguistic tripolarity, since many languages of the Old World were exported on the legs of mass migrators to the Americas in particular – many dying just after landing, others resisting until now, as it will briefly be reported regarding the language under direct scrutiny in this research: the Venetian language. The complex figure emerging from the consideration of intertwining factors and actors on the global glottosphere produced the basic fundamentals for a theory of eco-linguistics (as refers Lo Bianco, 2010: 144), predicating a multilingualism-driven linguistic

3 This notion adopts an intracommunitarian point of view, and has recently been challenged: the wording ‘treasure language’ – still falling in the emotional field – has also been proposed in an attempt to avoid probably colder but certainly more denotative definitions like ‘minor / minority / local / regional / historical languages’.

4 Interestingly, this role and wide spreading of the English language is producing issues regarding the international linguistic standard, and some scholars even talk of “World Englishes” to be dealt with (McKay, 2010), in teaching too.

5 For a problematization of the issue, in a nutshell, Balboni (2012a: 126)

6 A clear account for what pertains our research, in Balboni 2007.

7 Since the domains of the three languages are usually not complete, the correct terming should then be triglossia, as compared to the definition of diglossia formalized by Ferguson (1959).

8 Very often, the term bilingualism is attributed numerically discomputing the speaker’s proficiency in a local language holding no political recognition: the human brain, though, does not pose questions of political status about the languages – read: different linguistic codes – it knows.

9 Typically in former French colonies, for example.

environment to be realized through multidialectal education at the local scale, a very promising perspective – though tough to plan and enact.

Therefore, the possibility of implementing language education tenets as applied to minority languages – bearing a whole array of needs, resources, frailties so different from those of official and standardized languages – is very likely to impose a twofold analysis, which will be duly addressed throughout the current work. One side of the reasoning would require to ascertain whether those methodologies and best practices in language education discovered and developed with – and through – official national languages are going to be fully or partially replicable or at least modeled on when a minority language (ML) is the target language of the educational effort. The other side of the coin – rather complementary in shape – will ask to determine in a case by case approach if minority languages are *ex se* apt or at least adaptive enough to receive the fine grained product of decades of language teaching studies.

Practitioners of linguistic education – i.e. teachers – and their customers – i.e. learners – would have to finally assess if the match is actually working, if the magic happens then, or if the theoretically envisaged possibility remains in the realm of potentialities – if the money is sound but not expendable, so to say.

Since languages are a complex but also totipotential tool – both at the individual and the community levels – many segmentations of analysis must be conducted or at least taken into due consideration when language education is applied to a wide category¹⁰ such as minority languages (*ratio generalis*) and when it is subsequently hypothetically practiced with – and for – a specific minority language (*ratio particularis*). Put differently, each society will have to double-sieve the idea of formally¹¹ teaching a minority language on the axes of social/moral/political

10 If we assume the UNESCO census of languages in the World Atlas, counting 6,000 languages and then subtracting the number of languages official or co-official to at least one State, we discover that the world linguistic fauna is majoritarily composed of ML species, although OL are broader in population (but statistics include OL speakers as L1 and L2 in the computation).

11 Formally in the sense of systematically and not just spontaneously, but not necessarily implying the language becoming official.

desirability, legal viability, and practical feasibility in order to draw its conclusive assessment.

It is also for such reasons that this piece of research has centered its interests on the current opinion of those individual agents whose category and profession would be and are entrusted with the primary role in language education. In fact, the anonymous respondents of our survey (§3) come from the world of teachers of different subjects and different kinds of school in the Veneto area: their opinions were asked regarding the possibility of teaching the Venetian language at school *per se*, additionally formulating the chance that the linguistic program regarded their specific teaching context (school grade), and eventually suggesting the option that their own subject matter be involved in this hypothetical Venetian language schooling program. Questions were designed in order to cover diverse topics, in order to gain sufficient information of the typology of respondent (role, school level, subject, self-assessed linguistic proficiency, etc.) and to leave wide room for the participants to freely express their deepest concerns, smart proposals, solid convictions and professional preferences on the main topic and its corollaries. This third section will include preliminary methodological analysis leading to the choice of questions and answering options, expected and unexpected reactions during the administration period of the questionnaire¹², and a final discussion following the presentation of the results and the aggregate data that can be elaborated to clarify and quantify the trends emerging from the survey, of a qualitative nature since informed opinions were the major concern and target of our research.

Before reaching the just mentioned third part regarding the questionnaire denominated “INSEGNARE VENETO A SCUOLA: prospettive, problematiche, possibilità”¹³, (§3) the current dissertation will present the major issues about teaching minority languages, focusing particularly on CLIL methodologies as a

¹² Some questions were designed specifically after the direct teaching experience of the underwriter with Venetian cultural-linguistic short programs and single introductory lessons in various schools at all levels in three Countries relevant to the venetophony, notably Italy (Veneto Region), Croatia (Istria Region) and Brazil (Rio Grande do Sul).

¹³ The survey has been administered in Italian. The English title would have been “Teaching Venetian at school: perspectives, problematic issues, possibilities.”

first part (§1), followed by a linguistic profile of the Venetian language (§2), in order to briefly but duly frame the research focus with those essential contextual information and clarifications as to what pertains the language *per se* – diatopic and diachronic distribution, linguistic taxonomy, linguistic structure and typical features (particularly when this is found to be specifically consistent with the language education field we are moving in) –, its current sociolinguistic domain of use – elements regarding diastratic, diamesic, and diaphasic distributions – and finally its legal-political status at the present state¹⁴ in those communities where it belongs, in an historically sensitive fashion, *ab initio*.

The fourth partition (§4) of the present work will trace an operational scheme and proposal of CLIL teaching materials for the Venetian language, treasuring the set of responses obtained through the questionnaire proposed to teachers themselves.

A final sketch depiction on future possible research developments and foreseeable operational projects will draw the dissertation to its conclusive remarks.

14 A ‘dianomic’ distribution if we may term so, since, for example, the Venetian language had and has a vast tradition of legal texts (thus, the language *is* able to cover that linguistic stratum), but it is currently not normatively allowed to produce legally binding texts (actually, not even official translations or unofficial ones, although one case of a trilingual document exists – Italian, English, Venetian – and was approved in April 2016 by the Veneto Region regional council, i.e. the regional parliament. *Risoluzione n. 14 del 26 aprile 2016*: http://www.consiglioveneto.it/crvportal/attisp/RIS/Anno_2016/RIS_0014/testo_presentato.html).

1. Minority Languages in Teaching and Learning: Focusing in on Venetian

This first part will be devoted to a contextual examination of the general issues regarding minority languages in Europe, the international and European predicament on their related rights *per se* and *vis-à-vis* the other conterminous and/or coexisting languages, in the environment of language education and its practical most interesting applications as represented in the literature, as a preliminary introduction to the use of the CLIL teaching methodology for MLs such as Venetian, the language here under scrutiny.

1.1 Framing the issue of minority languages in teaching and learning

The emergent conceptualization of a whole category of languages named ‘minority languages’ in those terms as we mentioned above has subsequently activated a whole new branch of applied linguistics: language planning as a part of language policy – the latter regarding potentially all languages, the first specifically pertaining to *in fieri* languages or, as scholars in the field have started to denote, ‘Ausbau languages’ as opposed to ‘Abstand languages’ (Kloss, 1967) which are those already established and fully taken care of, typically as official languages.

Linguistic minority issues are often accused to encapsulate opposite manners and claims: apparently, the formulation itself (that of law, whose main aim actually is often to balance *opposing* interests) defining a minority is postulating a majority. In fact, differently from ‘heritage language’ or ‘indigenous language’ – which are absolute definitions – the term ‘minority language’ is a fully relative concept, whose existence is possible only if another language – the ‘majority language’ – exists and is politically acknowledged with a superior power position.

For these inherent reasons, language planning and policy (LPP) for MLs is necessarily somehow confrontational in attitude and contrastive in analysis: LPP, in other words, is actually designed in order to overcome the “state of structural weakness [of the ML] compared to standard and official languages” (Bidese, 2017: 98).

Planning of course does not refer to the creation of the constituent structure of the language, which is usually just acknowledged (or restored, with differing degree of innovation): the core of language planning is rooted in the sociopolitical dimension of languages. The scope of this discipline is to promote the expansion of the target language, or at least – and sadly very frequently – to save it from a predicted extinction. One of its major theorists (Cooper) reports in his 1989 work the earliest definition of language planning¹⁵ as “the activity of preparing a normative orthography, grammar, and dictionary for the guidance of writers and speakers in a non-homogeneous speech community” (Haugen, 1959, in Cooper, 1989: 29), a situation which is of course so typical to all MLs. Even though actions of promotion and maintenance of MLs are not always thought to comply with language planning and policy, still each and every action can be analyzed, interpreted, and evaluated through LPP categories.

The key scheme developed and adopted by language planners regards the dynamics between Corpus, Status, and Acquisition (Kloss, 1969). The latter two are of intense interest for our research purpose, provided that Acquisition is strongly linked to teaching and learning (although not thoroughly covered by them) and that the schooling opportunity is usually confronted with legal barriers (legal status) and social barriers (social status) that the target language has to face.

Given these early coordinates, a necessary reconsideration of the term ‘minority language’ must also occur. In fact, the broadest number of languages (in scientific-linguistic terms) which are in a position of minority (numerically, *vis-à-vis* the majority) are not regarded to as ‘minority languages’, even though they are perfectly befitting the definition. This happens due to a most frequent misconception: the term ‘minority language’ pertaining to the linguistic technical *microlingua*¹⁶ (Balboni, 2000) is often conceived as it was a legal term, implying that a language

15 After having accounted some twelve different definitions appeared in the literature up until that moment (Cooper, 1989: 30).

16 Microlanguage, i.e. the very specific set of lexicon and linguistic rules adopted by a language when confronted with a specific discipline: for example, the astronomical *microlingua*. Other Italian scholars use the term ‘lingua speciale’ (special language), e.g. Serianni, Antonelli (2011).

use by a minority of the population which of course *is* the definition of ‘minority language’, is not considered as such, due to a lack of legal-political recognition by an instrument of law or of any binding authority. This blind spot is, rather frequently, the gap to be bridged in order to exert existing rights – which would of course entail linguistic education. These rights are often not granted to single languages upon absence of a formal recognition in the national legal system, although several regional¹⁷ and international instruments such as the 1948 Universal Declaration of Human Rights (Art. 2) and the 1966 International Covenant on Civil and Political Rights (Art. 27)¹⁸ clearly formalize universal linguistic rights¹⁹.

Language planning, embracing the two fields of linguistics and law, cannot stand such an equivocal use of two distinct labels such as ‘minority language’ (a factual consideration) and ‘linguistic minority’ (an effect of formal legal recognition). In our particular case, the Venetian language – as to its diatopic distribution (see §2) – is everywhere a proper minority language, but not a formally recognized linguistic minority in Italy, or in Croatia, but it is one in Brazil (in the variant called Brazilian Venetian, or *Veneto Brazilian*, or *Vêneto Brasileiro*) and partially in Slovenia at the current date (in the *Istroveneto* variant). The use of the adjective ‘recognized’ would solve the issue with taxonomic coherence and univocity: the Venetian language is a minority language, being for example a recognized²⁰ minority language in Brazil and a non-recognized minority language in Italy. Some scholars,

17 In the international legal lexicon, the term ‘Regional’ refers to the continental dimension. Therefore, the African Charter on Human and Peoples’ Rights <http://www1.umn.edu/humanrts/instree/z1afchar.htm> (Art. 2), the American Convention on Human Rights http://www.hrcr.org/docs/American_Convention/oashr3.html (Art. 1) and the European Convention on Human Rights <http://www.hri.org/docs/ECHR50.html#C.Art14> (Art. 14) are relevant at their ‘Regional’ level only. Links retrieved: January 2021.

18 UDHR (Art. 2): <http://www.un.org/en/documents/udhr/index.shtml#a2>, ICCPR (Art. 27) <http://www2.ohchr.org/english/law/ccpr.htm#art27>. Links retrieved: January 2021.

19 Even though, from the legal point of view, scholars and institutions accord to such instruments as the UDHR the value of so-called soft law, thus of not directly binding but just persuasive authoritative power.

20 It is still not clear whether the instruments regarding Brazilian Venetian do amount to a full or a partial legal recognition.

thus, reconstruct the relationship between the official dominant language and the non-recognized minority language with the definition of ‘minoritized language’ sensing an *animus* of the legislator (expressing the majoritarian will, *de constructo*) aimed at penalizing or at least obstructing the minority language’s chances to flourish, or even to live. This hypothesis is more so where the pride and prejudice of monolingualism has not been cured²¹ yet, and what is somehow emerging is that a long-lasting monolingual policy – dating back not just to the fascist dictatorship, but to the very formation of the Italian State with the nationalistic ideals and policies (Marazzini, 2009: 177) in the second half of the 19th century²² – has not been overturned in the last two decades after the legal recognition of some minority languages in Italy (and of Italy) in 1999 through law n. 489, which will be object of consideration in due course through this dissertation.

An additional preliminary clarification – or problematization? – appears to be also necessary. The field of linguistic education, as informed by the notions of first language (L1), second language (L2), and foreign language (FL) – and eventually *lingua franca* (LF) – would necessarily have to decide how to treat the so-called ethnic language (EL; Balboni, 2012a: 126) in terms of language teaching. In other words, bilingual (or better saying diglossic) communities usually display a broad set of cases falling into the subsequent situation: orally (and neurolinguistically), the ethnic language – be it family language or community language, as accounted by Balboni (2012a: 126) – usually is also L1, but when school attendance starts, the official language becomes – or is meant to become, when not pretending to have always been – the L1 (since it is often the only permitted language in instruction; Balboni, 2014a: 18) and is likely to remain lifelong the only L1 as to what pertains the written mean and the formal contexts of communication.

21 The lexis is by Balboni (2007).

22 Pizzorusso (1975) apparently affirms the opposite. In fact, he observes that before World War I, Italy did not face issues regarding minorities and their languages (16), since it is only with the Peace Treaties following WWI that Italy gains control of Slavic-speaking and Germanic-speaking territories. Therefore, the issue of minorities was not deemed even theoretically applicable to so-called dialects, which will be – a very limited part of them – recognized in 1999, i.e. Ladino, Friulano, Sardo.

Therefore, how is the EL going to be treated in schooling programs? And, as a fallback, is the official L1 going to be didactically reconsidered as an L2 (as it really is, at least in the neurolinguistic perspective; Balboni, 2013: XI)? Linguistic science will be required to opt between a legal-political definition of language (and its further specifications) or a scientific-linguistic one, but of course this issue is not going to be solved here and will not be directly addressed.

Beyond labels – still no mere *flatus vocis* here – this apparently theoretical issue concentrates and triggers a number of consequences in the practical field.

Apart from discourse admitting or rejecting beneficial or adverse effects of bilingualism or multilingualism *à la* Cummins, since language education is typically designed for FL, researchers and practitioners will have to decide or discover whether those methodologies employed for teaching FL, i.e. ‘alien languages’²³, be used to teach a mother tongue acquired²⁴ by the brain but never formally learnt, thus an ‘alienated’ language²⁵. Even in those happy cases where the minority language is a *recognized* minority language, the bilingualism postulated in law and pursued in education usually remains in an unbalanced state of art, and of mind too, condemning the protected ML to a death coming just more slowly than predicted before the protection policies were activated. On one side, in case of an unbalanced bilingualism (Bidese, 2017) particularly in small language minorities, when the native ML speaker enters the school system, the official language is going to – progressively or abruptly – absorb qualitatively and quantitatively the pupil’s exposition time to languages²⁶. As a consequence, the reduced frequency, variety and depth of the linguistic input is going to induce

23 In the merely denotative original Latin sense of foreign.

24 *Stricto sensu*.

25 Therefore a language proper to the speaker and its speaking community whose relationship with its “natural” basin of speakers has undergone a process of alienation, in the early marxian sense of *Entfremdung*.

26 Bidese literally employs the term “pressure”: “the standard language comes to exert a huge pressure on the non-official one” (2017: 97), the etymological root being the same as oppression and depression. When the language is under attack, the speaker progressively faces linguistic depression, her linguistic abilities not developing or even regressing, turning an “early fluency” (*ibidem*) into a future as a semi-speaker in the same language.

native speakers to remain *semi-speakers* (Dorian, 1980). Thus the native speaker develops what has been called an “incomplete L1 acquisition”, defined as the phenomenon where “the language looks as if parts of the grammatical system did not reach full development and stabilized at a more simplified stage” (Montrul, 2008: 109; in Bidese, 2017: 98). Such a case bears all the foreseeable consequences on language and brain development at the neurolinguistic level of analysis, not to mention in particular the risks for the broader linguistic intelligence of the person if the development of the chomskyan universal grammar and the training of the language acquisition device through the mother tongue are impaired, especially if the degraded command in the native mother tongue (the ML in our case) affects the core domain of linguistic competence. Language decay is predicated objectively for the language where these “evanescent speakers” (Moretti, 1999: 24, 85) remain so – and this decay is often presented as an inevitable Darwinian fruit of modernity (Jenkins, 1999: 6; quoted in Lewis, 2013: 673) –, but it does resolve into a subjective linguistic decay of the speaker(s), further bearing its adverse consequences on the societal scale too. Language is not only about languages.

Apparently, if we seek to know if FL teaching methodologies can be used for MLs, the answer is positive. Practice shows many examples of language teaching methodologies developed for FL teaching and then borrowed by MLs, with a spectrum of results, and actually – for our narrowest scope – the inherent CLIL nature of the L1 teaching for specific non-linguistic subject matters has already been noticed in the literature (Balboni, 2012b, in Serragiotto, 2014: 10, and Balboni, 2013: 152), and may be traced back to the 1970s British agenda of the L1 as a Language Across the Curriculum²⁷ (LAC). Conceptualizing, we could find two explanations regarding the agreeability of this perspective: on one side, MLs – finger-countable exceptions excluded – are all facing a quantitative shrinking in the number of speakers and a qualitative decay in their average proficiency (in all the aural-oral and written-read dynamics), somehow becoming every day more foreign

27 The link is indirectly suggested by Bier (2015: 73).

to those same individuals who are native to the ML linguistic community; on the other, MLs are sociolinguistically represented as foreign languages not *vis-à-vis* the areal speakers, but in the eyes of an institutionalized monolingualism or – oligolingualism, if we may term so. In these cases where – usually as a side-product, or as a main course – nationalistic ideals advocate for monolingualism, the other historical languages – usually genealogically siblings or cousins of the official language, thus other endoglossic languages – start facing denegation, on an inferiorization spectrum between explicit prohibition and implicit unspoken deprecation (Cohen, 1971; in Craith, 2006: 106). If the speakers of the minority language seek for recognition of their native language, the target ML can become one of the so-called ‘contested languages’ defined as those “languages which are sufficiently linguistically different from the main language of the country where they are spoken to be categorised as separate languages, but have not gained official language status, often being classified as ‘dialects’ or ‘patois’” by the International Research Group on Contested Languages at Bangor University²⁸ and substantiated in the literature through a recent publication (Tosco, Tamburelli, 2021). The predicament of denegation – through omissive or commissive policies – can also activate the already recalled notion of ‘minoritized languages’, particularly when the minority language (a relative notion usually calculated with reference to the whole population of the Country, e.g. Venetian or Sicilian in Italy) is actually the majority language in the area where it is endogenous (e.g. Venetian in the Veneto Region or Sicilian in the Sicilia Region).

All the minority languages of Italy – recognized or not – falling into the said categories currently result as endangered languages according to UNESCO (Moseley, 2010).

28 Retrieved at: www.contested-languages.bangor.ac.uk/

1.2 European languages in second language (and ML) acquisition: tenets and issues

Out of 153 minority languages inventoried by the UNESCO Atlas (Moseley, 2010) as facing extinction risk, if we select among the endangerment criteria that of inter-generational transmission of the ML, we discover that those languages hampered by this defective transmission represent the 81% (124 languages) of the total, and that among those 124 languages, the 46% (57 languages) are found to be definitely in danger, the 44% (55 languages) are considered severely endangered, and the 10% (12 languages) fall among the critically endangered MLs²⁹. Henceforth, “Europe is rushing towards a collapse of its language richness within the next one or two generations” (Bidese, 2017: 97): languages held to be simply vulnerable – such as Venetian (there are 106 among those whose population counts more than 100,000 speakers³⁰) – may have a bonus ticket for one additional generation before the end of the ride.

Europe is one of the key laboratory areas of linguistic policies, bilingualism, and multilingualism in the world, for those reasons we tried to trace *supra*, mainly regarding historical linguistics and the political history. For these same reasons of speciality, Europe was and apparently is still nowadays the most delicate scenario, and therefore possibly the most interesting and promising one.

European international and supranational institutions have approached the topic of multilingualism with indeed great effort, seeking a balance between the diverging interests, needs, and aspirations of the languages represented at the boards – the official languages as elected by single States –, posing a subsidiary but still strong issue regarding minority languages, which were not represented, be it directly voiced or indirectly recalled. Such an approach was coherent with the international momentum which was dominated by decolonization, and since colonization was pretty much a European invention, the straight effect was that of a de-Europeanization of the World – the power of the great European States was

²⁹ Data re-elaboration, based on data displayed and differently analyzed by Bidese (2017).

³⁰ UNESCO Atlas statistics page: <http://www.unesco.org/languages-atlas/index.php>

ideologically challenged and, in the fear of a new rise of autarchies, it underwent some defusion and limitation processes at all levels. The case of Italy is particularly interesting to be anticipatorily mentioned here as a touchstone to spot and frame this bidirectional limitation: the 1948 Italian new Constitution in the early articles recognizes to be limited by the international law (and its institutions to which Italy may accede; Art. 10) and to self-limit the State power in favor of new actors, the Regions³¹ and other local entities (Art. 5, comma 2; Art. 114). In other words, the sovereign core of the Modern State – again a European invention – delegates power to the supranational level (e.g. the United Nations, the Council of Europe and, afterwards, the European Community and the European Union) and devolves legislative and administrative powers to the infranational level, mainly to Regions. Henceforth, an institutional tripolarity arises, which does resemble the same scales inherent to the linguistic tripolarity we already mentioned. The center, though, remains the Nation State – which reads, for our purposes, as the National language. As a confirmative evidence, Art. 6 of the Italian Constitution directly – and very early³² – grants rights (of existence³³) to the linguistic minorities: “La Repubblica tutela con apposite norme le minoranze linguistiche”³⁴, without fixing in the constitutional text the exact number or identification of them. The list will be enacted for the first time fifty years later (see *infra* in this paragraph).

31 Regions in Italy, despite being fully traced institutionally in the 1948 *Costituzione della Repubblica Italiana*, will be politically delayed in their birth until 1970.

32 In carefully designed legal documents such as a Constitution, early mention usually equals to political priority.

33 In fact, the verb “tutelare” in Italian means something very close to “protect”, a very defensive notion, rather far from “promoting” the language, and actually is referred not to the language *per se*, but to the linguistic minority in the already envisaged legal-subjectivity denotation.

34 “The Republic safeguards linguistic minorities by means of appropriate measures” (official translation in English by the Senate of the Italian Republic. Online version: https://www.senato.it/documenti/repository/istituzione/costituzione_inglese.pdf).

Interestingly, the “Republic” is not only the State, but is formed (Art. 114) by the State, the Regions, the Provinces and the Commons. Hence, all the political-administrative bodies of the Republic have to comply with it and can take action, but normatively, only those bodies vested with legislative powers (i.e. the State Parliament and the Regional Councils) can enact bills regarding this topic.

At the supranational level – read *European* for our current focus – the issues generated by a need of a general linguistic policy are of course – rather fundamentally since sovereign entities are at stake – of political nature, and represent a first obstacle and barrier even to simple negotiations. The main factor to be taken into account is that the sense of self-representation of the individual nations adhering to the association of States is strongly conveyed by their language, whose respect is pivotal to manifest the respect of the related national identity. These horizontal negotiative dynamics are of course not present in the case of MLs *vis-à-vis* the dominant language, since the dynamics on a vertical axis follow completely different laws in nature, but the need of representation remains when reasoning of language policy for minority languages (the object) since self-representational – read: identity – issues arise in the linguistic minority (the subject) members and their spokespeople.

Teaching a minority language as a second language as a policy as well as a language education issue is usually linked to the concept of *Bilingual Education* (Fishman, 1976), although the postulated bilingualism may be – and too often is – rather asymmetric, and the horizontal or vertical nature of bilingualism (Pohl, 1965, in Tamburelli, 2012) represents a crucial issue, since the first is usually virtuous and effective, while the second apparently produces less-than-expected results (Tamburelli, 2012: 193).

European international and supranational organizations (the Council of Europe and the European Union respectively) have addressed the issues of the vertical axis in several different ways³⁵.

The predicament regarding multilingualism at the European scale as an educational policy has been early condensed in a quantifiable objective and slogan “mother tongue plus two” coming out from the provision n. 126 of the 1992 Maastricht Treaty establishing the European Union, later substantiated by the Delors plan approved in the 1995 *White paper* we will recall *infra*.

35 For a synthesis, nevertheless rather complete, see Leone (2015).

The Charter of Fundamental Rights of the European Union³⁶ (2000) – whose need was first acknowledged by the Italian MEP Gaetano Arfè in his eponym Motions for a Resolution at the European Parliament in 1981 and 1983 – addresses the issues regarding languages in Article 21 about “Non-discrimination”, section 1

Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

Article 22 named “Cultural, religious and linguistic diversity” proclaims that

The Union shall respect cultural, religious and linguistic diversity.

The Charter was somehow a product of almost two decades of activity by the *European Bureau for Lesser Used Languages* (EBLUL; 1982-2010) later replaced by the *European Language Equality Network*³⁷ (ELEN; 2011-present) a Non-Governmental Organization sharing the EU policy and objectives on linguistic rights and linguistic diversity, and somehow integrating its efforts since the European Union holds no direct legal basis on the issue of minority languages: its objectives will have to include the topic in a broader frame, such as linguistic education, cultural heritage, and non-discrimination as we saw.

A rather different discourse must be settled regarding the other international regional organization at the European scale, which is the Council of Europe, whose *European Charter of Regional and Minority Languages* (ECRML) bears the form of a treaty, which was opened to signature in 1992 and entered into force in 1998³⁸. Italy signed the treaty in 2000 (after the enactment of its 1999 national law on minority languages) but up to now has not ratified the Charter, therefore its extensive provisions and benchmarks regarding equal treatment of minority languages bears no legal force in Italy. The Charter is clear to state at Article 2 that

“Each Party undertakes to apply the provisions of Part II to all the regional or minority languages spoken within its territory and which comply with the definition in Article 1”

and thus to each languages that is

36 Retrieved at: https://www.europarl.europa.eu/charter/pdf/text_en.pdf

37 Retrieved at: <https://elen.ngo/information/>

38 Retrieved at: <https://www.coe.int/en/web/european-charter-regional-or-minority-languages/>

- “ *i* traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State’s population; and
- ii* different from the official language(s) of that State;
- it does not include either dialects of the official language(s) of the State or the languages of migrants”

according to the definition of “regional or minority languages” cleared by the Charter (Article 1.1.a). Therefore, as it will be presented *infra* (§2.1, §2.2), the ECRML would definitely apply to Venetian too, even in absence of a formal legal recognition by a national law – this absence amounting moreover to a linguistic discrimination and forbidden conduct according to the Charter.

The linguistic element is also present in the *Framework Convention for the Protection of National Minorities* (FCNM), adopted in 1994 and entered into force in 1998³⁹ with Italy among the early signatures (1997). In the Convention, the linguistic factor remains only partially addressed, since it serves as a requirement (*per se* not necessary nor sufficient) to identify a national minority, along with ethnic, cultural, and religious elements.

Apart from legal texts and instruments, the most interesting, useful, and important tool developed at the European level by the Council of Europe in 2001 is the *Common European Framework of Reference* (CEFR⁴⁰), which really represented a milestone in language education in the European Year of Languages. Although developed with national official languages in mind, it nevertheless provides very practical guide in a generally replicable atmosphere, adaptable to minority languages too.

In an attempt to more effectively meet the CEFR objectives in FL teaching – and with the concept of immersion in mind, through the methodological step of vehicularity – the solution of a “dual focused educational approach” (Coyle *et al.*, 2014; in Leone, 2015: 43) has soon been found as an innovative solution, capable of priming efficiency in the language teaching-learning mechanism, and was

39 Retrieved at: <https://www.coe.int/en/web/minorities>

40 Retrieved at: <https://www.coe.int/en/web/common-european-framework-reference-languages/home>

indicated by the European Commission as such in its 1995 *White paper on Education and Training*. The Eurydice 2006 enquiry on the state of the art of dual-focused methodologies already landed at school in Europe – with the name CLIL or not – photographed a generally positive approach towards CLIL methodologies, since rare exceptions are found (Greece, Portugal, Denmark, Iceland, Cyprus, Liechtenstein) where no CLIL provision has been enacted for the national schooling systems (13). Very interestingly to our focus, a broad vision on Europe shows a widespread habit – with very rare exceptions – of using CLIL methodologies in both foreign and (where present) minority or regional languages (Eurydice, 2006: 17), defining another general element of flexibility of CLIL, whose original development for “international multilingualism” – if we may term so – has vested itself with the aims of promoting the person’s multilingual skills, which in turn has implied that the person’s linguistic history (e.g. having another mother tongue, a different one or just an additional one) or linguistic context (e.g. migrating in a community with a strong regional minority language) necessarily predicates – under conditions of legal viability – that regional or minority languages be implicated in the multilingualism effort thus making efficient and innovative CLIL methodologies serve the scope of a sort of “intranational multilingualism”, perfectly compatible with – or actually literally desired by – the international multilingualism and multiculturalization ideal. Since the origins of a phenomenon always must be thoroughly analyzed, we duly have to notice that the idea of a Content and Language Integrated approach in language teaching has reached Europe particularly after the early and successful applications in the framework of internal bilingualism in Canada (Swain, Lapkin, 1982; in Serragiotto, 2012: 48). Yet the two languages object of this official bilingualism – English and French – are among the most widespread international languages if we observe the objective element (thus very refined languages with plenty of daily-fresh authentic and didactic linguistic materials in all communicative contexts and media). Nevertheless, on the subjective axis of the linguistic life of learners and the community dynamics, the Canadian bilingualism in the Québécois area portrays a

reality not much different from any common bilingualism, where simply the language mother tongue to the local community is different from that of the majority of the Country as a whole.

1.3 Focus on CLIL: a framework for the Italian institutional context

In Italy, CLIL has been mandatorily experimented in some upper-secondary schools since 2010, when the Italian Ministry of Education required so through two decrees (2010a, 2010b) determining respectively the use of CLIL in each Lyceum (upper-secondary school, excluding the technical-professional schools) at least in the fifth and final year, and the requirements and indicators pertaining to teacher formative *curricula* to be aptly designed. Even before, the 1999 Decree by the same Ministry providing discipline on the so-called *autonomia scolastica* (i.e. school autonomy) opened up the possibility for single schools – and single teachers indeed – to develop pilot projects using curricular FLs as vehicular languages in non-linguistic subjects, under the legal basis of Art. 4, section 3, referring to the possibility to deploy “percorsi formativi che coinvolgono più discipline e attività, nonché insegnamenti in lingua straniera⁴¹”. The *Progetto Lingue 2000* envisaged a particular aptitude of the last three years of the upper-secondary school grade to receive “la veicolazione in lingua di materie non linguistiche⁴²”.

The 2005 School Reform (mediatically known as the “Riforma Moratti”, enacted with the efforts of the eponym Minister) established – as framed by the 2006 Eurydice report mentioned above – that one non-linguistic subject (NLS) be mandatorily taught in one of the curricular FLs in the fifth and last year in upper-secondary schools, further requiring that in the linguistic-centered Lyceum, CLIL in English shall start from the third year, followed and integrated in the subsequent year with CLIL in the second foreign language (i.e. the one selected by the student the as second European language in her formative path at school). Interestingly, the Italian ministerial model empowers NLS teachers with the role of doing CLIL,

41 Our translation: “educational paths involving several disciplines and activities, along with foreign-language teaching subjects”.

42 Our translation: “the vehiculation in the foreign language of non-linguistic subjects”.

keeping the FL teachers on a second and minor level (and actually providing no regulation of this supposed interplay; Menegale, 2014: 63). In this sense, the Italian legislator has opted for a notion of CLIL as primarily “language-sensitive content *teaching*” (emphasis original) as synthesized by Bier (2016: 397).

As cleared by Coonan (2012), initially the field of content and language integrated learning methodologies in Italy – in those realities as early as the late 40s, such as Valle d’Aosta and Trentino-Südtirol where bilingualism was and is among two official languages, Italian-French and Italian-German respectively – developed in a top-down fashion, i.e. government-driven and regulated action, while a ‘post-Maastricht’ era (27; and before, Coonan, 2006: 58) can be reckoned when the approach is of a bottom-up nature and where the ‘bottom’ part can vary from the local administrative bodies, single schools or even single teachers. One of the main virtues of CLIL methodological approach is in fact flexibility, since educational acts can be tailored on the teacher’s style and content competences as well as on the students, upon reasonings of appropriateness and effectiveness – the teacher remaining in the active role of the designer also in this second case. Indeed the teachers “are responsible for unlocking CLIL’s innovative potential” (Bier, 2016: 395), true “educational reformers of the 21st century” (Wolff, 2007: 23; in Bier, *ibid.*).

The CLIL model selected in the Italian legal system on schooling is that of a ‘*veicolarità*⁴³ *ristretta*⁴⁴’ (Coonan, 2009), thus envisaging the possibility for only one or two non-linguistic subject matters to be taught through CLIL methodologies. In fact, the approach in terms of extensive projectuality has been very cautious since the very first experiences⁴⁵, and the ideal of a wide ‘immersion’

43 As cleared by the Eurydice 2006 Document named *Content and Language Integrated Learning (CLIL) at School in Europe*, the Italian “vehicular” language programs are considered as *ante litteram* CLIL programs (15).

44 Literally, a narrow “vehicularity”, not extended to all or many subjects. Vehicularity (*veicolarità* in Italian) is the term employed in the early experiences of integration of FL to be the working language (*lingua veicolare*) for non-linguistic subject matters.

45 For an account of those early experiences, where mainly history and geography were selected as non-linguistic subject matters, Pavesi and Zecca (2001).

– which is of course cognate to the idea of integrating language and contents – covering a broad scope of N matters has found very little stance in practice and possibly even narrower warmth in policy making as already underlined. Even under the premise of a single NLS being object of CLIL, the Italian school environment welcomed very intensely the methodology, since “[i]n most countries, the number of pilot projects offered is limited to no more than three, although Italy has launched over 100 projects since the end of the 1990s” (Eurydice, 2006: 33). The wide number of CLIL projects in Italy may be explained also with the absence of a benchmark linguistic level as an access criterion for the pupils to enter classes administered with CLIL in a FL (21): this is based on a presumption of homogeneity of the linguistic proficiency level in the whole class (postulated but usually not factually consistent). This variable shall be aptly considered by the teacher when flexibly preparing the materials and working with them, and also when adopting criteria for grouping the students in single group tasks. A final element underlined by the Eurydice 2006 report – and a particularly interesting one for our purposes – is that Italy has combination of Foreign and (where present) Minority languages in CLIL, and this is a very common approach in all Europe where CLIL methodologies are generally adopted, with very rare exceptions (17).

1.4 Focus on CLIL: methodological tenets and practical issues

When analyzing the dynamics of the CLIL methodology in a visual fashion, where the two kinds of actors on the educational stage – the teacher (T) and the students (Ss) are represented on an horizontal subjective axis, we discover and understand why the double focus – represented on the vertical objective axis of Content (C) as bridged, i.e. both united and separated, with Language (L) – implies a multiplication of the whole array of dynamics and not just the duplication of the to-be-taught core of each lesson (or, better said, learning session) and educational goals. We tried to represent this through Fig. 1 (*infra*). Even the relative positioning of each student *vis-à-vis* the Content on one side and the Language on the other are going to be varied as the figure helps to visualize. As already been

noticed by Balboni, also L1 teaching of NLS matters implies to have a linguistic focus on the *microlingua* as separate from the content, showing that the apparently epistemologically improper parting of Language from Content is very sensibly pointing out that the linguistic component may impair or enhance – individually as to subjective personal attitude and to objective linguistic competence – the learning act if due attention is not paid to the linguistic – often lexical and pragmatic – discipline-specific competence.

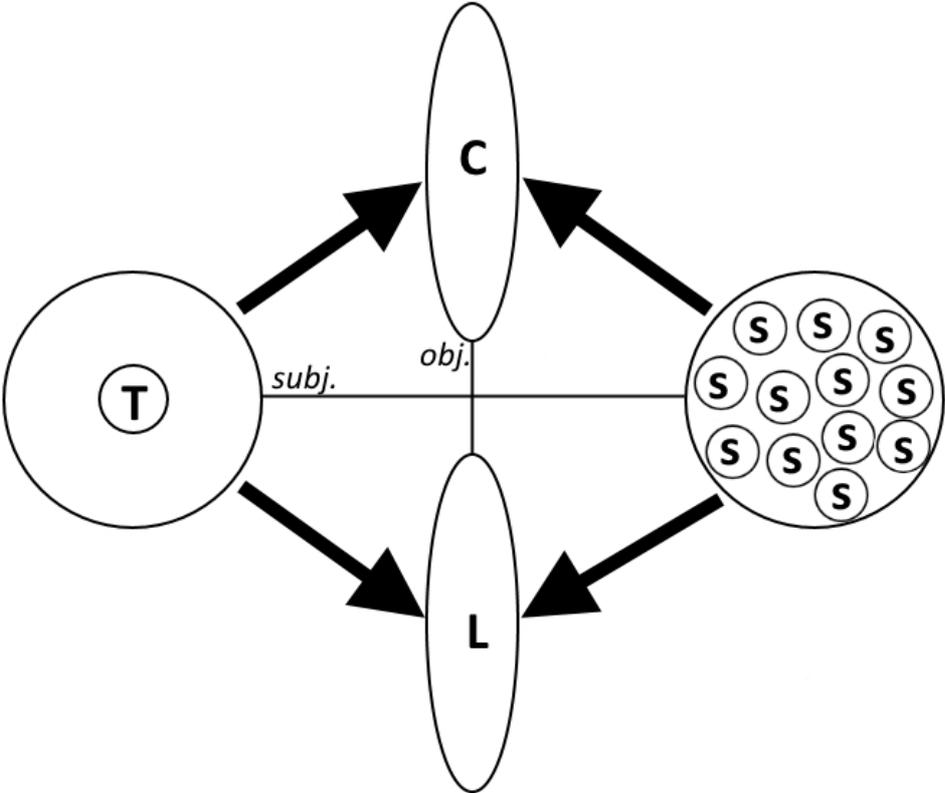


Fig. 1 - A diagram of the subjective-objective dynamics in the CLIL classroom.

From the subjective point of view of the learners – who find themselves as policy takers – CLIL methodologies’ freshness usually provides a sort of relief from the typical school routine and thus come with a motivation boost for several factors well indicated by Serragiotto (2011), such as the increased possibility for team working (learning from peers and especially teaching to peers!), the use of semantic codes different from language (e.g. charts, pictures, drawings, etc.), and finally the authenticity of the need to use the language to complete tasks (CLIL is inherently a task-based (Nunan, 1989) methodology) and to convey personal

meaning (what Coonan calls experiential dimension; 2009: 25), in a rewarding manner, even though the students are aware that “CLIL requires more effort compared to traditional teaching” (Serragiotto, *ibid.*: 381).

On the opposite side of the subjective axis, in Fig. 1 we imagined a single teacher, who will have to deal both with Content and Language (and thus shall fall in the quite rare case of being a certified teacher in both school subjects, or at least being a certified teacher in the non-linguistic subject matter and yet well versed in the target FL, or vice versa, relying on her personal resources). A more frequent and common case is that of Fig. 2, where two teachers (the Content Teacher (Tc) and

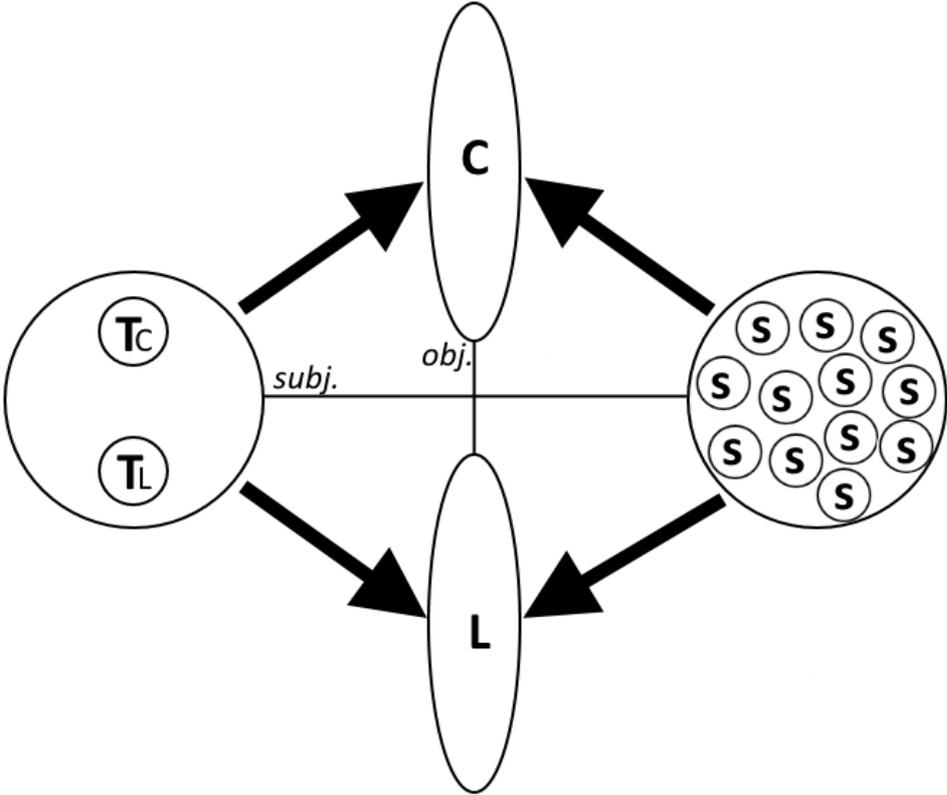


Fig. 2 - CLIL dynamics, with two teachers involved.

the Language Teacher (Tl) are going to team up, taking one a complementary share of the other’s focus in a tandem fashion, either in different lessons in turn or contemporarily present in the same classroom (“team teaching” as opposed to “teaching team” correspondingly, as interestingly indicated by Coonan, 2002). Such a configuration is anyway held to be a second-best, since the presence of a content-and-language integrated teacher, if we may term so, should be the first-best

option (Serragiotto, 2008: 130). The Italian model requires the NLS teacher to do CLIL, and this option of unipersonality in the teaching role would sustain one of the key virtues of the CLIL methodology represented by the adherence to the model of acquisition through Krashen's *rule of forgetting* stating that "the best input is so interesting and relevant that the acquirer may even "forget" that the message is encoded in a foreign language" (1983: 66). Thus – mainly due to the general lowering of affective barriers in learning – a student learns a language more, better, and recalls it on a longer time span when she is exposed to an "optimal input", which lets the learner to be not concentrated on formally learning the language, but to employ it as a medium to communicate meaning through a message. The fact that the language teacher is not present in class, we may underline, will somehow help to forget the formality of the FL-learning context, with all the anxiety spectrum that may (have) come with it. Opposite to this consideration, literature has already acknowledged that the same virtue could turn into a flaw when the acquisition mechanism is hampered by a missing or weak noticing phase (Coonan, 2009: 24; notably, noticing recurrent forms or noticing errors), which will remain in charge of the teacher to sieve and underline, based on such incidental appearance as it is connaturate to the CLIL methodology.

Along with its well know virtues such as the variety of materials and tasks enhancing pleasure in learning (on pleasure, particularly Balboni, 2017: 35), the development of higher linguistic and cognitive skills and abilities through authentically active learning contexts, etc. – the CLIL presents some sensitive points which require particular care in different steps of the deployment of the methodology. Serragiotto (2011) traces the boundaries of three issues particularly pivotal in the CLIL teaching experiences, which are the CLIL design, its materials, and finally the bifocal evaluation, on which we will concentrate now – leaving a more concentrate analysis to be found in Serragiotto (2017), to which we will also refer in due course throughout this research.

A CLIL design in fact – thanks to its capability to establish new objectives through tasks – ought to take into consideration both the internal environment (i.e. the

school and the class) as well as the external environment (Serragiotto, 2011: 386), in a 3D model involving consideration of the socio-cultural (i.e. the families and the community), socio-linguistic (which role is played by the target language in the society and which other languages are there), and socio-economic dimensions (i.e. regarding the labour market and the economic features and aims of the community). On these three axes, the project shall then be structured selecting the school population involved (and the criteria of age or proficiency, volunteer/mandatory), the timing (length and frequency), the content (curricular or not), the teaching scheme (as we indicated *supra*), the learning set (individual work, in groups or pairs, lectures, laboratories, etc.). The high degree of complexity and the number of variables to be taken into consideration *ex ante*, proves once again that the flexibility of the CLIL methodology empowers and burdens the teacher with an intense policy making role (read: planning), that requires both awareness and the ability to treasure from any experience.

This last key point remains strongly true also *vis-à-vis* the scarcity of CLIL materials, which is another crucial point, since those materials are the tangible tool for CLIL tasks. The notion of scarcity will frequently impose to the teachers to either redesign existing CLIL materials adapting them (even from other languages), or to produce them out of a wide spectrum starting from non-CLIL didactic materials, or authentic texts/graphs, or even from scratch.

The final step of evaluation is also burdened with questions, mainly pertaining to the room for self-evaluation in CLIL (e.g. through the CEFR: Serragiotto, 2006), the double-focused character of the CLIL methodology (which opens up the possibility to have two evaluations on the same performance, even with two separate evaluators, i.e. teachers), and the general option between evaluating the two foci of content and language separately, or one through the other – i.e. content as expressed through the language and language as expressed for conveying content – so that “the intrinsic double nature of the CLIL is totally respected” (Serragiotto, 2011: 394). It seems apt to underline that this dichotomy could reveal as a watermark of the similar and ancient distinction between the two directories of

language teaching of ‘focus on form’ and ‘focus on function’, the latter in our case expressing function as conveyance of content that has to be delivered through the target language.

Beyond operational caveats, some criticism has also been raised regarding the methodology itself, in an attempt to potentiate or at least monitor the potentially weakest rings.

One of the critical issues in language teaching through CLIL – as well as in language teaching in general – is that closed tasks are often preferred (Coonan, 2009: 29) by material designers, teachers, and students too (since they feel more guided and find a sense of full accomplishment of the task), while teaching, learning and epistemology are never-endingly open processes. Nevertheless, this issue is of such a general nature and coverage that this tendency may be recorded as a general trend of our times.

Another potentially blind spot pertains to the narrowed room (as we already mentioned) for the Krashenian noticing factor in self-correction of errors and acquisition, under the rational hypothesis that the already split learner’s attention will find a more difficult way to spotting linguistic errors (Coonan, 2009: 24).

In general, a CLIL is harder a path for all the subjects involved – policy makers, material designers, teachers, students, certifiers – but probably for this same reason a methodology rewarding efforts with sense of self-worth and empowerment is precious. Any effort is acceptable if these so high standards of accomplishment are promised to be met.

1.5 Sorting out teaching options for Venetian: is CLIL didactically befitting?

If we research through the didactic tradition of language teaching in Italy, we would find enough materials and cases only in very recent times, as Balboni underlined (2009: 137), mainly referring to the Trentino-Südtirol Region, particularly after the 1999 law on linguistic minorities in Italy. Out of twelve languages recognized in that context (three of an indigenous nature, nine historically very well established but of exogenous nature), only two – among the

first category – seem to have treasured these last two decades of precious opportunities: the Ladin language and the Friulian language. Interestingly, the Venetian language here under scrutiny is geographically wedged between these two languages, although being dimensionally as big a seven times⁴⁶ the sum of the two neighbours. Such a spatial collocation can boost imitation and the virtuous cycles of competitiveness, while the asymmetry in recognition (Ladin and Friulian are, Venetian is not) and in the amplitude of the regional institutional powers (Trentino-Südtirol and Friuli-Venezia Giulia enjoy Special Autonomy under the Italian constitutional framework, while Veneto remains at the lower level of the Ordinary Autonomy regional regimes) reveal to be challenging at the start, but frustrating on the long run. In fact, the three endogenous MLs recognized by the Italian 1999 law (the two already mentioned and Sardinian) happen to be centered in three of the five *Regioni a Statuto di Autonomia Speciale* (Trentino-Südtirol, Friuli-Venezia Giulia, and Sardegna respectively) holding increased power of public expenditure and policy *vis-à-vis* the other fifteen *Regioni a Statuto di Autonomia Ordinaria* (such as the Veneto) as we will indicate more in detail *infra* talking about the legal framework (§2.3) to be taken into consideration for the case of the Venetian language in Italy, but a valid reasoning also for the other non-recognized MLs in Italy.

Having then supposed – and this is verisimilar, especially with the just mentioned legal framework – that the CLIL methodology be the best option to teach a non-recognized minority language such as Venetian (and having confirmation that it is a very good option to teach also recognized MLs, such as Friulian; Bier, Menegale, 2019, 2020), and additionally having the financial, legal and political factors momentarily kept aside, from the strictly matetic point of view an educational policy maker (from the broadest to the narrowest scope of action to be planned) would have to ponder and determine first: i. which school grade is going to be addressed by the single CLIL project in the minority language; ii. which non-linguistic subject (NLS) is going to be the “content” variable of the CLIL equation

⁴⁶ We adhere to the UNESCO quantifications for this span statistic.

(soft sciences or hard sciences?; Barbero, 2003; in Serragiotto, 2012: 46); iii. the total length of the learning path; iv. the weekly frequency of the lessons; v. the nature of the lessons (e.g. classroom or laboratory); vi. the current availability of (at least raw) materials; vii. if the project is going to be mandatory or optional for the students of the selected school grade, viii. how NLS teachers' proficiency and metalinguistic competence is going to be assessed (and if this assessment will stand as an access requirement); ix. if the students will have to face any kind of selection based on proficiency in the target ML. These minimum factors are true for any CLIL project, even in official languages. The addition for MLs may also be the diatopic stress, since employing – taking the Venetian example here under scrutiny – the majoritarian *koinè* (see *infra*, §2) could prove to be lesser effective (or actually just need a subsequent teacher-set intralinguistic adaptation) for the community of speakers of a peripheral variant of the language (or otherwise a non standard one, or a microstandard in the Venetian hypothesis; see *infra* §2.1.8): this consideration of course pertains mainly to the materials design sphere, but it does foreseeably influence the process of selection of the first schools to receive the project, adding a geographic factor (read: linguistic diatopic factor, but capable of determining the need to involve this or that institutional body upon mechanisms of representation, jurisdiction, or administrative territorial competence) to the project planning, under a concept of efficient deliverability of the CLIL project in the ML. Then, CLIL materials design, teacher training, community and families preparation, teaching setting, administration and evaluation shall take place down to the single lesson of a CLIL project.

In general, teaching a ML requires a higher degree of flexibility in the whole system. That is also why, on the objective side, a flexible methodology is more befitting (such as CLIL) and, on the subjective side, it will be to the teachers to guide and compose the figure of ML teaching. A flexible actor, with flexible tools, requiring – maybe paradoxically – rigorous training and lots of experience. The CLIL teacher, then, is also subjectively more prepared to the role required in ML teaching, even in non-CLIL settings. The CLIL teacher, in fact, has a specific and

rather demanding profile of competences required by the Ministerial Decree n. 6 of the year 2012 (in Serragiotto, 2014: 144) which is as crucial and promising as it is difficult to achieve and mature, but that is highly cross-linguistic – provided the linguistic proficiency in the target language.

The CLIL is also *per se* very compatible with the importance to be given to the cultural dimension in the linguistic curriculum (Coonan, 2009) and therefore with the notions of linguistic heritage whose terming is politically so capable of not raising too vast a discussion on linguistic status issues, both at the academic and at the political and legal level. In our case, the Veneto Region regional law n. 8, enacted in 2007, exactly terms the education and training in the Venetian language in the same trifacial list containing “Venetian language, history and culture” (see *infra*, §2.3). This point will be delved more in depth, along with collateral necessary considerations, in chapter two.

An *a priori* consideration of the befitting of CLIL for ML teaching would not necessarily resolve positively for the selection of this methodology for the specific context of the individual ML which would become the target language, especially since so many competences and professionalism is required on the teaching side. Therefore, a consideration of the educational dynamism of the local schools, universities, and public institutions must be assessed – a sort of fertility test for the soil where we imagined to operate our innovative cultivation methodology. Thankfully, the Veneto Region is among those very advanced areas where the CLIL was soon experienced and attempts have been made and are carried on in order to train teachers to be able to use the methodology to its full extent of potential, in the lack of a national certification for CLIL teachers. Universities, schools, teachers, students, and public institutions dynamically cooperate on CLIL projects. Regional projects in the Veneto, such as *Apprendo in Lingua 2*, were developed as early as the year 2002 and involved several institutional actors at the regional and national level, and was carried out through the so-called Action Research method by the same teachers which were under training and supervision of the CLIL Laboratory at the Linguistic Department of the Ca’ Foscari University

of Venice (Serragiotto, 2011: 395). Similar spin-off projects are now carried out with single schools or a number of teachers from different schools in order to spread the best practices of the CLIL methodology. All these experiences have been structured in the online training course that the University of Venice developed as *Laboratorio CLIL* in the LaDiLS (Laboratorio Didattica delle Lingue Straniere), conducing to the still current possibility to obtain a CeCLIL, a Certification as a CLIL teacher⁴⁷, ascertaining “not only theoretic knowledge for CLIL, but also the ability of the candidate to design, plan, and set up CLIL teaching units and engineer materials” (Serragiotto, 2011: 400). A very extensive set of descriptors has been designed by Bertaux *et al.* (2010) under the name of *The CLIL Teacher’s Competences Grid* in order to guide and clear the demands and burdens posed on a CLIL teacher in different areas of the statics and dynamics of the methodology through a total of 125 indicators.

The present paragraph, as an *ex ante* analysis, contains some predictions that could be formulated before asking the teachers for their informed opinions: the results of our survey are duly presented in chapter 3.

According to what has been anticipated here and what will be presented in §2.3 *infra* – framing the legal-institutional context providing legal basis for Venetian language (forcibly indirect or pretextual and contextual, as we will see) teaching – apparently the CLIL teaching could linguistically employ Venetian when doing content focus on “cultural” and “historical” topics, thus limiting itself to the humanistic NLS matters.

Based on Balboni (2012: 131), we would like to preliminarily trace a table of competences picturing CLIL teaching of art in Venetian like it would happen here and now (selecting among Venetian-speaking teachers, excluding the linguistic modality spectrum for the moment), in a random secondary school in the Venetian-speaking area, without reference to the language categorization (Balboni opposes CLIL in Italian as L1 to CLIL in any FL). Please observe that the Art teacher is

⁴⁷ Retrieved at: <https://www.itals.it/certificazione/ceclil>.

never the same teacher as a Language teacher (for example, the Geography teacher is usually the same Italian L1 teacher in the lower-secondary schools).

Our subsequent commentary will be devoted to spot differentials and observe possible comparisons with one or the other category, possibly revealing a more detailed picture of the issues and dynamics involved in CLIL teaching in Venetian today.

Actors	Art-in-Venetian CLIL education	
	<i>General competences</i>	<i>Specific competences (C+L)</i>
The ML teacher (Venetian)	<p>KNOWS</p> <ul style="list-style-type: none"> - the teaching of languages <p>MAY KNOW</p> <ul style="list-style-type: none"> - the CLIL methodology <p>DOES NOT KNOW</p>	<p>KNOWS</p> <ul style="list-style-type: none"> - the Venetian language <p>MAY KNOW</p> <ul style="list-style-type: none"> - the Venetian <i>microlingua</i> in Art <p>DOES NOT KNOW</p> <ul style="list-style-type: none"> - Art as a subject matter
The NLS teacher (Art)	<p>KNOWS</p> <p>MAY KNOW</p> <ul style="list-style-type: none"> - the CLIL methodology <p>DOES NOT KNOW</p> <ul style="list-style-type: none"> - the teaching of languages 	<p>KNOWS</p> <ul style="list-style-type: none"> - Art as a subject matter - the teaching of Art <p>MAY KNOW</p> <ul style="list-style-type: none"> - the Venetian language - the Venetian <i>microlingua</i> in Art <p>DOES NOT KNOW</p>
The student		<p>BUILDS KNOWLEDGE OF</p> <ul style="list-style-type: none"> - Art as a subject matter - the Venetian language <p>DOES NOT KNOW</p> <ul style="list-style-type: none"> - the Venetian <i>microlingua</i> in Art

A rather different portrait appears if we point to a NLS matter such as Geography and History which are usually taught by the same Italian L1 teacher in lower-secondary schools (school years 6-8). Our example is with Geography.

Actors	Geography-in-Venetian CLIL education	
	<i>General competences</i>	<i>Specific competences (C+L)</i>
The ML teacher (Venetian) <i>and</i> NLS teacher (Geography)	KNOWS - the teaching of languages - the CLIL methodology	KNOWS - the Venetian language - Geography as a subject matter
	MAY KNOW	MAY KNOW - the Venetian <i>microlingua</i> in Geography
	DOES NOT KNOW	DOES NOT KNOW
The student		BUILDS KNOWLEDGE OF - Geography as a subject matter - the Venetian language DOES NOT KNOW - the Venetian <i>microlingua</i> in Geography

The chart reveals how the presence of one only “CLIt” (Content-and-Language Integrated teacher) is capable of composing several potential distortions and knowledge lacks. Interestingly, the use of this structural analysis revealed that the weakest sector in CLIL in a ML is represented by the ML *microlingua* in the NLS. Such a missing element, in many cases, can be restored lexically resorting to the scientific international repertoires, then phonemically sieved to the ML, but this procedure is not proper nor easy for formularity (involving syntaxis). An academic intervention may be necessary – in a past-corpus-inquiry and present-corpus-restoration double process of linguistic planning – in order to make the CALP in the ML be available in the NLS. As a note for CLIL-materials designers – while waiting for specific training (thus another note, to public policy makers and institutions in education) – at least a vademecum and some guidelines would be

necessarily developed and provided along with the teaching-learning materials to the teachers, who will confront not just their own lack of personal knowledge of the NLS *microlingua*, but often the objective missing of this same *microlingua* in the target ML. Another related issue pertaining to the higher levels of the human cognition regards the fact that both the students and the teachers employing the Venetian language in class will have to start developing their HOTS – i.e. High Order Thinking Skills such as analyzing, evaluating, and creating, as opposed to the low-order LOTS, like remembering, understanding, applying (Bloom, 1956; in Bier, 2016: 399) – also in the ML, since the typical profile of the ML native speakers in a diglossic environment where the ML tends to remain in the familiar and community spheres usually consigns the ML to an image of limitedness which is not linguistic (not a natural and immanent limit), but simply an operational lack, due to the perceived or received axiologic disvalue and even formal prohibition to use the ML in those communicative contexts where High Order Thinking Skills are more frequently entrenched with the discourse.

Even under the just mentioned considerations and indications, these two NLS matters (History and Geography) in the environment of a lower-secondary school may be regarded to as a first-best option for the efficient convergence of several factors. Nevertheless, we underline once again that the pivotal role of the teacher. The resort to her personal skills, abilities, and competences, may turn a theoretically non-optimal option (such as teaching Mathematics in Venetian in upper-secondary schools) to a very effective Content-and-Language Integrated Learning experience.

2. *A Brief Contextual Introduction to the Venetian Case*

It has to be first noticed that the Venetian language evolved and developed in a very fortunate geographic area, where broad multilingualism is not just a concept or a policy, but rather a matter of reality since centuries ago. In fact, Venetia lays at the corner of the neo-latin linguistic continuum just near to the point where the three main linguistic branches of Indo-European languages⁴⁸ meet. Venetian speakers in the north, in fact, have interchange with speakers of germanic languages (German and Cimbrian), while Venetians in the east dialogue with speakers of slavic languages (Slovenian and Croatian). The ancient Venetia region is host also to other two romance languages (Friulian and Ladin), and there's of course Italian as the umbrella language. On top of that, we must add that the Venetian language is probably the one neo-latin language having absorbed more (neo-)Greek words in its daily lexicon⁴⁹ (Cortelazzo, 1970) like fork, Venetian *piron* (185) the Venetian form of a Greek word (Cortelazzo, Marcato, 2005: 336), the speakers being completely unaware of the fact⁵⁰. This peculiar geographical location is of course going to influence, although in diverse fashions, the constituent elements of the Venetian language and somehow even its characters in the broadest sense. The first two paragraphs of this chapter are going to be devoted to a *résumé* amounting to a linguistic profile of the Venetian language with

48 Notably, the Romance, Germanic, and Slavic phyla of IE languages.

49 The urban Venice and the surrounding lagoon and coasts were a substantial part of the Byzantine Empire for long time, where trade between the rising Venice and the Greek-speaking Constantinople was intense: this could explain some higher degree of permeability of the Venetian lexicon to borrowing very common words from Greek, while the institutional relations would find linguistic intercourse in Latin solely (Tentori: 1785, p. 229). For an account of the linguistic influence of the modern Greek language in the Venetian capital, see Cortelazzo (1970). Actually, the Renaissance period also acknowledged a vast influence of the Venetian language – mainly Venetian of course – on the Venetian dominions (the so-called Venetocracy) in Greece, as very accurately reported for the Cretese case (Basso, 2006).

50 A Venetian author, Ponticus Virunius (1460-1520) in his *Comentarj alla Grammatica greca del Guarino*, once wrote about the similarities in prosody between Venetian language and ancient Greek: “[Venetian is] the most beautiful and most learned of all [Italic] languages, in which the majesty of Greek language fully scents” (our translation), although he apparently meant to compare phonologies only.

particular pitch on a contrastive analysis *vis-à-vis* the Italian language⁵¹. In fact, the Venetian language is very often described atechically as “an Italian dialect”, causing tremendous taxonomic mistakes and socio-linguistically consolidated false beliefs.

This first part on the Venetian language per se will be followed by a short contextualization regarding its currently foreseeable chances to be learnt (*lato sensu*) and to be taught (*stricto sensu*), indentifying some of the tendencies which appear to be already settled and those issues which already emerged or predictably will soon arise.

2.1 A profile of the Venetian language: dissemination, status, perception and use

The Atlas of World Languages (Moseley, 2010) by UNESCO affirms that Venetian is among those languages which currently face a degree of risk of extinction. On a 5-step scale going from ‘vulnerable’ to ‘extinct’, Venetian is classified according to the UNESCO criteria as vulnerable – the lowest risk – along with Sicilian (SCN) and Neapolitan (NAP) in the Italian area. In the short period, then, Venetian is not going to plunge – there is still some time to operate a shift then. But one of the most risky factors – that capable of declaring now an upcoming death – is the narrowing of the inter-generational communication (Fishman, 1991, in Crystal, 2000: 130) and transmission of the language.

Actions must be taken – and can be – in an attempt to ‘Reverse Language Shift’ (Fishman, 1991). But before any action, decisions will come, and before any decision – which are actually not here to take – there is data and information, which we’d like to briefly but vividly trace in the upcoming pages.

2.1.1 A preliminary... Quaestio nominis.

This language, due to the long history of its traditional territory and its people, raises a *quaestio nominis* which must be solved in a scientific pattern, in order not to overlap concepts and names necessary and used in different disciplines of knowledge, particularly avoiding confusion in the diatopic and diachronic use of

51 I.e. the dominant language in the area where Venetian is historically indigenous.

terms between ethnonyms, toponyms, glottonyms, demonyms, and name of the speakers.

‘Veneti’ is the name of the population (the ancient ethnonym) which can be dated back to the 13th century BC – i.e. half a millennium before the foundation of Rome – thanks to the appearance in Homer’s *Iliad*⁵² (II, 852) in the Ancient Greek version *Ἐνετοί* (read, approximately: [ˈɛneti]; Pezzelle, 2016: 367) which appears in Latin texts as Veneti (read in classic Latin as [ˈwɛneti]) and today is pronounced [ˈvɛneti].

Latin authors employed the name Veneti to design the ancient population inhabiting moreless the same territory as nowadays. People inhabiting today the Italian administrative Region called ‘Regione Veneto’ (administrative name), whose administrative head is in Venice, are also called ‘Veneti’ (the modern ethnonym). The ancient and modern ethnonyms are coincident, after more than two millennia of history.

Talking about the language we are considering, a native speakers would say “mi A parlo veneto” (I speak veneto), since “veneto” is also the glottonym according to native speakers. But the internationally used glottonym sais differently: Venetian.

But here comes another problem. The term Venetian is used in the English language almost invariably to describe a person from the city of Venice (e.g. a Venetian merchant) and/or from another part of the broader territory/region (artists like Titian, Palladio, Canova, Veronese, Giorgione, etc. did not come from Venice, but they are and were described as Venetians too). Quite recently, the question has been addressed and a solution has been prompted: Venetian could stand as an adjective for the urban area, while the broader rest of the territory would be described by the adjective “Venet”, or “Venetan”⁵³ (the latest clearly being an adjectivation of the administrative name of the “Veneto Region”). This perspective, though adopted by several scholars and some institutions⁵⁴, appears to miss the aim

52 The *Iliad* is dated 8th century BC, but it narrates the events of the Trojan War, happened in the late 13th century BC

53 This is the solution adopted in the UNESCO Atlas (Moseley, 2010).

54 Coluzzi too (2009) employs “Venetian”: we agree with it.

of describing the depth of the linguistic and historic stance of the population and the language, and seems to be based on a consideration incomplete of a fundamental factor.

Several centuries before Venice was even settled (not to wait the later moment of its more famous and marvellous rise), the term ‘Venetia’ already existed and when it was born it referred indisputably to one single thing: the whole territory inhabited by the Veneti population. In fact, ‘Venetia’ is a demotic toponym simply meaning (literally) “of the Veneti”, and the term was used officially to designate the tenth region created for the first time when – presumably in 7 AD – the first Roman Emperor, Octavianus Augustus, divided the areas of the extended Roman Italy (as enlarged under Julius Caesar), into eleven *regiones*, the tenth being the “Regio X”, very soon addressed “Venetia et Histria” and for centuries on.

Interestingly, after the fall of the Venetian Republic (meaning Republic of Venetia) the term ‘Venetia’, along with its homologue expressions in different languages, still was employed internationally – after two millenia from the early Roman Empire – in the 19th century during the international affair of Venetia in 1866⁵⁵, the territory being disputed between the Austrian Empire, the newborn Kingdom of Italy and the Second French Empire as a third party and guarantor. Diplomatic dispatches in English use the term Venetia⁵⁶ (while Venice is the city), legal formulas in French say *Vénétie*⁵⁷ (while *Venise* is the city), the Italian decree of annexation talks about “the provinces of *the Venezia*⁵⁸” (in Italian, *Venezia* means the city, while *la Venezia* with the determinative article describes the region, though this latter meaning is facing disuse, although it generated in the late 19th

55 After the Seven Weeks War between Italy, Austria and Prussia.

56 US Ambassador Green Clay, dispatch n. 153, 13th August 1866, reports: “The ultimate abandonment of *Venetia* by Austria and the question of its annexation to the Italian Kingdom submitted to a vote of the people”(emphasis added) (Marraro: 1971, p. 358).

57 Retrocession official formula, pronounced by Gen. Edmond Leboeuf, saying “Au nom de S[a] M[ajesté] l’Empereur des Français [...] déclarons remettre *la Vénétie* à elle meme” (emphasis added), as reported by Thaon de Revel (1890: p. 146-147).

58 Italian Royal Decree n. 3300, 4th November 1866, addresses “Le Provincie [sic] della *Venezia*” (emphasis added) (Art. 1).

century another toponym: *le Venezie*, designating collectively the three regions in the north-east of Italy – Veneto, Friuli-Venezia Giulia, and Trentino-Südtirol).

The fact that ‘Venetia’ (noun, feminine singular) primarily meant the whole territory – and that it had been so for several centuries before the birth of the lagoon city of Venice – was not ignored by the Venetians themselves, and yet it was very clear that the toponym for Venice – whose Latin name was *Venetiae* in the form of a *plurale tantum* – was generated from the same regional name *Venetia*, deriving from the already discussed *Veneti* ethnonym. When referring to the city, whose founding name was *Rivoaltus* (Rialto in fact was its core), the correct name became *Venetiae* (i.e. noun, feminine, *plurale tantum*, nominative case⁵⁹), while the region remained *Venetia*, as it is made crystal clear by Paulus Diaconus⁶⁰. The reasons for a plural in the name of the city may be evidence of its pluralistic genesis: the name “*Venetiae*” (now designating Venice as the city and as its province) was the collective name of those twelve aggregate main centers (*civitates*) – on lagoon islands and on the nearby coasts – which were those which never fell under barbarian control. It was a sort of confederation, whose main center soon became the *civitas Rivoalti* (i.e. the Rialto center), which served as a baricenter for the whole *Venetiae* and as a founding stone for what we now call Venice. *Venetiae* was therefore born as the collective noun for that aggregation of free Veneti centers, comprising other islands (alike, *Morianas* is Murano and *Torcelum* is Torcello) and even other cities, still existing nowadays (e.g. *Gradus* is Grado, 90km East-North-East from Rialto, now in Region Friuli Venezia-Giulia; *Clugia* is Chioggia, 25km South; and *Caput argilis* is Cavarzere, 40km South-South-West)⁶¹.

59 The plural form for the city of Venice is confirmed by other occurrences, like “*Venetiis*” as a locative (noun, feminine plural, ablative case) or in the determinative form “[*Patriarcha*] *Venetiarum*” (noun, feminine plural, genitive case).

60 Paulus Diaconus, *Historia Langobardorum*. II.14: “*Venetia* in fact is not only made of a bunch of island, which we call *Venetiae*, but its border leads from Pannonia limits till *Adda* river” (our translation).

61 Johannes Diaconus, *Chronicon Venetum* I.1, lists the names of these twelve *civitates*: “*Gradus*, *Bibiones*, *Caprulae*, *Eracliana*, *Equilus*, *Torcellum*, *Morianas*, *Rivoaltus*, *Metamaucus*, *Pupilia*, *Clugia major*, *Clugia minor*, *Caput argilis*”, they altogether compose *Venetiae*, whose

Therefore, it appears historically more correct to employ the term ‘Venetian’ as referring to somebody or something pertaining to the historical region named ‘Venetia’ as a whole⁶².

2.1.2 World dissemination of the Venetian language

There is no exact estimate of the Venetian-speaking world population, for the reasons we are soon covering. First of all, since Venetian enjoys no official-language status in any Country where it is communitarily spoken today, a propulsive engine for this kind of research is missing, and actually a sufficient stock of propellant fuel – read: some stable amount of resources – is unfortunately completely absent. In the involved areas there are of course some individuals or associated individuals trying their best to get an approximated figure, but no public board or authority is taking care of the issue directly.

Even when tremendously and resiliently desiring to obtain a more precise quantification of the population of the venetophony, the problem – an opportunity for other purposes – is that this language has a very unexpected distribution on Earth. In fact, when we only count mothertongue communities (i.e. those communities where Venetian is historically the indigenous language of that local community, and not just a familiar heritage⁶³; this is proven by the fact that Venetian be spoken also by individuals, even though it is not taught in schools, nor used as a language of power or status), we find 5 States on the list: Italy (Venetia), Slovenia (Slovenian Istria), Croatia (Croatian Istria), Mexico (Chipilo) and Brazil (federated States of Rio Grande do Sul and, partly, Paraná, Santa Catarina, Espírito Santo). Other more recent communities – of a clearer émigré nature – are those in Canada (especially Vancouver, Montréal) and Australia (mainly Sydney and Melbourne). Just to point out some very real difficulties arising from this distribution of communities, we can underline the fact that their relative distance

name will transfer to *Rivoaltus*, which soon became the capital and then the symbol itself of the whole collective noun.

62 While the attribution to Venice could employ the term Venetian, as we did *supra*.

63 This fact maybe made clearer when considering that several brazilian towns were founded directly by Veneti, emigrating for poverty, and hold th typical names of Venetian cities in the motherland, such as Nova Schio, Nova Bassano, Nova Treviso, Nova Veneza, Nova Padova.

must be counted in thousands of kilometers, and this is a problem indeed, only mitigated by technologies but not solved, since videocalls and videoconferences are still difficult to arrange, not for technical reasons or missing facilities or tools, but simply for the difficulty in arranging a timing compatible with all the time zones involved by venetophony⁶⁴.

The number of world speakers, therefore, is very difficult to be obtained directly. Although, an estimate of 7 million speakers can be made, since more than 4 million speakers exist only in Italy (UNESCO, 2010) and a massive emigration of four million Venetians happened between 1866 and 1966 (“in one century” affirms Bernardi, 1994: 13), of which a vast majority reached Brazil.

Linguistically, the differences among the four external Venetian-speaking communities is much resembling the internal varieties of Venetian in Venetia: rather incredibly, while Istroveneto (in Slovenia and Croatia) is clearly based on the insular and coastal Venetian (Ursini, 2003; Todorović, 2017), *Véneto Chipileño* (Mexico) (Keilhauer: 2010) is strictly linked to northern Venetian, and *Véneto Brasileiro* (or *Talian*) in Brazil (Luzzatto, 1994; Mocellin, 2018) is based on the central-Venetian variety. Intelligibility between these varieties is full, except for single items of lexicon.

2.1.3 Social perception in Italy

If we said that regional languages are perceived as dialects in Italy, we would just say something patent and obvious to the absolutely vast majority of the population. Even though being a substantial part of the linguistic life and experience of the Italian population – being present in daily life, in poetry, music, TV, radio, etc. – these regional languages remain conceptualized and treated as “dialects”, mainly for their perceived (or forced?⁶⁵) limitedness, *vis-à-vis* the totipotence of *the language*. As to its accepted dominions, so-called “dialects” are accepted only in local poetry and traditional music: these limits respond clearly to a folklorization agenda for minority languages (Balboni, 2009: 65-66). In particular, “dialects” are

64 For example, if we plan a meeting at 4pm, Venice time, it will be midday in Brasil, 10am in Montréal, 7am in Vancouver, 1am of the next day in Melbourne.

65 If we accept the notion of minoritized languages, as seen *supra*.

perceived by common people (and often presented by scholars and institutions) as something strictly pertaining to something private, intimate, and familiar, not to be shown outside – the step towards shame is so narrow then. The regional language has been relegated to something necessarily spontaneous, unstructured, and unregulated, such as a *cliché*, a deforming prejudice and an obstacle on the path towards its recovery and revitalization: the “dialect” is thought to be without rules, and usually it is believed to be “solely oral” – which is of course not even thinkable of Venetian, whose linguistic corpus in centuries is huge if compared to the average MLs, but appropriate studies have not been made until now. Many people, specially the eldest, find themselves in the awkward position of speaking a language they can’t write (Venetian, in our case) and contemporarily writing – with little or reduced command usually – a language they can’t speak (Italian, in the example) or speak with evident features of partial competence.

Venetian currently still suffers social inferiorization, mainly due to the socio-political barriers which prohibit its full-stance and formal presence in schools, politics, law, public services, i.e. those domains typically reserved to the official language – though it must be observed that recognized MLs in Italy do not enjoy a fully satisfying treatment anyway. Factually, it remains a common experience that also teachers, professors, politicians, lawyers, entrepreneurs, and public servants do speak Venetian even during their working time, but usually only among their peers. For example, a university professor in law could talk Venetian with another university professor in economics, but they wouldn’t speak Venetian to the Dean (they could only if the Dean would speak first) nor to their students, specially during classes. Irony and funny comments in the language are widely accepted though.

Interestingly, a new trend is arising among high-school students: in a recent teaching laboratory held by the underwriter with 70 high-school students⁶⁶, a topic about Venetian being cool arose spontaneously and was discussed. It appeared that

66 A linguistic laboratory on Venetian language in comparative analysis with other European languages, held by the Academia de la Bona Creansa at the Istituto di Istruzione Superiore “Isaac Newton”, Camposampiero (Padua, Italy). 10th March 2016.

a language like Venetian that teenagers perceive as denegated by their familiar/social authorities – i.e. prohibited by family and school – becomes a precious element of identification and satisfying the adolescent appetite to challenge constituted authorities⁶⁷. This phenomenon could fuel a lot of interest on the ML, but formal teaching – it must be taken into account – could produce the adverse result of vanishing this sympathy.

The Istituto Demos has published for the Osservatorio sul Nord Est in the newspaper *Il Gazzettino* on October 30th 2019⁶⁸ the results of a survey⁶⁹ on “Il Nord Est e l’uso del dialetto” (literally: “The North East and the use of the dialect”, our translation) finding that the 54% of the (statistically significant) interviewed population of the Veneto region, the 51% of the Friuli-Venezia Giulia population, and the 48% of the inhabitants of the Province of Trento (in the Regione Trentino-Südtirol) – amounting to the regions where Venetian is present in Italy – are found to “agree a lot” or to “agree” with the proposition «Il veneto è una vera e propria lingua e andrebbe riconosciuta e tutelata come il sardo, il ladino, il friulano, eccetera» (literally: «Venetian is a full-fledged language and should be recognized and protected like Sardinian, Ladin, Friulian, etc.», our translation) – i.e. the languages currently protected under the Italian 1999 national law on linguistic minorities (see next paragraph, §2.1.4). According to the author of the article, the reasons of this perceived value – against the non-recognition current state – shall be found in “l’antica tradizione che ha salvaguardato il veneto: l’essere socialmente trasversale alle classi, utilizzato da tutti, studiati e non, in casa e in comunità, strumento di comunicazione e non di divisione sociale” (literally: “the ancient tradition that safeguarded Venetian: being socially transversal to classes, used by everyone, graduates or not, at home as well as in society, a communication tool and not one of social separation”, our translation).

⁶⁷The phenomenon of high-school students recovering their active Venetian speaking competences (denegated by their mothertongue parents) in a minority language through peer emulation is not new to scientific literature. For an example, Corrà: 2005.

⁶⁸Retrieved at: https://www.ilgazzettino.it/nordest/primopiano/veneto_lingua_sondaggio-4830412.html

⁶⁹Retrieved at: <http://www.demos.it/a01187.php>

2.1.4 Legal status in Italy and in the venetophone communities abroad

“The Republic safeguards linguistic minorities by means of appropriate measures⁷⁰” says the Constitution of the Italian Republic (1948), Art. 6. Never has this formula been applied to a due extent before 1999⁷¹, when law n. 482⁷² listed twelve languages. Nine of them are linked with other European States (French, German, Catalan, Greek, Albanian, Franc-provençal, Occitan, Slovene, Croatian) while the remaining three are indigenous languages, namely Friulian, Ladin, and Sardinian. The absence of prestigious regional languages such as Sicilian, Neapolitan and Venetian – which are the most spoken ones, both as an absolute number and as a relative percentage on the total population of their respective linguistic areas –, along with Lombard, Piedmontese and Ligurian, does not indicate the dominance of Italian on so-called dialects as we could be induced to think, but rather a second-level discrimination between “recognized dialects” – becoming “minority languages” then – and “just dialects”, i.e. those minority languages who are disregarded by recognition and then are not just exactly described as “non-recognized minority languages” but as “not even minority languages”. The *ratio* of such a legal discrimination remains unspoken⁷³ (De Mauro, 2006). We know this law was written by Tullio De Mauro, illustrious professor and linguist, and there may have been solid linguistic reasons; although, we would be very naïve if we forgot that he was serving as the Minister of Education, University and Research at that time, and therefore he was also politically responsible – and not only academically – towards the Government he was part of, and towards the entrusting majority in the Parliament. This is to say,

70 Official text: “La Repubblica tutela con apposite norme le minoranze linguistiche”. Official translation in English, provided by the Senate of the Italian Republic. Online version: https://www.senato.it/documenti/repository/istituzione/costituzione_inglese.pdf

71 For a legal-historical perspective, see Poggeschi (2016).

72 Legal dispositions here: <http://www.camera.it/parlam/leggi/994821.htm>

73 For a *résumé* of the first six years of practice after the enactment of the law on minority languages: MINISTERO DELL’ISTRUZIONE, DELL’UNIVERSITÀ E DELLA RICERCA [ITALIAN MINISTRY OF EDUCATION] (ed.) (2006), *Le minoranze linguistiche in Italia nella prospettiva dell’educazione plurilingue. La legge n. 482/1999 sulle minoranze linguistiche nel settore scolastico. Bilancio dei primi sei anni di attuazione (Annali della Pubblica Istruzione – 5-6/2006)*, Firenze: Le Monnier.

since there certainly were political reasons demanding recognition of the nine foreign-related⁷⁴ linguistic minorities, nothing precludes to ask ourselves which political reasons – if any – were found dispositive and favoring recognition of three “former dialects – now languages” and relinquishing the others, which apparently have very comparable sociolinguistic, linguistic, corpus, and standardization qualities and problems. Apparently, it was a case of double standard, since those three indigenous (sister) languages which gained recognition, namely Friulian, Ladin, and Sardinian, would have failed – and to some extent would fail now too – to meet the stringent criteria allegedly required for Venetian or Sicilian, not to be legally recognized but even to be scientifically regarded as languages.

In the case of Venetian, still, there is a sort of recognition as a linguistic heritage at the regional level both by the Veneto Region (in the Italian Republic) with regional law n. 8/2007⁷⁵, by the Rio Grande do Sul (State of the Brazilian Federation)⁷⁶, and more recently by Slovenia (March 2019; see *infra*, in this paragraph). Differently from what is stated by some scholars, these legal instruments do not amount to a proper recognition, particularly in the Italian legal environment, where the Italian *Corte Costituzionale* has often repeated and recently applied – with its Judgment n. 159 of 2009 on the new regional law of Friuli-Venezia Giulia on Friulian – a traced picture of absolute bindingness of the National legislator’s norms compared to the Regional legislators’ bills (Stradella, 2009) in every applicative aspect and, *ça va sans dir, a fortiori* in the delicate moment of the formal recognition of a language as a minority language or as the language of a minority (the Italian law n. 482 of 1999 clearly distinguishes the two circumstances).

In an attempt to amend the 1999 Italian law on minority languages, a popular legislative initiative has been formally activated for the provision listing the recognized MLs to include also the Venetian language. The popular legislative initiative named “Riconoscimento Lingua Veneta” (literally: Venetian Language

74 Not just genealogically exogenous: we desired to underline the internationalistic factor here.

75 Retrieved at: <http://bur.regione.veneto.it/BurvServices/pubblica/DettaglioLegge.aspx?id=196722>

76 Retrieved at: <http://g1.globo.com/jornal-hoje/noticia/2014/11/dialeto-de-imigrantes-italianos-se-torna-patrimonio-brasileiro.html>

Recognition) was duly filed by 13 Italian citizens (10 minimum required) at the secretariat of the Corte di Cassazione in Rome, on the 12th of February 2019, and published on the Gazzetta Ufficiale the following day⁷⁷. The legal requirement was to present 50 000 original signatures within a 6-month period. Starting in April 2019, the total of 52 344 signatures was reached in December 2019 – therefore the number was reached but the timing was not sufficient according to the law.

Institutionally, in all these cases of non-recognized languages, of course a public board or agencies specifically aiming at taking care of the language are completely missing, although private institutions exist such as the *Accademia de la Bona Creansa - Accademia de la Lengua Veneta*, single projects are present at the university level (it is the case of the ‘Projeto Talian’, regarding the Brazilian Venetian variant, at the Universidade Federal de Santa Maria, in Rio Grande do Sul, Brazil), and some semi-public actors take care of the language in different aspects (for example the cultural sector of the Unione Italiana in the Slovenian and Croatian Istria regarding the *Istroveneto* variant). The public sector remains to the assistive level, the initiative remaining grossly at the private level.

Since Venetian is spread in mothertongue communities in five States (see *supra*, §2.1.2) it will be necessary to evaluate its juridical status taking each State and regional polity separately, and to monitor it through time. In Italy, the status of the Venetian language *vis-à-vis* the State is of a tolerated language, meaning that the language is not fought against *per se*, but its promotion is nonetheless fought against, even by a part of the scholars. At the regional level, Venetian is a promoted language, i.e. with no formal status, but anyway taken into consideration by regional public authorities. In Slovenia and Croatia, Venetian (in the *Istroveneto* variant) is a tolerated language both at the State and local level, although a recent act (March 2019) by the Slovenian Republic recognizes it as a immaterial cultural heritage of Slovenia⁷⁸, the same request is going to be presented to the Republic of

⁷⁷ Repubblica Italiana, Gazzetta Ufficiale, n. 37 (13 feb 2019), p. 31-32. Retrieved at: <https://www.gazzettaufficiale.it/eli/gu/2019/02/13/37/sg/pdf>

⁷⁸ “The Italian Union has obtained recognition of *Istroveneto* as an intangible cultural heritage of Slovenia which will therefore be registered in the appropriate national register”, as the

Croatia⁷⁹. Efforts are made to fully recognize at both levels the presence of this linguistic heritage. In Croatia, the Istria region promotes single initiatives on pop culture, which also comprise the language as an ingredient of these projects⁸⁰. In Brazil, the Federation recognizes Venetian (in the variante named *Vêneto Brasileiro* or *Talian*) as an intangible heritage of the Federation. A period where it was a proscribed language (Dal Molin: 2005) is registered during and after WWII (it was treated as the language of Italian immigrants, therefore of an allegedly fascist nature). At the local State level, Venetian is co-official in the State of Rio Grande do Sul. Although, its juridical status does not seem to be much different from simply being tolerated, since no specific acts of government-initiated or government-driven promotion are put in place. In Mexico, the Venetian language (*vêneto chipileño*) enjoys no specific recognition nor a prohibition, therefore it is a tolerated language.

2.1.5 Debate on the legal status for Venetian: politics, policy, academy and media

In the last years, a shift in the mediatic treatment of the Venetian language has occurred: it is quite frequent now that journalists employ the terminology “lingua veneta” (ITA) or “lengua veneta” (VEC), though, sometimes, keeping a sarcastic tip, which appears to be fading progressively. The often abhorred term “lingua veneta” (ITA) is regarded to as a profanity, even though it was employed already in 1751 by the most famous Venetian author, Carlo Goldoni⁸¹. In modern times, it was scholarly adopted for the first time by Balboni (2007), the same year of the Veneto Region regional law on the Venetian language.

bilateral Interreg Italy-Slovenia website goes. Retrieved at: <https://www.ita-slo.eu/en/all-news/news/primis-protection-linguistic-minorities-slovenia>

79 “L’Istoveneto sarà nel patrimonio culturale immateriale della Slovenia” (Istoveneto will be part of the cultural immaterial heritage of Slovenia), and “Prossimamente l’Unione Italiana presenterà la stessa richiesta anche per la repubblica di Croazia” (Soon the Italian Union will present the same request also for the Republic of Croatia), our translations. Retrieved at: <https://www.triesteprima.it/cronaca/istoveneto-patrimonio-culturale-immateriale-slovenia-2-aprile-2019.html>

80 Of great cultural and popular interest is the annual Festival dell’Istoveneto, organized by the local Unione Italiana.

81 In the preface of his theatre pièce *Le massere*.

The positive trend favoring the correct naming “lingua veneta” has been boosted also by recent initiatives such as the recent public presentation – hosted by the President of the Veneto Regional Council (Parliament) on the 20th January 2017 – of “I Sete Tamizi” (2016), the first university handbook fully written in modern Venetian, fruit of a study conducted by two professors of the University of Frankfurt with the Academia de ła Bona Creansa – Academia de ła Lengua Veneta⁸². Newspaper titles talked about “lingua veneta” and with no sarcastic undertone. Still, it must be noticed that one of the most important newspapers in the Veneto region which also sent one of its best journalists to the presentation but never published a single word about the first Venetian Handbook in all history. A similar oblivion must be registered for the subsequent First International Conference on the Venetian Language (#1CILVE) held on February 18th, 2017, – the inderwriter being part of the organizing board – was unfortunately neglected by important regional newspapers, while several regional TV-channels were present, even foreign ones. In a nutshell, Venetian undergoes discriminatory omissive actions in the media, even when very important and famous scholars from different European universities and research institutions in various European Countries were among the speakers⁸³.

The language status of the Venetian language is not always adversed, but often it is not believed of even by those who defend it at the level of policy making. In 2009, the future Governor of the Veneto Region while advocating for a schooling program for the Venetian language, literally said “It is not a language” – since “it has no grammar” he added later – “but it must be studied anyway”⁸⁴. Of course, this quotation is no matter of political recriminations, but such sentences – two years after the regional law on the Venetian language (see *infra*; §2.1.4) was

82 Retrieved at: www.academiabonacreansa.eu

83 Speakers are presented here: www.academiabonacreansa.eu/wp-content/uploads/2020/04/BrochureCILVE1-OK.pdf

84 Il Gazzettino, 18th Sep 2009. Retrieved at: <http://www.gazzettino.it/articolo.php?id=73675&sez=REGIONI>

enacted – make it clear that the best intentions are not sufficient to build a linguistic policy.

Thanks to the action mainly of private institutions, the political perception indeed has changed. In 2016 the Director of the Regional Education Office advocated in favor of teaching Venetian in schools, as “an added value” for students, while the Regional *Assessore* (i.e. “Minister”) of Education answered, maybe in a balancing tone, that “More English is necessary in schools”, further disputing on the linguistic status of Venetian, calling it again “a dialect” based on having internal varieties⁸⁵.

It is fundamental to remind that in many social contexts the term “dialetto” is widely used in a taxonomically incorrect fashion. It would not be proper to claim single social actors – politicians, journalists, teachers, parents, students, etc. – being carelessly adopting a wrong term, though. In fact, the vast majority of Italian scholars does the same, perpetuating the mistake, although not properly unconscientiously we have to bitterly conclude.

One of the main element of confusion is the ambiguous use of the term “dialect”, employed not univocally to mean both “the (diatopic) variety of a language” and “a language regarded to as inferior to the official/dominant language for sociolinguistic, graphization, standard, dimensional, cultural, or other reasons” (a non-Abstand language, to term it with Kloss, 1967). We can employ Lepschy, Lepschy (2009) to get a picture of the phenomenon. Chapter of the volume is devoted to the historical languages of Italy is titled “i dialetti italiani” (the Italian dialects; other apparently more sensitive authors use “dialetti d’Italia”. Marcato, 2002) meaning those minority languages historically present in the territory currently being part of the Italian State. The same author, entitles the subsequent chapter as “le varietà dell’italiano” (the varieties of Italian). If varieties are varieties, what of “dialects” which are not varieties of another language? They must be languages – but they are denegated the title. *Tertium* apparently *non datur*.

85 Corriere di Verona, 23rd Nov 2016. Retrieved at: <https://www.pressreader.com/italy/corriere-di-verona/20161123/281526520652860>

Even if major scholars clearly see how vastly Italian varies as to phonology and lexicon⁸⁶ (and Italian oral standard being grossly and lightheartedly neglected, even by professors themselves): still some scholars keep motivating their denials to the Venetian language (and others) based on a supposedly pathologic⁸⁷ presence of linguistic variation. An incomprehensible subjective attitude of contempt also appears sometimes – going beyond the already labeled “benign neglect” (Coluzzi, 2009: 43), usually when expressing an academic opinion *extra moenia* – i.e. outside the university context – such as in newspaper articles. In a very recent yet very hard case, dialectologist professor at the University of Padua, Gianna Marcato, condemns the conceptualization of a “lengua veneta” – as an idea going beyond the mere “mosaic of dialects” that she accords to the current linguistic situation of Venetian – as something “horrible”, literally said⁸⁸. These words denote some personal hatred or at least a patent discriminatory pitch against the Venetian language, which happens to be her major topic of academic studies and production (as a “dialectologist”) as well as her own mother tongue⁸⁹ – her Italian oral speech being audibly inseparable from a strong Venetian intonation and accent.

Anyway, what happens when scientifically misusing the term dialect (i.e. calling “dialect” what is a language) is that deviated taxonomy leads to deviated results at the research level, and obstacles any good result in action, since the vision is skewed. The self-limited vision influences the results of inquiries, inducing several authors in a gross mistake: no single reference is made to morphology or syntax of these supposed-to-be dialects: for example, the already mentioned Lepschy and Lepschy work grossly omits syntax in the description of those “dialetti italiani” which actually are minority languages. In other words, since they are called dialects, they are treated as varieties (i.e. usually differing on lexicon and

86 Lepschy (*ibidem*) devotes some 22 very thick pages to report an inventory of the varieties of Italian language.

87 Since it is evoked to impair the *essentialia* for a definition of “language” for Venetian.

88 As reported here in an interview to prof. Gianna Marcato, by Silvia Giralucci (30th Nov. 2016) <http://nuovavenezia.gelocal.it/venezia/cronaca/2016/11/30/news/ma-quale-lengoa-veneta-c-e-un-mosaico-di-dialetti-1.14493402>

89 Could it be a sort of cultural-linguistical self-hatred?

phonology) of the Italian language, therefore the authors are found missing to address – deliberately or not – the core of the linguistic constitution of the Italian minority languages collectively. Such a mechanism is destined to produce the flowers and fruits of being illogical, challenging the non-contradiction principle. Of course, if we move to a similar analysis tailored on the language here under scrutiny and its regional dimension, we will find no different mechanism. A very recent document named “Per l’italiano, per le lingue” (March 2019) expressing “the official position of the Istituto Veneto di Scienze, Lettere ed Arti” is very iconic in this sense. In the first chapter, a clear statement establishes that “[s]i parla spesso impropriamente di ‘dialetto veneto’, che non esiste come entità linguistica a sé, anche se tale termine può essere genericamente richiamato in contrapposizione alla lingua nazionale, l’italiano⁹⁰” further noticing that the Venetian dialects do not show enough homogeneity one with each other (12) and listing five of them – this may imply that there are five different Venetian languages (i.e. five “dialects” that these researchers cannot reconduce to one language), but this scenario is not investigated, while terming “dialetti ladini” in the same document does not infringe the ‘lingua ladina’ linguistic status of a minority language fully recognized in Italy, or even the ongoing process of “restandardization” of the Italian language foresaw by Cella (2015: 158) based upon an uprising “grammar of the speakers”, the *parole* springing from fractures in the *langue*; still it must be observed that other scholars, such as Grassi, Sobrero, Telmon (2003: 170) credit a very different proposition and hold for certain that “L’esempio più chiaro – e indiscusso – di *koinè* dialettale è quello del Veneto”. The second chapter in the same work by the IVSLA, written by linguists F. Bruni and Gianna Marcato, starts its reflections clarifying that “[l]’omogeneità, tuttavia, è estranea alla natura delle lingue”, further declaring that “anche i dialetti sono vivi e cambiano, e non c’è nessuna differenza

90 Even though it is clear, but not accounted, that the Italian language we mean today is just one of the possible Italians that were practiced in the past and whose features in all the constituent aspects of a language disappeared. For a very precise account an interesting work is *L’Italiano scomparso. Grammatica della lingua che non c’è più* (lit. The disappeared Italian. A grammar of a no longer existing language), by V. Coletti (2018).

tra dialetto e lingua”, and concluding with a programmatic assertion: “la collaborazione dell’italiano e del dialetto è un obiettivo da incoraggiare, mentre è dannosa e fonte di povertà mentale e verbale l’opposizione di questi due idiomi” (14).

Other two attitudes – mainly dealing with axiological issues – are somehow lesser visible to the great public, but still present. One is an attitude very typical of the Italian political lexicon and praxis, called *benaltrismo*⁹¹, i.e. the elusive attitude of somebody who disregards the importance of one policy invoking a temporal or axiologic priority for another, deeming the latter as “a *more important* thing to do *now*”. A very recent example (January 2017) lies in the words of the President of the Accademia della Crusca, Claudio Marazzini⁹², who subtly arguments, though with no explicit references, that teaching Venetian would be somehow incompatible with a proper competence in English, lamenting the risk that Italian be excluded in a possible bilinguism Venetian and English. It is interesting to observe at this point that the Italian Bureau of Statistics revealed (ISTAT, 2007) that Venetia is the area where high rate of people still speak the regional language, and contemporarily the area in Italy where foreign languages are learnt the most.

The second attitude is a sort of prejudicial underestimation, not relevant for the subjective attitude or its moral profile, but for the blinding effect this prejudicial underestimation can have on scientific assertions and findings by scholars. It happened that in October 2015, the famous Nutella was produced in some limited editions with labels indicating different words and short idioms in various local languages of Italy: they were called “dialettichette” (a crasis of *dialetti* and *etichette*, literally dialect-labels). Venetian was devoted five of these labels,

91 The expression ‘ben altro’ in Italian literally means ‘surely something else’ or alike, and its substantivation with the *-ism* morpheme indicates a typical dialogic tendency to oppose to the counterpart’s thesis employing a worn out and often pathetic standard proposition on some general themes with rethoric charge – ‘benaltrismo’ is thus an accusation of employing a poor and too generalistic rethoric counterargumentation in order to avoid proper reasoning.

92 Retrieved at: <http://www.accademiadellacrusca.it/it/tema-del-mese/inglese-dialetto-storia-solo-veneta>

reproducing five Venetian words or short phrases. A journalist had an interview⁹³ with Ivano Paccagnella, professor at the University of Padua (Venetia) and editor of the serial publication *Filologia Veneta*. First, he declared – though not even asked – that “no unitary Venetian dialect exists” (our translation). Second, about one of the five expressions (“alegressa”), he sentenced: “it seems an invented term”. The interesting thing is that this supposedly inexistent and invented term is used by Carlo Goldoni in his famous 1761 *Sior Todero Brontolon*⁹⁴, by Giuseppe Cappelli in his 1875 Venetian translation of the Dante’s *Divina Comedia*⁹⁵ and finally reported in Giuseppe Boerio’s 1856² *Dizionario del Dialetto Veneziano* (28; though traditionally spelled as “alegrezza” or “allegrezza”, which is read exactly [ale'gresà] or [ae'gresà]). Certainly, being in front of a journalist hardly is the best reasearch environment, but this episode resembles too much an attitude towards summary judgments on so-called dialects in general, and specifically on Venetian, a language for which prof. Paccagnella is indeed one of the most important academic experts.

Concluding this paragraph, we must notice that in complex minority languages are very much analyzed and studied by scholars in Italy. Considering the huge literature, and the still existing millions of speakers (moreless a half of the whole population of Italy, thus some 30 million native speakers of minority languages) though, the sensation is that of a continuous and tireless anatomyzation of these linguistic bodies, under a couple of (unsaid) preconditions: to consider them as corpses – rather than living bodies – and to never reach a diagnosis, not about their pathology, but regarding their taxonomy in the realm of living languages. As a corollarium, *ça va sans dire*, since no diagnosis of vulnerability of these bodies – regarded as future corpses – no medicine or healthy practice will be prescribed now by the linguistic doctor. An intervention to stop linguistic deterioration would

93 La Nuova Venezia, article and interview to prof. Ivano Paccagnella. Retrieved at: <http://nuovavenezia.gelocal.it/venezia/cronaca/2015/10/20/news/ostregheta-sei-etichette-per-un-veneto-da-spalmare-1.12299576>

94 Act II, Scene 4.

95 Inferno, Canto I, verse 78.

amount to “*politica*” (in the sense of *politics*, not of policy), as prof. Gianna Marcato says in the already mentioned journal article that “[t]eaching dialect means to be responsive to a political agenda” (our translation), and if it’s not enough, we should deem interesting her other, yet absorbent, argument of impossibility “because it is impossible to teach a dialect”⁹⁶. And since *ad impossibilia nemo tenetur*, assisting to the decline of these living languages seems the best option scholars should offer – international covenants, linguistic rights, legal norms, and constitutional provisions fully disregarded. Anyway, the actual average picture of the Venetian language in Italy is somehow of an hybrid nature: less than ‘a language’ but perceivedly more than just ‘a dialect’, which sometimes amounts to the perceived status, therefore a *halbsprache*, i.e. a ‘half-language’ or a ‘semi-language’ (Craith 2006: 107).

2.1.6 Language status of Venetian: need of a more extensive analysis

We’ll trace here in brief a profile according to the concept of Language Status. Such a task could be perceived as a banal or a solipsistic exercise somehow, but it has never been duly compiled for Venetian, therefore what has never been properly done is never banal. In fact, on one side, this language is only recently coming to the international academic arena. On the other, as we mentioned above, Italian scientific literature seems very fond of microanalysis or corpora, but never reaching a comprehensive vision of the whole linguistic phenomenon, and apparently abhorring any possibility to drive or sustain a linguistic policy of promotion or even maintenance at least.

Therefore we find that a comprehensive factfile of Venetian be missing in international scholarly literature, although a first scheme has been drafted (Schweitz, 2018). Of course there is no perfect and ultimate vision on today’s Venetian language: many information are still missing, and any scholar wishing to integrate will be thankfully welcome. The sensation is that many basic notions need to be patiently reported, or at least thread together: this is what we aim to

⁹⁶La Nuova Venezia, Article and interview to prof. Gianna Marcato. Retrieved at: <https://nuovavenezia.gelocal.it/venezia/cronaca/2016/11/30/news/ma-qual-e-lengoa-veneta-c-e-un-mosaico-di-dialetti-1.14493402>

obtain with the present chapter, particularly in these paragraphs related to the linguistic profile (*infra*, §2.2) and the linguistic status of Venetian (the following paragraphs 7-10). We will here recall single concepts and add other appropriate ingredients to compose the schematic analysis (a *vademecum*) of Venetian as to its Language Status⁹⁷.

2.1.7 Language origin and historicity

The peculiar situation of Venetian can be understood also thanks to the consideration of its origin as per the diverse communities to which it is native. While it is clear that Venetian is endoglossic in Venetia, one might question if it can be considered endoglossic also in Slovenian and Croatian Istria (where it arrived at least with the early domination of the Venetian Republic, i.e. beginning at least with the 10th century; Todorović, 2017). Indeed the endoglossic language in Istria was *Istrioto*, a language sister to both Friulian and Venetian, while Venetian arrived later on as just mentioned, in the form of a colonial Venetian (Ursini, 2003) and UNESCO Atlas confirms this attribution. Although, we must ask ourselves if the criterion is chronological and, if so, how much time is necessary for an objectively exoglossic language to subjectively be perceived as endoglossic by the current polity.

This factor holds key importance those communities where Venetian is still present and reached the area at the end of 19th century, as happened in Mexico and Brazil, where three qualities must be taken into account according to our vision. First, if the immigrant community settled anew in unpopulated areas, generating new villages and towns. Second, quantitatively how massively the exoglossic language arrived in the area, as compared to the endoglossic community(ies). Third, qualitatively which effects did the exoglossic produced in the endoglossic community, and particularly if locals assumed the language as important for their own. These three requirements are found true for the Venetian communities in Brazil (as we have seen, cities have been founded, the immigration was massive and there is proof of dissemination of the language outside the immigrant

⁹⁷ We will follow the double line of Kloss's and Stewart's 1968 models.

community), therefore we can say that Venetian in southern Brazil has become endoglossic. More information are necessary in the case of Mexico, being certainly a lesser patent situation.

As to all other groups of Venetian speakers in the World – such as France, Switzerland, Belgium, Canada, United States, Argentina, Venezuela, Chile, Australia – their Venetian language has to be considered undoubtedly exoglossic in their respective communities.

Another necessary reference must be made to the linguistic families involved. In fact, as Kloss noticed – talking about near-dialectization – the linguistic relation between the official and/or majority language and the minority language plays an important role. The fact that Venetian speakers in Venetia may believe that Venetian is a dialect of Italian finds a fertile context since these two languages are both romance, endoglossic and adjacent languages, although separated by the isoglossal border internal to the linguistic *Romania* – Venetian pertaining to the Western Romance and Tuscan (Italian) to the Eastern Romance Dominion.

2.1.8 Degree of graphization and standardization

From an historical point of view, Venetian is a prestigious and well-developed language. Although, if we ask to politicians, scholars, or to *quisque de populo*, whether Venetian is prestigious or well-developed, their answer will be certainly negative. It is not only – although strongly – a matter of misconception (or deception), but somehow an intuitive answer based on a daily reality that speakers live and language planners should desire to properly address and clarify.

All languages are born polycentric, although we usually employ the term only when addressing the topic of standardization of an Ausbau language (Kloss: 1967). This is just matter for the ontology of the language, its nature, where speakers experience the macro at their micro level, and therefore if we interview speakers, they will represent not only a polycentric language, but even an atomized or totocentric language, and therefore there is no such “language”: a sort of state of nature in the Hobbesian sense among all the idiolects – all the native speakers. This is nothing wrong: if we could interview single water molecules in a boiling

pressure cooker, they would answer that there is no such “pression”, but just all *moleculae* being very spontaneous and excited and randomly hitting each other and the pot. The aggregated is an idea, a deontology, while the single is the only existing ontologic reality (sorry for being etymologically redundant). Put differently, we cannot record an audio file of “the language”, while we can record Mr. Somebody saying something now. It is just De Saussure’s *langue* and *parole*, brought to the area of linguistic-status perception and planning in order not to forget this sharp and everlasting truth.

Currently, each publication in Venetian contains somewhere an explanation of the standard used, i.e. the area, its phonology, the writing system used. This demonstrates the current absence of “an accepted standard”, but the presence of several self-standards. Can this be compatible with historical prestige and development of Venetian? Yes, it is, on one condition: understanding that Venetian has already undergone a primary step of ausbauization (Tosco: 2008), which has unfortunately failed, due to external political reasons. In fact, Venicean⁹⁸ had developed a standard through 17th and mainly 18th centuries, which is substantially coherent, and based on Venicean itself, indeed the most prestigious variety of Venetian (Venice being the capital city and mother to the Venetian Republic).

Very unfortunately, this first ausbau aborted in 1797, when Napoleon invaded the Venetian Republic and put it to an end. This meant the end of Venice as the center of Venetian interests, with an economic, political, demographic, and linguistic collasation of Venice, and Venicean; a disaster which never stopped and continues today. The Venetian mainland remained orphan of its promising ausbau variety (Venicean), able to lead the ausbauization of the whole Venetian language. In fact, that orthographic standard survived in Venicean itself only until the beginning of 20th century, and then it collapsed definitively. Even when writing Venicean, modern speakers and writers show not to use this first-ausbau Venicean standard, and actually they disrespect it as something alien.

98 We said – and explained why *supra*, note – to employ this neologism to describe the Venetian variety spoken in Venice and the lagoon.

Therefore, Venetian is proceeding now to a second ausbauization process. This process began in the last decades of the 20th century, although different standards were proposed and have been competing for many years, producing very important results as singulars (one proposed standard has a journal, another produced a dictionary, another a grammar, another an online comprehensive lexicon, another a translator, etc.). Despite all these products individually being for sure a part of ausbauization, the overall impression is complete atomization – an archipelago effect –, of an unthought tentative approach and finally a sense of rivalry between different linguistic gangs competing for the control of the area, fuelled by the rather omnipresent double extremization of those immediately advocating for political issues through language and those refugeeing in folklorization to avoid being considered “politicized”. Silent universities on policies (but single scholars starting to move); politics too often present with symbolic slogans or rather uneffective actions, such as the design of new standard orthography promoted by the Veneto Region and officially published in 1995 with the promising name of “GVU: Grafia Veneta Unitaria”, fruit of an Official Regional Commission where several illustrious professors participated⁹⁹. The resulting standard has never been used, not even a single time in any publication – the handbook explaining this standard has been written in Italian –, neither public/academic nor private in its 25 years of existence up until now.

The Academia de la Bona Creansa – Academia de la Lengua Veneta (born in 2014) now leads the second ausbauization effort. Today, the Venetian Language can count on a stable private institution having determined a standard (a “polycentric standard language”¹⁰⁰), and using it in the first language courses ever held, children publications, academic publications (such as the Venetian handbook “I Sete Tamizi” which synthesized the Venetian multistandard theory; Mocellin, Klein, Stegmann: 2016), scientific-linguistic events, linguistic laboratories in schools, teaching initiatives in schools, teaching materials, localization of computer

⁹⁹ Among them, prof. Manlio Cortellazzo, Luciano Canepari, Alberto Zamboni, Gianna Marcato and others.

¹⁰⁰A concept by William Stewart, reported in Kloss, Heinz. *Ibidem*.

softwares, localization of smartphone apps, and the creation of different task forces of young authors and translators who employ the same graphization (DECA: Drio El Costumar de l'Academia, i.e. literally: according to the style of the Academia) and follow the same linguistic multistandard vision. In December 2017, the Veneto Region regional ad hoc second committee for the Venetian Language approved singularly all the provisions of the DECA system as the official graphization of the Venetian language under the name *Grafia Internasionale de'l Veneto Moderno*¹⁰¹ [literally: International Graphic System of the Modern Venetian (Language)].

A second ausbauization process for Venetian is therefore currently in progress, and it comprises the overseas varieties through direct collaboration with local research and teaching institutions.

2.1.9 Vitality and functional domains

The only solid statistics we have about Venetian speakers refers to 2006 data published by the Italian Statistical Institute (ISTAT, 2007). Regional data for Veneto on “dialect speakers” set the ratio to at least 69.9% (aggregated data). Keeping hypothetically only the same ratio for those Venetian-speaking areas which are not part of the Veneto Region (i.e. those areas like eastern Trentino and selected parts of all four provinces of Region Friuli-Venezia Giulia), we easily cross the number of 4 million speakers only in Italy. Other tens of thousands can be added in Istria, even though no ratio is specified, neither in a local or national scale. The same absence of a trustworthy statistical esteem of the ratio of Venetian speakers relative to different local, regional or national units we suffer for Mexico and Brazil. As we said, an estimation we can deem referable is a total of 7 million speakers in the world. If we could the potential basin of Venetian-speaking-migrant descendants (i.e. those who don't speak the language, but could be interested in recovering their parents or grandparents language), we may find to count a total of more than 15 millions¹⁰².

101Official linguistic portal by the Veneto Regional Council (Parliament). Retrieved at: www.linguaveneta.net/lingua-veneta/grafia-veneta-ufficiale/

102Actually, “It is possible to esteem in about ten million people at least the number of descendants of emigrated Veneti spread in the World” (our translation; Bernardi, 1994: 13).

According to Stewart's systemic analysis of functional domains, Venetian in Italy is a provincial and literary language. It used to be banished from entering schools, except when used in literature or as a cultural content, but not as a language *per se*¹⁰³. If we include Cooper's additional and specified functional domains (1989), it is a work language and it also was a working-official language under the Venetian Republic, as demonstrated by the research on Venetian(-Venicean) legal documents by Tomasin (2001), additionally for example developing a Venetian archival *microlingua*; Cecchetti, 1888). In Slovenia and Croatia it is a group language, with characters of provincial language on the istrian coast (though no such province exists formally). It can be used informally in schools, or with the same restrictions depicted for Italy – the effects of the Slovenian recognition as cultural immaterial heritage for *Istroveneto* remain to be cleared as to what pertains schools and language education. In Brazil, it is a group language, though perceived sometimes as a provincial language of the southern States of the Brazilian Federation. It can be employed quite easily in schools and it can become a school subject, though these possibilities aren't exploited (and therefore explored) enough – not to say at all. It's also a work language. In some cases, even a religious language (in translation). In Mexico, it is a group language.

From the taxonomic point of view, it also remains to determine if the Venetian language used in Brazil¹⁰⁴ can be considered an originary language or an ethnic language according to the definition cleared by Balboni (2009: 137), the first kind being imported and the latter being indigenous. The issue is worth being delved, since in many communities in Southern Brazil the Venetian language actually was the very first language to appear, even before Portuguese, due to the dynamics of the creation of new *colônias* (in the Brazilian tone) out of merely forestal *mato*. Therefore, it was definitely an imported language, but it was the first language being used in those communities, to which it was foundational – many

103More *supra*, §2.1.4.

104Not the case for Mexico, since the local community is too small and historically not as foundational to fully trigger the same reasonings which we find very apt for Brazil.

communities still hold¹⁰⁵ their original name of foundation, such as Nova Pádua, Nova Bassano, Nova Vicenza, Nova Veneza, Vale Vêneto, Vale Feltrina, Vale Veronese, São João do Polêsine, etc., recalling names of town, provinces, areas and the name of the Region itself. Our answer (Mocellin, 2018a) is that Brazilian Venetian should be considered an indigenous not to the whole country of Brazil, clearly, but to the single newly founded communities where it belonged *ab initio*. A further element of analysis corroborating such perspective is the fact that Venetian language has reportedly become the first societal language of those communities even when they were not composed only by Venetian-speaking families¹⁰⁶.

Interestingly, those descendents of Venetian speakers are frequently persuaded to be Italian speakers (since their ancestors came, invariably, from Italy) as noticed by Balboni (2014a: 19). Venetian has always been not just a language for communication, but also for education and schooling (Serragiotto, 2014: 9), although informally¹⁰⁷, both in the past and up until now as direct experiences keep confirming in all areas except *capoluogo*¹⁰⁸ city centers (very rare in Padua, rare in Verona, not so rare in Venice, Treviso, quite common in Vicenza, Belluno, Rovigo). Actually, the first case of Venetian being used – interestingly, at the beginning of the *ventennio fascista* period – was that of the first school-teaching handbook with Venetian texts, which was produced in 1924 (Adamo Bazzani), following the new teaching programs of Italian through the study of the so-called dialects (our MLs), as promoted by Minister Lombardo Radice. *Fascismo* soon

105The foundational names of several *colônias*, along with first names and surnames, were changed and literally brazilianized during the rule of Getúlio Vargas, particularly in the days of WWII. For a rather comprehensive work on the topic, see Gertz R., in Dal Molin, 2018.

106Several cases are reported, such as the community of nowadays Ivorá (originally: Novo Údine – Udine is a city in Italy, currently in Friuli-Venezia Giulia, and historically the capital of the Friul, the Friulian-speaking territory) where family languages are Venetian and Friulian, but the informal societal language is Venetian (while the formal official language is of course Portuguese). Ivorá, through a municipal law (23rd March 2018), turned *Veneto brazilian* as the one co-official language of the community. Retrieved at: <https://www.ufsm.br/unidades-universitarias/ctism/talian/>

107Another case of discrepancy between what we called ‘dianomic’ domains of formal utilizability and diastratic/diaphasic domains of substantial utilization.

108Those seven cities of the Veneto Region heading an eponym province.

changed its mind on the topic and started to campaign for Italian only, in an attempt to defy analphabetism and to respond to a political need of nation building whose fundamental core was the Italian language.

Currently, under an unbalanced bilingualism regime characterized by a “state of structural weakness [of the ML] compared to standard and official languages” (Bidese, 2017: 98), risks are: from the objective point of view of the Venetian language, that it may face extinction in the current century; from the subjective point of view of the speakers (individually and collectively), that their bilingualism could turn into semi-lingualism, and that semi-lingualism could become monolingualism (Crystal, 2000: 79) – and a very impoverished one.

In order to gain the attention of the younger generations on the Venetian language as a functional and useful language for today, the last two decades have testified the birth of several initiatives and projects for the online world, such as online dictionaries (www.elgalepin.com), browsers (Mozilla Firefox), although employing different graphizations. Since the foundation of the *Academia de la Bona Creansa - Academia de la Lengua Veneta*, many ICT products have been localized in Venetian according to the DECA graphization and following the Macrostandard (see *supra*, §2.1.8). These linguistically homogeneous smartphone apps like office suites (LibreOffice¹⁰⁹), online and free language courses (Memrise.com¹¹⁰), software keyboards (Swiftkey, Gboard¹¹¹), messaging apps (Telegram), and more recently the in progress localization of Facebook.com¹¹².

2.1.10 Venetian today in the eyes of the UNESCO criteria

In the 2003 a UNESCO ad hoc committee developed the Major Evaluative Factors of Language Vitality, consisting in nine criteria numerically graded according to vitality friendliness from 0 (no compatibility with vitality) to 5 (full compatibility with vitality). Based on Coluzzi (2009) who displayed and aggregate of the

109 Retrieved at: <https://vec.libreoffice.org/la-tradusion-veneta-e-l-academia/>

110 Retrieved at: <https://app.memrise.com/course/298015/venetian-abc-venetian-language-course/>

111 Retrieved at: <https://academiabonacreansa.eu/>

112 Retrieved at: <https://www.ilgiornaledivicenza.it/rubriche/vip-curiosit%C3%A0/finestra-sul-mondo/dal-2020-si-potr%C3%A0-usare-facebook-in-lingua-veneta-1.7835903>

UNESCO criteria for all the non-recognized minority languages of Italy, we are trying to depict in brief the current status of the Venetian language through these nine descriptors, appropriately referred to the present.

Factor 1. Intergenerational Language Transmission.

Grade: 3 (Definitely endangered). The language is used mostly by the parental generation and up.

Factor 2. Absolute number of speakers.

Grade: 5 (Safe). No descriptor here. We evaluate upon what we reported *supra* in §1.2 regarding the 100,000 speakers benchmark for MLs.

Factor 3. Proportion of Speakers within the Total Population.

Grade: 3 (Definitely endangered). A majority speaks the language.

Factor 4. Trends in Existing Language Domains.

Grade: 3 (Dwindling domains). The language is used in limited social domains and for several functions.

Factor 5. Response to New Domains and Media.

Grade: 2 (Coping). The language is used in some new domains.

Factor 6. Materials for Language Education and Literacy.

Grade: 2 (Limited, our label). Written materials exist, but they may only be useful for some members of the community; and for others, they may have a symbolic significance. Literacy education in the language is not part of the school curriculum.

Factor 7. Governmental and Institutional Language Attitudes and Policies, including Official Status and Use.

Grade: 3 (Passive Assimilation). No explicit policy exists for minority/regional languages; the dominant language prevails in the public domain.

Factor 8. Community Members' Attitude toward Their Own Language.

Grade: 3 (Overall Positive Attitude, our label). Many members support the language maintenance; others are indifferent or may even support language loss.

Factor 9. Amount and Quality of Documentation.

Grade: 3 (Fair). There may be an adequate grammar or sufficient amount of grammars, dictionaries and texts, but no everyday media; audio and video recordings may exist in varying quality or degree of annotation.

2.2 A profile of the Venetian language: linguistic characters in comparison

A triple set of reasons can be taken into account for the need of a sketched linguistic profile of the Venetian language, given the incomprehensible rarity in linguistic literature of such a systematic depiction: on one side, to provide a set of evidence regarding its linguistic nature *vis-à-vis* the Italian language it is often regarded to as a dialect even in scholarly works; secondly, a contrastive approach will serve as a guidance in the design of linguistic curricula and of language teaching materials (LTM) now and in the future chances for the Venetian language to become object or medium of formal teaching; finally, the linguistic distribution of the Venetian language in the World suggests that a comparative approach be a very useful reading key for language which is ML in different Countries, thus *vis-à-vis* different dominant languages (at least Italian, Slovenian, Croatian, Portuguese, and Spanish; but English and French are too on the list for more recent communities of the venetophony in Canada, Australia, France, etc.).

To indicate the language, we will employ the “VEC” ISO linguistic code used also by UNESCO and other international organizations. The subsequent paragraphs try to resume and organize linguistic data taken from the literature, and in particular Cortelazzo (1979-1993), D’Achille (2008), Ferguson (2013), Grassi, Sobrero, Telmon (2003), Marcato C. (2003), Marcato G. (1981, 2003), Mocellin (2016, 2018), Renzi, Andreose (2003), Rohlfs (1966, 1967, 1969, 1972) Serianni, Antonelli (2011), Tomasin (2010).

2.2.1 Contrastive lexicon

As already mentioned above, the Venetian language is in a peculiar linguistic position in the core of Europe, at the fraction borders of the three main Indo-European branches (Romance, Germanic, Slavic). In particular Venetian counts a

set of Germanic and Greek words more than Italian, the previous due to intense and prolonged contact¹¹³ dating back at least to the Longobard era, the latter to the aforesaid reasons of frequent and direct bilateral contact (see *supra*; intro to §2).

In addition, many times it happens that Venetian peculiar lexicon – i.e. those Venetian words not pertaining to the panromance lexicon (Klein, Stegmann, 2000: 37) – shows interesting similarities with other romance languages employing terms that Italian knows not. For example, the Venetian *tamizo* ([ta'mizo], sieve), with the corresponding French *tamis*, while Italian would say *setaccio* (or, similarly, VEC *pomo*, FRA *pomme*, ITA *mela*).

2.2.2 Contrastive phonology

Venetian is commonly said to sound very much like Spanish. This is not due to any Spanish domination or so – no Spanish domination of the Venetian lands has ever been registered by history –, but a comparative consideration of Spanish and Venetian shows some interesting similarities in phonology. Therefore, an identical piece of lexicon being present in Venetian, Spanish and Italian, would result in a higher similarity of the Venetian word with its Spanish homologue, rather than with the Italian one (e.g. VEC *pasion* [pa'sjoŋ], ESP *pasión* [pa'sjoŋ], vs. ITA *passione* [pa's:jone]). For example, apheresis of atonic vowel is very typical of Venetian, and involves also toponyms and anthroponyms: this is also present in Iberic languages (VEC *relojo* [re'ɔjo], ESP *reloj* [re'lɔχ], vs. ITA *orologio* [oro'lɔdʒo]). Other phenomena are mainly: absence of consonantal gemination; strong lenition particularly through sonorization of intervowel voiceless consonants (excluding -s-); vowel apocope after post-tonic sonorants [l, r, n]. Also, the phonematic inventory of Venetian is different from Italian, since Italian standard sounds [ʃ, ʌ] and the non-standard Tuscan sound [ɜ] are completely inexistent in Venetian. Reversing our point of view, other phonemes are part of the Venetian multistandard¹¹⁴ inventory, while absent in Italian, such as [θ, δ]: they

113Also Italian counts a set of Germanic words, but Venetian increments that number with several others, such as: *tastar* (to taste), *springar* (to sprinkle), *schito* ([bird] shit), *brincar* (i.e. to take, semantic transfer from to bring), *zbrekar* (to tear, semantic specification from to break), and others.

114On the Venetian multistandard, see §2.1.8 *supra*.

presently belong to northern Venetian (e.g. square: *piatha* ['pjaθa]; silver: *ardhent* [ar'deŋt]) while having been very common also in central Venetian until the last century, and presumably even in Venice itself (Màfera, Roman: 2006, p. 30-35). These interdental sounds, of course, provide an interesting interface with the homologous *c/z* in Spanish and *th* in English. Additionally, the varietal difference between northern Venetian saying *piatha* ['pjaθa] and central majoritarian *koinè* Venetian saying *piasa* ['pjasɑ] is rather comparable in this consonantism to the same options for *plaza* in Standard Castilian ['plaθa] and in Latin-American Spanish ['plasa]. A systematic trait of difference between the Venetian phonology and the Italian one is also that – as a Western Romance language – Venetian unifies the output of the Latin <ti>+vowel ([tj] in classical Latin) and the Latin <c^{e,i}> ([k^{e,i}] in classical Latin) whose resulting forms in Italian are [ts] and [tʃ] respectively, while Venetian varieties all unify the two in one single outcome [s] (in the macrostandard; while the outcome remains single in other variants, but is univoquely [θ] or univoquely [ts]). An identical pattern is mirrored in the voiced versions of the same consonants.

In addition, Italian sounds [ts, tʃ] find phonemic correspondence in Venetian [s], while Italian [dʒ, dʒ] usually are found [z] in Venetian (or [j], particularly when the corresponding Latin term used [j]). Sounds [tʃ, dʒ] are also present in Venetian, but with a completely different etymology, since they represent the Venetian exitus of Latin [kl, gl] (LAT *clave(m)*, ITA *chiave* ['kjave], VEC *ciave* ['tʃave]; LAT *glacies*, ITA *ghiaccio* ['gjaʃ:o], VEC *giaso* ['dʒaso]) (Mocellin, Klein, Stegmann, 2016: 98). A different treatment of the [ɲ] sound is revealed in Italian, where it is always geminated [ɲ:] in intervocal context, while Venetian never geminates consonants in general, with no exception. Remaining in the field of nasal consonants, the original Latin *-mp-* [mp] becomes *-np-* [np] in Venetian (LAT *campus*, ITA *campo* ['kampo], VEC *canpo* ['kanpo]; the same happening with *-mb-* becoming *-nb-*), thus with a very rare exitus in the linguistic Romania, testified by texts dating back to the 13th century at least.

Moreover, Venetian adds a unique and very extended phenomenon in phonology: vocalization of initial and intervocalic [l], which becomes an approximant [e] ([^e]¹¹⁵), and can subsequently suffer sincopation due to absorption by adjacent palatal vowels [ɛ, e, i]. Therefore, the Venetian famous boat gondola, is written in modern Venetian as *góndola*, with the modern graph ł/Ľ (Coluzzi, Brasca, Miola, 2018: 4) denoting the presence of this phenomenon: *na góndola*, *do góndole* ([na 'goŋdo^ea], [do 'goŋdoe], ENG: 1 gondola, 2 gondolas). This approximant e ([^e]) sound is something incredibly peculiar and unique in the world languages.

Venetian employs the same vowel set as Italian, naturally without nasalizations or rounded frontals or *schwa* sounds (which are present in other MLs in the Italian area). The Venetian unstressed vocalism shows a general descending tendency (VEC *maraveja*, ENG *marvel*, ITA *meraviglia*), quite opposite from the Tuscan tendency to ascend atonal vowels, particularly at the incipency of the word (e.g. VEC *ofisio*, ENG *office*, ITA *ufficio*).

2.2.3 Contrastive morphology

Maybe due to the Venetian tendency to atonic vowel apheresis¹¹⁶ and jointly with an authentic horror for gemination¹¹⁷, the Latin *ad-* prefix is very rare in Venetian common speaking – though present in scientific language – giving a typical absence of the prefix or substitution with the *in-* prefix, which Venetian uses in an augmentative fashion (LAT *ad+rabia(m)* > ITA *arrabbiarsi*, VEC *rabiarse*, *inrabiarse* [iŋra'bjarse]).

In a similar augmentative fashion, an interesting and peculiar pattern of the Venetian morphology is the reinforcing sibilant fricative [s] or [z], where VEC *scuminsiar* is just FRA *commencer* and ITA *cominciare* (to begin). This causes the emergence of some false friends in VEC-ITA lexicon, since the *s-* morpheme is typically employed in Italian in a privative, therefore opposite, semantic: *na sfadigada* would be a very demanding and fatiguing activity in Venetian, while the

¹¹⁵This is the scientific notation proposed in by Mocellin, Klein, Stegmann, 2016.

¹¹⁶See *supra*, §2.2.2

¹¹⁷It is not infrequent that potential geminations – occasionally coming from atonic vowel syncope clashing two identical consonants – be avoided, resulting in dissimilation (*vólelo* > *vol-lo* > *vorlo*, as found in Goldoni, *Sior Todero Brontolon*).

apparently almost identical Italian morphologically homologous *una sfaticata* literally describes a very lazy feminine individual. This particular Venetian reinforcing *s/z-* sibilant prefix is possible¹¹⁸ – i.e. it falls not subject to pragmatic blocking – because Venetian employs the general *dis-/des-* privative prefix (Ferguson, 2007: 105), while Italian prefers just the privative prefix *s-* (VEC *discoverto*, FRA *découvert*, ENG *discovered*, ESP *descubierto*, ITA *scoperto*).

As to verbs, while Italian employs two kinds of past at the indicative mode (ITA ‘passato prossimo’ *ho pensato* and ‘passato remoto’ *pensai*; and even a more complex and almost obsolete for the average speaker ‘trapassato remoto’ *ebbi pensato*¹¹⁹), Venetian only has one past (VEC *mi go pensà*; ENG I have thought).

This could be the reason why Venetian conditional is formed, as it is in French and Spanish, from the Latin ‘imperfectum’ of *habere* (to have) being suffixed to the infinitive form of the stem verb (LAT *cantare+habebat* > ESP (*él*) *cantaría*, FRA *il chanterait*, VEC (*tu*) *el cantarìa*, while Italian forms its conditional basing the suffix on Latin ‘perfectum’ of *habere* (LAT *cantare+habuit* > ITA (*lui/egli*) *canterebbe*). The auxiliary *gaver* (to have) is more frequently preferred in Venetian as in English (*A ga piovesto* = It has rained), and differently from Italian (*È piovuto* = (it) *Is rained). Venetian has a very unique past participle ending: *-est-* (e.g. *piov-est-o* = rain-ed; with the masc. sing. *-o* ending), available for conjugations two and three (i.e. two, three, and for of the Latin verbs), completely absent from Italian and the major romance languages.

Venetian gender and number morphemes in nouns and adjectives are the same as in Italian, except for plural of feminine nouns from the Latin 3rd declination (LAT. s. *valle(m)*, pl. *valle(s)*; ITA. s. *valle*, pl. *valli*; VEC s. *vale*, pl. *vale* [‘vae]). Morphemes of gender and number in adjectives of the Latin 2nd class, 2nd group, tend to be differentiated in Venetian, following the same scheme of the Latin 1st

118It would probably undergo a blocking phenomenon if the Italian privative *s-* be also of Venetian massive use.

119We are not counting here the ‘imperfetto’ (*pensavo*) and its composed form, the ‘trapassato prossimo’ (*avevo pensato*) which is optionable also in Venetian (*mi pensava/o*; *mi gavéa/o pensà*; respectively)

class (ITA m.s. *grande* = f.s. *grande*; m.pl. *grandi* = f.pl. *grandi*; VEC m.s. *grando* ≠ f.s. *granda*; m.pl. *grandi* ≠ f.pl. *grande*) therefore granting a coherent morphemic treatment of nouns and adjectives when related (ITA m.s. *gatto grande*, f.s. *gatta grande*; VEC m.s. *gato grandò*, f.s. *gata granda*; ENG. big he-cat; big she-cat). Plurals, clearly, are not sygmatic in Venetian.

While the typical pattern for derivative morphemes in Italian nouns is to have two of them – a masculine (s/pl.) *-tor(e/i)* and a feminine (s/pl.) *-tric(e/i)*, replicating the same Latin pattern *-tor, -trix* – Venetian doesn't make this distinction, and says *laorador* (m.s.; ENG he-worker) and *laoradora* (f.s.; ENG she-worker), leaving to the subsequent morpheme to tell us the gender of the noun, along with the number. The more general derivative morpheme (LAT *-ari-* [-'arj-]) in Venetian is *-ar-* (ITA *fornaio*; VEC *fornaro*; ENG baker) usually expressing jobs and professions: very peculiarly, and once again similarly to French, it is used also for fruit trees (VEC *pomaro*, FRA *pommier*, ITA *melo*; ENG apple tree).

Differently from Italian, Venetian employs only a quartet of determinate articles: m.s. *el*, f.s. *ła*, m.pl. *i*, f.pl. *łe*; while Italian doubles the masculines (i.e. a total of six articles) which must be agreed phonologically with the following word (noun or adjective). Venetian has no partitives, which can be found used as a product of contamination from Italian, periphrastic solutions being more typical in Venetian to express the same partitive function.

The Venetian possessive adjective is invariable to number and gender when preceding the related noun (similarly to Spanish), the article being delegated to represent, as a first stance, number and gender in the Venetian possessive NP: VEC m.s. *el me gato*; f.s. *ła me gata*; m.pl. *i me gati*; f.pl. *łe me gate*; while a postponed possessive adjective will recover the same gender-number quartet of endings typical of possessive pronouns (VEC: *mio, mia, mii, mie*), and regular nouns too. universalità dell'aggettivo possessivo preposto (delega di genere e numero all'articolo)

A very unique character distinguishing Venetian from all other adjacent Romance languages is the universal verbal pattern applied to 3rd person finite verbs: the 3rd

person plural always is identical to its 3rd person singular, the number being represented by pronouns. Sometimes, the same rule applies to 2nd persons too.

Venetian pronouns are gender-sensitive in the 3rd singular and in all the three plurals, similarly to Spanish among others (in Italian, comparatively, 3rd persons only are gender-featured). Venetian shows no gender metaplasm of Latin neutrum plurals with -a ending (which is so typical of Italian).

2.2.4 Contrastive syntax

Linguistic traits showing similarities with the Germanic world involve Venetian more in the area of syntax. Therefore, many aspects of Venetian grammar are found to recall German or English, and sometimes French, since French and Venetian have been and are the two neo-latin languages the most exposed to Germanic influence (the Franks being a Germanic population, and Venetia – excluding Venice and the surroundings – having been invaded and occupied by Longobards and ruled – directly or not – by Germanic rulers for some centuries in the Middle Ages. The Venetian Unification occurred in the early years of 1400 and lasts until today, although dominations have changed).

First of all, Venetian verbs always require the presence of an explicit subject (as it is in German, English and French: *Er/Markus geht zu Hause*; *He/Mark goes home*; *Il/Marc va à la maison*), while Italian never demands so, and Spanish and Portuguese alike. In addition, Venetian always requires the explicit subject in the form of a pronoun. This fact leads many times to have a double explicit subject in Venetian, as in *Marco el va caza* ['marko el va 'kaza], which is very similar – not to say identical to this extent – to the elegant French form *Marc il va à la maison*. In fact, Venetian has a regular set of double pronouns (2nd sing. *ti te*; 3rd m.sing. *lu el*; 3rd f.sing. *ela la*; 3rd m.plur. *lori i*; 3rd f.plur. *lore le*) which can be used contemporarily, and even a universal pronoun “A” – which can be feminine or masculine, singular or plural, and even impersonal (e.g. *A piove*; it rains) – functioning as a second-additional pronoun for those persons having only one regular pronoun (1st sing. *mi (A)*; 1st m.plur. *noaltri (A)*; 1st f.plur. *noaltre (A)*; 2nd m.plur. *voaltri (A)*; 2nd f.plur. *voaltre (A)*) and in these same cases even substituting

the regular pronoun. In all cases, the use of this *A* universal pronoun confers an emphatic tone (Mocellin, Klein, Stegmann: 248-251), which is more intense when the double regular set is also employed (resulting in a three-in-a-row pronoun set such as *ti A te (si) = you (are)*; the other possible combinations are: *te si, A te si, ti te si*). It must be noticed that these four pronominal combinations are not diatopic variations, but idiolectic options, selected by the speaker during the speech act following pragmatic or prosodic paths which remain to be understood and that have not been object to extensive study yet.

Venetian then adheres also to the Germanic questioning pattern, the so-called interrogative inversion (Munaro: 2001). While the Italian affirmative and interrogative patterns would go *Sei pazzo.* and *Sei pazzo?* – only prosody and punctuation aiding the listener and reader to catch the difference – Venetian would follow again French, German, and English with their typical inversion between verb and pronoun (VEC *Te si mato. Sito mato?*; FRA *Tu es fou. Es-tu fou?*; DEU *Du bist verrückt. Bist du verrückt?*; ENG *You are crazy. Are you crazy?*). As one can notice, the Venetian inverted pronoun takes enclitic form and assumes a different phonetic univerbalized appearance¹²⁰. These Venetian features are fully and completely unexplicable *vis-à-vis* the rules of Italian grammar.

Some syntactic constructions holding particular semantic value are the *èsar bon de* [*ɛsar boŋ de*] (literally, “to be good to/of”, syntactically comparable to English “to be able to”), while Italian prefers *riuscire a* (similar to English “to manage to” or “to succeed in”, while Venetian fuses these meaning with the said expression), even though Italian expressions *essere capace di* or *essere in grado di* similar to our Venetian construct are used, though with narrower meaning.

Even more interestingly Venetian expresses duty with an *aver da* formula, rather comparable with the “to have to” English structure, while Italian employs the

¹²⁰This very peculiar phenomenon would be interestingly addressed by a full study in morphophonology.

modal verb *dovere*¹²¹, as it is in French (VEC *mi go da partir*; ENG I have to leave; ITA *Devo partire*; FRA *Je dois partir*).

While it has become a common saying among speakers that Venetian progressive verbs are similar to the English “to be verb_infinite+ing”, it must be noticed that actually the Venetian structure appears to be rather more syntactically coincident with the homologue French construction (VEC *El ze drio partir*; FRA *Il est en train de partir*; ENG He is leaving; ITA *Sta partendo*), while Italian employs a peculiar form of “*stare + verb_gerundium*”.

Venetian has a passion for abundance and redundancies. Not only has it the abovementioned possibility of double pronouns, but also it requires a double dative form like *a mi A me piaze* [a mi a me 'pjaze] (easily comparable with ESP *a mi me gusta*; this is considered an horrific pattern in Italian language, though also Neapolitan, among other italic languages, uses it in sentences like *a mme mme piasce* [a m:e m:ə 'pjafə]). Another sort of duplication is the negative pattern, which is formed by two constitutive parts, *no ... mià*¹²², whose syntactic behaviour is the same as the French negative form *ne ... pas* (VEC *A no ze mià vero*; FRA *Ce n'est pas vrai*; ITA *Non è vero*; ENG It is not true), i.e. surrounding the main verb.

Finally, a vast heritage of phrasal verbs is present in Venetian, such as *far sù* (to build, to elaborate), *far zo* (['far zo]; to cut, to tear into pieces), *dir sù* (to quarrel, to insult), *manjar fora* ([ma'jar 'fora]; to dilapidate one's own properties/assets), *métar via* (to imprison). Some scholars began to realize how neglected this interesting area was (Simone: 1997), specially considering how Italian – which always lacked, or better saying avoided, these forms which were and to some extent are regarded to dialectal-colloquial-informal – is now starting to use phrasal patterns for some verbs, assuming this attitude from northern-italic languages such as Venetian and Lombard (Iacobini: 2009).

121Though one of the most famous sentences of all Italian literature says “Questo matrimonio non s'ha da fare”, while standard Italian would have required to say “Questo matrimonio non si deve fare”. Manzoni, Alessandro. *I Promessi Sposi*. Cap. 1.

122Phonetic varieties of *mià* are *miga* and *méa*.

2.2.5 Is Italian a native language in Venetia?

What is certain is that the Italian language was not native to Venetia, especially if we consider first that “Italian” was born as a finalistic name¹²³, not a descriptive one, being well established that Italian is based rather integrally on 14th-century Tuscan. On one side, at the time of the full unification of Italy under the Kingdom of the Savoy dynasty in 1870, people who could speak Italian were those who could also write (since Italian advanced only as a written language¹²⁴, substituting the practical and symbolic functions of Latin), i.e. the 2.5% (De Mauro, 1963: 43) of the whole population of the Realm (25 million). Since this phenomenon was certainly of a higher penetration in Tuscany, Rome, Milan, Turin and other big cities, it is quite probable that the percentage be even lower in areas which became periferic in the new formation of the Kingdom of Italy, such as in Venetia, Napolitania (the former Kingdom of Naples) and the Islands (Sicily and Sardinia¹²⁵).

This fact finds two indirect effective confirmations. On one side, it is of common experience that parents in Venetia began massively to speak Italian¹²⁶ to their

123Similarly, since English is the official language in Great Britain, in an absurd analogy it could be called British, then claiming that Welsh and Scottish existed and exist only as local dialects of the Britist language. Or, since English is used throughout Europe, the same absurd analogy could suggest that we call it the Europese language, French, Italian, German, Dutch, and all the other European idioms being its dialects (indeed, they are all smaller, lesser important, and lesser used in scientific and academic contexts): these arguments we are teasing here are just to vividly trait the ongoing inferiorization and anti-scientific predicament regarding unduly-called “dialects” in Italy).

124Famous Italian writer and exquisite translator, Vincenzo Monti, confirmed this reality in 1817, in his letter to Marquise G.G. Trivulzio, where he wrote: 1. A nation having several governments and several dialects, in order its individuals to understand each other, needs a common language. 2. This means of communication cannot be the spoken language, since each of these peoples has its own particular dialect. Therefore, it [the common language] must be a written language”.

125Corsica – today part of France – should also be regarded as part linguistically of the “dominio itoloromanzo” envisaged by the Italian scholars, but Corso – genealogically strictly linked to Tuscan – is very rarely studied and usually not even accounted for, incomprehensibly.

126Not the proper standard Italian actually, but their so-called regional Italian, which usually comes with Venetian prosody, and penetration of Venetian lexicon and elements of phonology

children at home only in the last two decades of the 20th century. On the other, the last statistics (ISTAT, 2007) say that Venetian-speaking people were the 69.9%¹²⁷ of the population of the Veneto Region. The subsequent statistics (ISTAT, 2017) lower the percentage and total number of speakers, but does not provide region-by-region data, presenting them in aggregate areas (the Veneto Region is part of North-East, along with Trentino-Südtirol and Friuli-Venezia Giulia), where the data are shared and thus difficult to relate to the Venetian language only. Although the four recognized minorities in the area (Germanic, Slovenian, Ladin, Furlan) shall have been regarded as languages, the ISTAT paper does not mention any useful discrete indication, nor questions have been formulated in the survey as to eventually represent separately “dialects” (read unrecognized MLs) from recognized minority languages: the title itself of this report “L’uso della lingua italiana, dei dialetti e delle lingue straniere” does not leave room for recognized minority languages except that of the “dialects” category.

2.3 Teaching and learning possibilities for Venetian in Italian schools at the date

The immediate consequence embedded in a formal recognition of the Venetian language in Italy through an extension of the minority languages protected by the national law n. 482 of the year 1999, under the constitutional norm establishing that “[t]he Republic safeguards linguistic minorities by means of appropriate measures¹²⁸” (Art. 6) – would be its availability for systematic curricular teaching, even though the education in the ML would represent a right of the speakers / students, and thus will not become a compulsory part of the students’ sort of “regional curriculum”. Recognition at the State level is held to be, in fact, a necessary pre-requirement for teaching any language in public schools or even in

(for example, the absence of gemination of consonants), along with the natural code switching, extrasentential usually, and intrasentential sometimes and in the most linguistically uncertain contexts.

127 Retrieved at:

http://www3.istat.it/salastampa/comunicati/non_calendario/20070420_00/testointegrale.pdf

128 Official text: “La Repubblica tutela con apposite norme le minoranze linguistiche”. Official translation in English, provided by the Senate of the Italian Republic. Online version: https://www.senato.it/documenti/repository/istituzione/costituzione_inglese.pdf

private schools with public scope (the so-called *scuole paritarie* in the Italian legal environment). In fact, in 2010 with the *Sentenza* n. 170, the Italian Constitutional Court clarified (again after the *Sentenza* n. 159 in the previous year) the preminence of the national legislator's power in the determination of the number and indication of the linguistic minorities, leaving to the regional legislator only a second-level role on the stage: the regional legislator may sustain the ML when the national legislator has recognized it; while the absence of such a recognition of the ML leaves to the regional legislator (both of *Regioni a Statuto di Autonomia Speciale* or of *Autonomia Ordinaria*) only “in connessione alle ragioni di convergenti tutele dell'identità culturale e del patrimonio storico delle proprie comunità”¹²⁹ [“in connection with the converging reasons of protection of its communities' cultural identity and historical heritage”, our translation]. The Veneto Region 2007 regional law on the Venetian language as cultural heritage, in fact, is compatible with this jurisdictional orientation of the Italian Constitutional Court. Nevertheless, Language Policy and Planning is notoriously not only aimed at the fulfilment of the legal formal requirement of a recognition of the ML, but hinges on policy action. Linguistic reality has shown that legal recognition of MLs for formal (bilingual) education in the language is necessary but not sufficient to achieve linguistic vitality, provided that other pre-conditional and more substantive objectives must be met, as very well demonstrated by Menegale, Bier (2020: 62) for the case of Friulian – geographically adjacent to Venetian – whose recognition did not amount to automatically increased chances of maintenance or promotion in the short run, and ultimately of safety from relinquishment. The Venetian language, as duly explained *supra* (§2.1.4) , enjoys no formal recognition in Italy. As anticipated above, at the Veneto Region regional level a law has been enacted in 2007 (regional law n. 8, named “Tutela, valorizzazione e promozione del patrimonio linguistico e culturale veneto”¹³⁰) containing for the first time the term

129 Corte Costituzionale, sentenza n. 170 del 2010. Retrieved at: <https://www.cortecostituzionale.it/actionSchedaPronuncia.do?anno=2010&numero=170>

130 Regional law of the Veneto Region n. 8/2007 (published BUR n. 37, 17th April 2007) approved by the Veneto Regional Council (“regional Parliament”). Text retrieved at:

“lingua veneta” in an Italian (although regional) law, and even providing a definition: “Le specifiche parlate storicamente utilizzate nel territorio veneto e nei luoghi in cui esse sono state mantenute da comunità che hanno conservato in modo rilevante la medesima matrice costituiscono il veneto o lingua veneta ” (Art. 2, comma 1) [“The specific *parlate* historically employed in the Venetian territory and where they have been maintained by communities having conserved in relevant form the same matrix constitute Venetian or Venetian language”, our translation, emphasis added]. The definition – although not amounting to a recognition, as we clarified *supra* – is very important in different senses, and it encompasses all the Venetian-speaking communities, even those abroad, but the formulation writes “parlate”, a term often employed as a non-repetition word – such as ‘idiom’ – literally referring to the verb ‘parlare’, i.e to speak, somehow perpetuating the ancient and very wrong sentiment that minority languages possess no written corpus, or even no written form at all. Venetian language, actually, is very often perceived as a monomodal language, since the alleged status of ‘dialect’ endorsed even by academic actors and scholars (see *infra*, §2.1.5) , makes the average user of the language think that Venetian holds not even a written trace in the past. Ostensibly this is radically alien to truth, and in fact the following articles clarify that the linguistic heritage is going to be promoted in several ways, also in print form, of course. From the legal point of view, though, it is clear that this definition – a very pertinent one, indeed – remains somehow entrenched between the two preceding and following norms (Art. 1, and Art. 2, comma 2) reminding that this law implies no legal recognition, being a law on the protection of the language as a “cultural and linguistic heritage” and as a part of the “cultural identity” of “the Venetian people” (Art. 2 of the Regional Fundamental Law, the *Statuto Regionale* of the Regione Veneto). The 2007 regional law proposes several fields of action to be covered to achieve the protection of the cultural heritage represented by the Venetian language: i. promotion of publications; ii. creation of specific awards; iii. contribution to scientific-linguistic research; iv. collaborations

<https://bur.regione.veneto.it/BurVServices/pubblica/DettaglioLegge.aspx?id=196722>

with public and private universities, institutes and cultural centers; v. involvement of the regional media; vi. direct regional-institutional initiative in training “courses in Venetian language, culture, and history for teachers” (Art. 8, comma 1); vii. the opportunity of school courses for students, which has never been activated through regional projects but have been administered as we will see *infra* (§2.4); ix. regional contests for schools on the valorization of the Venetian cultural-linguistic heritage.

In summary, the language *per se* cannot enter schools then (a national law at the State level would be necessary) but it can do so in a box containing non-linguistic heritage materials too: a very interesting match with the CLIL-methodology configuration, which is also very compatible with legally somehow grey areas thanks to its flexibility and dual focus as already duly underlined.

Even though a proper recognition would be fully empowering, of course, the linguistic heritage formulation also leaves enough room for governmental(-regional) agencies to frame, finance, direct, and also to take individual direct initiative, or along with non-governmental institutions where present and active – often on their own stance and initiative (Cooper, 1989: 31) – in the field.

The most recent and yet very promising development at the legal-administrative level – although partial in scope, as we will soon underline – is represented by the Region-State agreement, the so-called *Protocollo d’Intesa*, between the MIUR (Ministero dell’Istruzione, dell’Università e della Ricerca; the Italian Ministry of Education) and the *Regione Veneto* through its *Assessore* (i.e. regional Minister) “per lo sviluppo delle competenze degli alunni in materia di storia e cultura del Veneto” [“for the development of the learners’ competences on history and culture of the Veneto [region]”¹³¹, our translation]. The linguistic aspect of the Venetian culture – *rectius*: the culture of the Veneto – is tangent to this *Protocollo* only once: Art. 1, letter c), states that among the aims of this agreement for collaboration among the parties there is that of “formare *il personale insegnante* delle scuole statali e paritarie sulla storia del Veneto e sulle espressioni della storia e della

131Retrieved at: www.istruzioneveneto.gov.it/aree-tematiche/storia-e-cultura-del-veneto/

cultura del Veneto in campo letterario, artistico, archeologico, tecnico–architettonico, musicale, storico, *linguistico*, economico, paesaggistico e naturalistico” [“to train *teachers* of both public and private-with-public-scope schools on the history of the Veneto and on the historical and cultural expressions of the Veneto in the literary, artistic, archaeological, technical-architectural, musical, historical, *linguistic*, economic, landscape and naturalistic fields”, our translation, emphasis added]. As to the matter, it is patently clear that the linguistic aspects are only one element in a very big box; as to the scope, the norm is directed only to teachers, who shall be trained in these fields. Of course, for the inherent nature of the teaching profession, as well as for the combined provisions of this agreement, it is clear that the final output is the enjoyment of new knowledge and the development of new competencies by the students, who are the focus of concern of this agreement since its title.

Once again, the core reality is that Venetian language can – and, in the promotional spirit of the document, it should – enter schools, but as a content and not a mean (or, *rectius*, as a knowledge to possess and not an ability to master), or as a mean exclusively and bidirectionally linked to a non-linguistic content provided with the cultural specificity required by this document. It remains to be established which linguistic content can be employed, presented, and/or taught under this agreement: certainly, no strictly linguistic evaluation can formally occur, no linguistic abilities, syllabi, or CEFR items will be planned or formalized – in a nutshell: no linguistic curriculum –, but the presentation of the linguistic history, the linguistic corpus (the literary aspect being clearly involved too here), the linguistic current dissemination, and other aspects serving the comprehension of the broader cultural heritage – especially through its written testimonies – will require alphabetization in the language at least (functionalized not to production but to comprehension or re-production), a minimum (Balboni, 2009: 139) yet high, important, and promising objective for an inter-generational positive shift capable of resisting time and safeguarding the language in the long term.

The 2007 Veneto regional law determined an amount of monetary public contributions to these projects born by institutional initiative or through mechanisms of institutional support to the initiatives of other public or private actors, such as schools, foundations, associations, universities. Nevertheless, this line in the regional yearly balance has never been properly financed, amounting to a maximum of 5 eurocents per capita (250'000 euros on a total population of the Region of 5 million people). On the topic, the MEP Mara Bizzotto, of Venetian origin, addressed a parliamentary interrogation to the European Commission in 2018 regarding the “Promotion of minority languages, such as Venetian, in the EU”¹³² (after a previous parliamentary interrogation in 2017 named “Protection of linguistic and cultural diversity in Europe — the case of the Venetian language”¹³³), receiving by the European Commission a positive answer regarding the inquiry related to the possibility of a language – not recognized at the national level – such as Venetian to ask for and receive financial support for linguistic European projects under the umbrella of the multilingualism European agenda, especially since Venetian already covers alone the geographic requirement of the involvement of three States in a European project.

Apparently, many doors are already open for the teaching and training in and on the Venetian language – even in absence of a formal recognition by the Italian national legislator. Clearly, and as a consequential structural realization, a forthcoming recognition would not *per se* be a sufficient condition for granting protection to the language.

2.4 Teaching Venetian: settled trends and open issues

The Venetian language has never structurally entered schools in Venetia, for the legal-political reasons explained in the previous paragraph (§2.3), while a different reasoning should be made for the *veneto brazilian* variety, which has been structuredly but not structurally taught in schools, only thanks to the activation of

132 Retrieved at: https://www.europarl.europa.eu/doceo/document/E-8-2018-001585_EN.html

133 Retrieved at: https://www.europarl.europa.eu/doceo/document/E-8-2017-003105_EN

single teachers in single townships where the language has been co-officialized (e.g. in Camargo, RS¹³⁴). Both in Venetia and in Brazil, the Venetian language has found great activism in language courses for adults, where native speakers (along with some linguistic immigrants from abroad or other parts of the Country) voluntarily subscribed to the course (usually paying a fee) and attended the lessons, following the materials provided in the *Dispensa de'l Corso de Veneto par Venetòfoni* of the course erogated by the Academia de la Bona Creansa, the Academia de la Lengua Veneta (Mocellin, 2014). These courses have been administered in two levels (A, with 45 editions and a total of moreless 850 participants; and B, with 4 editions, with a total of 65 participants), where level B is attended only by those who have a level A certificate. The level A is presented as a self-contained course, after which the student is expected to be able to read and write in the Venetian language and to start a self-improvement training with translations and use of the language. The most promising students are offered or offer themselves to continue their path in direct collaboration or participation in the Academia with single projects (e.g. ICT, social media management, linguistic research, teaching platforms, etc.), publications, and translations of articles and books, or generally speaking in corpus or status implementation activities. A certificate of participation in fact is issued upon due attendance of each course, while the same certificate may display a judgment as a consequence of the written final test (undertaken by more of the 90% of the regular participants). These courses are aimed at presenting first the corpus and the status of the Venetian languages, on an attempt – usually successful – to boost motivation towards full acquisition, developing awareness on the value of the language and defusing the typical minorization (self-)prejudice on MLs. They were designed to be methodologically andragogic, therefore they cannot be simply reproduced in schools, although their materials and topics may be employed in the secondary schools as the underwriter directly experienced.

134Retrieved at: [https://leisnaweb.com.br/mostrar-ato/?ato=1901&host=camargo&search=.](https://leisnaweb.com.br/mostrar-ato/?ato=1901&host=camargo&search=)
Other references at: <https://www.ufsm.br/unidades-universitarias/ctism/talian-legislacao/>

It was for the first time in March 2018 that the Venetian language was the direct object of a teaching project in a school, held respecting the aforementioned legal framework. The *Percorsi di Lingua Veneta*¹³⁵ was administered in seven lessons to five classes of the lower-secondary school (year 7) in the town of Trissino, with 111 students and their respective teachers in the first edition (other two editions in other schools amounted to a final total of 262 students of 13 classes in three lower-secondary schools in the provinces of Vicenza and Treviso). Classes were grouped according to their curricular FL2 (French or German; in other schools Spanish was the FL2) and the lessons were taught in Italian, employing Venetian for examples, as well as other languages such as English, French, Spanish, German, Portuguese for comparisons – both of a guided (predicted and planned) nature or based on the students' initiative and suggestion to compare with languages they spoke (even Albanian and Arabic, as happened in the lexical and phonologic-orthographic fields). Each of the seven lessons was accompanied by a short booklet (8 or 12 pages) handed in to each student to become part of a little series of 7 booklets for the 7 lessons (Mocellin, 2018c). Each booklet illustrated the day's topic, contained exercises and was thought to serve as future reference since the teachers expressly required so. The *Percorsi* were aimed at getting the students acquainted with the linguistic heritage through a very appreciated historical introduction on the Veneti population (since the ancient pre-Roman age), and a historical-geographical profile of the Venetian language. Then the following lessons were devoted to the fundamentals of phonology and orthography in the modern Venetian language, to the typical lexicon, to some interesting comparative elements of the Venetian morphology and syntax in a contrastive fashion to Italian (as a means of tangible demonstration of the linguistically separate nature of the ML from the dominant language), and associative of single linguistic features with other official languages such as English, French, German, Spanish, Portuguese (as a means of demonstration of the linguistically interesting bridge effect, *à la* Cummins, that Venetian could

135 These *Percorsi di Lingua Veneta* were held by the underwriter, therefore the data and information here displayed are of full responsibility of the same person, as exposed in the project report to the single school.

deploy if well acquired). Each lesson was then paired with some exercises or some active-research small projects (one on proverbs and idioms was very welcomed by the students) to be individually done as homework. The Venetian language variety used in the materials was the Macrostandard developed by the said Academia, while the Venetian linguistic production of the pupils was evaluated and corrected under the umbrella of the MultiStandard, as the homonym theory predicates (see *supra* §2.1.8) for the Venetian language. The last lesson was partly devoted to the administration of a test (multiple choice, with a score) on the knowledge of the topics of the seven lessons – the correction followed and the consignment of the attendance certificates ritually closed the *Percorsi di Lingua Veneta*. This experience was proposed by the township public authorities on education and had to be opted for by single schools and single teachers for their classes. Teachers responsible for these projects were typically language teachers of Italian or English, since the syllabus of the project was presented as an introduction to the Venetian language through educational approaches similar to Awakening to Languages and Intercomprehension, mainly romance (well delved with the EuroComRom methodology; Mocellin, Klein, Stegmann: 2016) but not only, since it was guided by the intrinsic features of the Venetian language¹³⁶ (therefore comparisons were made also with English and German when Venetian displays similarities with those languages, as extensively envisaged *supra*, §2.2).

After the three editions of this experience (in years 2018 and 2019), the same school of the first edition of the *Percorsi di Lingua Veneta* asked for a second round, but in a different module (5 lessons) and with a different syllabus, more linguistic and more into practicing the language. The *Percorso Linguistico Veneto* was then drafted (Mocellin, 2021) and was approved by the school direction, although pending at the moment for the still current pandemic.

¹³⁶Venetian is part of the Western Romance Dominion (well related to French, Spanish and Portuguese) and additionally with added Germanic features (an interface with German and English in particular), therefore different enough to be depicted as socio-economically and linguistically appealing *per se*, not just as socio-culturally interesting (Eurydice, 2006: 22).

The lessons to be learned from all these experiences are a lot. First of all, the topic of the Venetian language is not perceived as distant or useless, nor by teachers, neither by students. Second, since the Venetian language is still employed to a good extent in every social context, non-natives often have developed curiosity towards it, sometimes also a need, and some other times even a frustration for not having enough adequate and reliable chance to learn it. Third, the resignification of the language does not find a sufficient basis on a revival of the past: it needs also some utilitarian stance, which the Venetian language for many reasons is lucky to have: interesting linguistic comparison, wide use in the sciences and in the institutions in the past, possible use in technology in the present, world dissemination (see *supra*, §2.1, 2.2). Fourth, the active society in general represents a strong need of didactic materials (both for andragogic self-teaching and for school teaching): in a market reasoning, the supply is grossly insufficient to cover the linguistic demand for Venetian language materials. Fifth, even with the best intentions for the language, the risk for MLs is to be relegated to a folkloric revival, posing two issues: i. objectively, this would be a reductionist approach to any language, and particularly depressing in the case of the breadth and depth of the Venetian linguistic heritage and its linguistic domains; ii. subjectively, the speakers shall benefit from a full bilingualism, which will necessarily imply to confront with and to enjoy the HOTS (the High Order Thinking Skills; see *supra*, §1.5) through their native ML. Sixth, the Venetian linguistic model predicates that the native speaker may always employ her own variety, thus room for this differential has to be dealt with appropriately, contemporarily ensuring the non-native (learning) speaker to be able to resort to a (Macro)standard of the language which will be employed for materials design, with the teacher as a mediator between the collective Macrostandard and the microstandard expressed by the native speaker (this point represents a general character in ML teaching practice developed in the andragogic courses, but is very important also in the narrative and daily life of the inclusiveness of the ML which – in a nutshell – *has* a standard, but *is not* the standard).

In general, all these observations emerging from the consideration of the factual situation of the Venetian language as to acquisition pertain to the field of Language Planning and Policy (LPP), in an attempt to deal with and to overcome the structural inferiority of the ML *vis-à-vis* the organized, resourceful, and standardized official language(s). In fact, the elements of the so-called language engineering (Springer, 1956: 46; in Fishman, 1974: 104) such as graphization, modernization and standardization (Ferguson, 1968) are all tangent to ML teaching and learning mechanisms of acquisition. Therefore, as LPP cannot avoid relating to acquisition, acquisition cannot forget a broader theoretical – and practical – framework of guidelines and practices emerging from the field of LPP.

Any teaching practice designed for Venetian will have to take all the just mentioned considerations into account, as well as those emerging from the previous paragraph. If the CLIL methodology is found to be matching all these complex needs, then it will prove to be consistent with the needs, limits and aims of a ML and in particular of the Venetian language we are here discussing.

The Eurydice report (2006) listed four objectives (22) typically linked to CLIL (although with different incidence in the single environment):

- “ - preparing pupils for life in a more internationalised society and offering them better job prospects on the labour market (socio-economic objectives);
- conveying to pupils values of tolerance and respect *vis-à-vis* other cultures, through use of the CLIL target language (socio-cultural objectives);
- enabling pupils to develop language skills which emphasise effective communication, motivating pupils to learn languages by using them for real practical purposes (linguistic objectives);
- [enabling pupils to develop] subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach (educational objectives).”

According to our analysis, not only is CLIL befitting to Venetian (CLIL can adapt to the needs of Venetian; as we cleared *supra*, §2.3), but also Venetian benefits to CLIL since Venetian can leverage CLIL, since it is found compatible with all the

macro-categories of its objectives, thanks to the features we acknowledged in this paragraph.

Moreover, if we move from the big scheme to the more subtle – yet crucial – elements of the CLIL methodology in action, other findings and expectations must be appropriately mentioned.

As a first useful reflection, since proficiency in the Venetian language of the average native speaker typically extends – and is thought to be intrinsically limited – only to GICS (General Interpersonal Communicative Skills; Serragiotto, 2014: p. 8) and cognitively to LOTS (Low Order Thinking Skills; Pohl, 1965) CLIL projects would be particularly beneficial for the development of an integrative linguistic proficiency among participants, as well as expressing a positive externality for the wider community when the ML is found not to actually be tangled in those alleged intrinsic and constitutive limits.

In addition, the dynamics concerning natives and non-natives in the target ML in the same classroom could be explored and exploited in an immersive paradigm such as CLIL. In fact, CLIL methodologies – focusing on function and content, not just on language – may help overcoming the linguistic educational challenge of having a mixture of L2-beginners along with L1-speakers students – a rather frequent configuration for minority languages (Hickey, 2001) and directly experienced in school short programs such as the *Percorsi di Lingua Veneta* (*supra* in this paragraph) – and turning this potential pitfall into a fruitful opportunity. The proficiency differential has to be attentively exploited with a careful management of the linguistic and non-linguistic resources throughout all class dynamics, couple tasks and group works in particular, expecting L2 beginners to benefit the most on average in terms of learning (*ibid.*: 447), ML native speakers possibly gaining in motivation and relational skills – thorough a positive feeling of self-entrustment and empowerment –, and even using their L1 language in new ways – i.e. deepening their command of the language – in order to be comprehensible to and communicative with less proficient peers¹³⁷.

137 One may argue that such a dynamic could resemble a peer-level partially flipped classroom.

CLIL materials, then could be used, in different contexts and flexible modularity, for education in the Venetian language also in those Countries such as Brazil where it is native to some communities but not generally to a whole and continuous area, but is still present at the family level in broader and more geographically adjacent communities than where it is native. In other words and in a wider scope, they could be used directly or as a basis also for andragogic teaching or self-teaching, as well as outside formal schooling contexts where still there is pupils' education in progress.

As a generally expected outcome, CLIL projects, in particular, would benefit the ML in view of LPP in at least three ways: i. increasing Acquisition in terms of methodologies, extension of domains and depth; ii. letting (and somehow making) the CALP develop in the ML (a Corpus benefit); iii. and make the perceived Status of the language increase on the basis of teaching itself and of the extended domains newly covered, provided that the ML becomes a working language (Wolff, 1997; in Coonan: 2003) factually – and not just theoretically – gaining the ability and function to transmit non-linguistic content of high disciplines. Subjects involved could be native speakers who would receive instruction in their L1, or new speakers (neolocutors: acquiring the language as a L2).

3. *A Survey among Teachers on Perspective Teaching of Venetian at School*

The current study framed the context as to linguistics, sociolinguistics, law, and language planning and policy in order to aptly investigate and consider the opinions expressed by teachers, whom we found to be the cardinal element upon which teaching is normally set, but even more crucially in highly flexible methodologies such as CLIL, which represents our core interest. In order to come to know the opinions of the teachers in the Venetian context and to let them express and verbalize their visions and concerns regarding our topic – the teaching of the Venetian language at school – a survey was designed: “INSEGNARE VENETO A SCUOLA: prospettive, problematiche, possibilità”¹³⁸. Initial questions were designed in such a broad fashion that the participant could respond freely and widely enough to depict her own vision on the general topic of teaching the ML under scrutiny (which was expected to be the native language to the majority – but not the totality – of the respondents, as in fact emerged from the data we will analyze *infra* in this chapter). In a series of successive approximations, the opinions of the participants were asked regarding the possibility of teaching the Venetian language at school in general, subsequently formulating the chance that the linguistic programme regarded their specific school level, and eventually suggesting the option that their own subject matter be involved in this hypothetical Venetian language schooling programme. In other terms, the topic of teaching the Venetian language was addressed through different degrees in the scopes of objective viability, subjective desirability, and perspective feasibility regardless or not to the previously mentioned conditions.

Some preliminary questions of twenty composing the questionnaire were disseminated at the beginning of the module in order to gain sufficient information of the typology of respondent (role, school level, subject, self-assessed linguistic proficiency, etc.). On the other side, as anticipated, wide room was left for the

¹³⁸The survey has been administered in Italian. The English title would have been “Teaching Venetian at school: perspectives, problematic issues, possibilities.”

participants to freely express their opinions as to what they regarded to as concerns, proposals, convictions, and preferences on the main topic and its corollaries.

The questionnaire was fully administered in Italian, since the selected population (see *infra*, §3.1.2) is geographically radicated in the Italian territory and mandatorily required by their profession to possess – usually mothertongue – full language competence in the Italian language.

It was decided to analyze the data through spreadsheets and graphics aggregating item-selection frequencies in percentage on the total. Further aggregation and consideration of numerical data – although pertaining mostly to a qualitative research paradigm – have been planned to foreseeably be conducted through spreadsheets and their related calculation and representation functionalities.

3.1 The survey: scope, aims, design and contents

The main research questions regarded six areas: i. *if* the teachers agree on the opportunity to teach Venetian, and which limits they may objectively spot or subjectively pose; ii. *where* this teaching is thought to be preferable (school level); iii. *who* is supposedly best involved in the *lato sensu* policy making procedure (from the single teacher to the institutional actors); iv. *how* – through which methodologies and learning regimes and contexts – the teaching could preferably take place, further drawing attention on CLIL, and then additionally subfocusing on History and Geography as NLSs for a Venetian CLIL; v. *what* part(s) of the language shall be object of the teaching-learning process; vi. the very delicate *why* question has purposely not been directly addressed, letting the respondents freely and wilfully express their opinion, and also to feel free not to even express it. These areas of interest were investigated in order to provide elements for policy makers at every level (from institutions and universities to single schools and individual teachers) willing to experiment structured learning paths on the Venetian language.

3.1.1 Survey design: the population

The population we expected to obtain answers from was school teachers generally speaking, regardless of other factors which were going to be classified through single questions. These additional factors that were deemed fundamental or relevant to the representation for our research included in the personal sphere just the age range (#4), and did not include, for example, place of origin or gender. The focus was on the professional profiling of the participants.

No statistical protocol was employed to obtain a formally representative sample of the population, since this primary research moment is expected to serve as a preliminary investigation, having had due consideration of the fact that never before a questionnaire on teaching Venetian at schools has been proposed directly to teachers. It was cleared in the invitation that the questionnaire was destined to teachers only, and the administration methodology was online, anonymous, and through self-selection (partly prompted by a snowball mechanism) as we will state *infra* in this chapter. It was decided not to advertize in the public media or in the social media to the general public in order to avoid triggering in this early survey a latent politicization effect, which is unfortunately very common for contested languages (see §2.1) and MLs in general, particularly for Venetian.

Anticipatorily here, as to what strictly pertains to the population issue, we have to underline that a bait question was inserted (#17) in order to reduce the chance that respondents be not part of the population of teachers as essential to this research.

3.1.2 Survey design: the questions

The questions were mostly formulated in the first person singular, in order to possibly let the respondents more intimately express their truer and very personal opinions, and to leave aside gender issues and thus potential drags. All the closed questions mandatorily required an answer. Moreover, in an – apparently successful – attempt to avoid or reduce the questionnaire dropping phenomenon – well known in literature –, and strongly desiring to receive digits freshly baked for the occasion by the respondents, several strategies have been put in place: i. the wording of questions was kept as short as possible; ii. the number of questions was limited to

twenty, presenting easy and fast closed-answer questions; iii. the number of closed questions (eighteen) was overwhelmingly superior to open questions (two: #14, #15), still leaving optional room in five closed questions to write an individual answer or option; iv. three closed questions (#5, #8, #11) were designed in grids, so to obtain more data through one single question set; v. the invitation to the questionnaire cleared that the answering average time was six to nine minutes and deliberately omitted the fact that the total number of questions was twenty, in a sort of marketing-advised jump-in strategy thought to overcome possible initial doubts. The questions with their corresponding answering types and options are integrally reproduced in the Appendix (Document 3). Nevertheless, it may be found useful to briefly resume the set of factors posed under attention by the questionnaire through each proposition or item. The questionnaire, having due regard to its research focus, required each respondent to provide these information through eight questions: school level of current teaching, with four options (#1); subject matter(s) taught (#2); multi-choice self-assessed linguistic competences, including English, main European languages, MLs in Italy, recognized and not, classical languages, etc. (#3); age range¹³⁹, with three options (#4); linguistic competence in the Venetian language, in the four basic language skills of listening, speaking, reading, writing (#5); familiarity with the CLIL methodology, in four options of increasing intensity (#9); frequency of usage of the CLIL methodology in the last school years, on a scale of four from never to more than once a month (#10); knowledge of the acronym “BES”, well-known by professional teachers in Italy as often part of their daily experience, here employed as a bait question as anticipated *supra* to filter the mechanism of self-selection of the participants to match the population requirement (#17).

Moreover, the other twelve questions required each respondent to express these personal opinions: personal convictions on the fact that Venetian be normatively

¹³⁹The age range (#4) was considered important both for the exposition to CLIL, to the sociolinguistic factors on MLs and for an additional element regarding linguistic Venetian proficiency since statistics (ISTAT 2007, 2017) show that age is a factor in proficiency and ML usage habits.

teachable (#6); personal convictions on the school grade(s) where teaching Venetian would be more effective, in four options from primary school to university (#7); personal convictions on the magnitude of the limits (from a low difficulty of ‘1’ to a severe difficulty of ‘3’) posed by five sensitive items, namely lack of teaching materials, lack of training for teachers, overload of contents in school curricula, legal and bureaucratic limitations, social limitations (#8); personal opinions on an hypothetical CLIL us for Venetian in five given subject areas, namely English and FLs, History and Geography, Italian and Latin, Art and Music, Math and Sciences (#11); personal opinions on how Venetian in CLIL settings could be employed in mathematic-scientific subjects, with three suggested possibilities, with an open room for further considerations (#12); a personal opinion on the content typology in the case of a Venetian CLIL in History and Geography subjects, providing three options from a generalist option, through a mixed one, and finally a cultural-specific spectrum of contents, i.e. linked only to the History and Geography linked to the Venetian linguistic context (#13); optional indication of two foreseeably positive aspects of a Venetian CLIL in Venetian history according to the respondent (#14); indication of two foreseeably negative aspects of a Venetian CLIL in Venetian history according to the respondent (#15); personal conviction on the preferred features of CLIL didactic units in the hypothesis of a Venetian CLIL in the respondent’s taught subject matter, selecting from four options ranging from further deepening and integration of the normal lesson, content-constant substitution of the regular didactic unit, work on interdisciplinary links, maturation of broader cognitive skills (#16); personal opinion regarding the importance and opportunity of teaching the Venetian linguistic heritage¹⁴⁰ generally speaking, with three options ranging from the will to have Venetian taught as a curricular subject, to the preference for such methodologies granting teaching but not imposing an increase of the number of subjects or the amount of teaching hours, to the denial option (#18); the personal opinion on the two formal actors which should guide a process of activation of

140On the appropriateness and legal basis of this wording, see *supra* §2.3.

CLIL teaching in Venetian, selecting two from a list indicating the local university, regional public offices, local political-representative institutions, a board of the school principal, a special board of teachers (#19); the indication of the personal attitude towards the chance of activating a CLIL path for one of the classes where the respondent teaches her subject, with three default option and room left for the respondent's more detailed opinion (#20). Many of these questions were thought to meet the needs often expressed by teachers during direct teaching experience of the underwriter with Venetian cultural-linguistic short programmes and single introductory lessons in various schools at all levels in three Countries relevant to the venetophony, notably Italy (Veneto Region), Croatia (Istria Region) and Brazil (Rio Grande do Sul) as briefly already reported *supra* (§2.4).

After the compilation of the questionnaire, a message of thanks for participation was displayed, containing an email address (clil veneto @ gmail .com) to be contacted for those who desired to formulate enquiries or proposals. Closing the questionnaire, a final optional room was left to write their email address for those who desired to receive updates on the current investigation or in the research field.

3.1.3 Survey design: privacy issues and ethics in research

Personal and professional information have been requested to the respondents as annotated *supra* (§3.1.2). The questionnaire, as it was early clarified to the participants, was fully anonymous since the data cannot be linked to one single person in any means, except for the case when the respondent manifested her desire to receive update regarding the study and its results compiling the last section with their email. This last element was ignored in the results section and it was equally ignored in the elaboration of the data, except for the case of two apparently identical (duplicate) answers whose cancellation from the data set was finally decided when the optional apposition of the same email address held confirmative probatory force of the suspected erroneous duplication (double sending). The manifestation of consent was given implicitly by the respondents, as declared and cleared at the beginning of the questionnaire in the short-form disclaimer (Document 1 in the Appendix), upon compilation and sending of the

same questionnaire. The short-form disclaimer was a *résumé* of the full-length privacy and data protection module and contained a link directing to the latter (Document 2 in the Appendix). The full version also cleared that on the side of the collector the data were going to be collected only for scientific research and strictly related purposes, anyway in anonymous form – of course the anonymity is a right of the participant but not an obligation imposed to her: the 40.5% of the respondents decided not to exert this right to full anonymity and provided their email for contact, based on their interest for the topic. Of course, their data remain under protection for any other aspect, except as authorized by their desire to receive update regarding the study and the related research field.

All the data are stored digitally in the Google account which was created for this exact purpose to design the questionnaire, administer it, collect the data, elaborate them, and safely store them. The said account is in full and exclusive access of the underwriter, who is also responsible for data protection as the full-length statement – regarding privacy, consent, and data protection – informed.

3.1.4 Survey design: survey platform and spreading means

The survey (whose final version is in the Appendix, Document 3) has been prepared first as an LibreOffice Calc spreadsheet . The survey, after supervision check, underwent a pilot phase where three users stress tested the questionnaire to spot and solve possible technical issues related to: i. the appropriateness of the design *vis-à-vis* its aims, evaluating the suitability of the question-answer individual typology to the foreseeable expression of information or opinions by a potential teacher respondent; ii. the accessibility and functionality of the selected platform. In fact, the survey was then created in Google forms and later administered through that functionality when the answering window was opened. The survey was designed since the very beginning to be fully administered online. It was planned to reach the population of teachers – although without the objective to reach an extensive or representative sample – in two steps: first advertising about the existence of the research survey among those teachers which were somehow involved in activities regarding the Venetian language through the

channels of the already mentioned Venetian *Accademia* with a message or email inviting them to answer the questionnaire (a total of two dozens was calculated, majoritarily found at the lower-secondary level of teaching); a second-level diffusion was left in the hands of the same actors to further forward the message to all their colleagues, underlining that every answer – ranging from warm reception to bitter denial – was very well welcomed and extraordinarily important. The invitation message (Appendix, Document 4) began with an invitation “to all the teachers” and further cleared that it was open to teachers only.

The first phase was thought to break the static friction (although with the possibility of an over-representation of respondents in favour for the teaching Venetian option, still reminding that no representative sampling was planned or aimed at) and the second to provide an increase in the number of participants and with it an amplification of the variety of respondents and responses. The whole process, as already cleared (§3.1.1) was imagined to be guided by self-selection.

3.2 Administering the questionnaire: methods and contextual observations

The questionnaire prepared as just enunciated was opened online for answers on October 16th and displayed the deadline for new responses on November 30th of the same year 2020¹⁴¹. Following the plan, the first advertising phase happened on the 16th of October through the channels of the *Accademia de la Bona Creansa – Accademia de la Lengua Veneta* with a message or email inviting teachers to answer the questionnaire (as anticipated, a total of two dozens was calculated, majoritarily found at the lower-secondary level of teaching). The second-level phase was left in the hands – both for diffusion and for timing – of the same (potential) participants to forward the message to all their colleagues, in a dynamic of self-selection to participate and a snowball principle to spread the information of the existence of this survey, avoiding the transit through public media or social media for the caveats expressed *supra*, which could have conduced to more polarized (read:

141One last questionnaire was accepted even though it was submitted one day after the deadline, i.e. on December 1st, 2020.

extremized) answers and thus – paradoxically – to skewed results even though a broader sample be considered.

The moment is here to report, appropriately, the referred emergence of resistance by some teachers to their participating colleagues not just to the topic of the possibility that Venetian be taught at school – such opinions would perfectly have found room in the compiling of the survey – but actually to the same fact that this possibility be object of consideration, even under the aegis of scientific research. In other words, the sentiment of denial towards the topic was so pervasive that these potential respondents decided not to take part to the questionnaire even before coming to read its questions, and stopped at the invitation message (Document 4). In this reported case, as an additional element, the non-respondents apparently objected that the introduction of the Venetian language in teaching would threaten their role of FL2 teachers, thus a very personal and job-related issue also came into existence in this case, considered that FL2 teachers generally consider themselves one of the weakest category of teachers, subjected to the whims of FL2 selection by students enrolling in their first school year in the upper-secondary grade. Interestingly, that of the introduction of Venetian in school teaching is considered threatening upon conviction that schooling and teaching are subjected to the rules of a zero-sum game, even though CLIL is very useful in overcoming this effect – but non-participants in the survey could not tell from just the title in the invitation message that the questionnaire would progressively focus in on CLIL as a proposed methodology for the ML teaching of the Venetian language. This additional subject-specific factor must be added to the general social desirability bias which inevitably could skew the picture accidentally deviating single answers or systematically conditioning the self-selection decision process of each potential respondent upon consideration of possible shame or negative consequences (of rationally uncertain origin, since anonymity was clearly granted) arising from the same fact of answering to a questionnaire, although with clearly stated scientific-research purposes and methodology. Given this framework, and provided that the Google forms platform does not record partial answers during the compilation

process, we have no indication of the incidence – physiologic or pathologic – of the phenomenon of respondents dropping questionnaires (Dörnyei, 2007: 189) before concluding and submitting them.

The data have been correctly, instantly, and automatically collected by Google forms in the account specifically created for the current study.

3.3 The results: data aggregation and representation

This section is devoted to presenting the data through appropriate quantitative aggregation of answering items in closed questions and qualitative aggregation for quantitative consideration of the answers provided in designed open questions.

3.3.1 Data analysis methodology

The data have been analyzed through LibreOffice Calc spreadsheets in a double entry table and are going to be represented in charts and graphs automatically generated by Google forms starting from the filtered data (see *infra*, next paragraph). Further representations have been elaborated through the graphization functionalities in Calc. The objective of the current data analysis is to provide a telling vision of the collected data *vis-à-vis* the research aims as stated above in §3.1, and to potentially spot unpredicted trends or unveil factors emerging from the set of data received through the questionnaires.

3.3.2 First filter: population pertinence check

The survey obtained a total 41 answers in the given period¹⁴². Two questionnaires have been excluded from counting due to their exact duplication, confirmed by the fact that in the last (optional) contact question the same email address was given, and the answers were exactly the same in the duplicated couple, as attentively double-checked. Two other questionnaires have been excluded on a second filtering of the data because their answer to the bait question (#17) evidenced the missing requirement of professional teaching. Therefore, from now on the expression “the data collected”, “data analysis”, and other similar wordings refer to the overall consideration of the 37 questionnaires that have thus been validated.

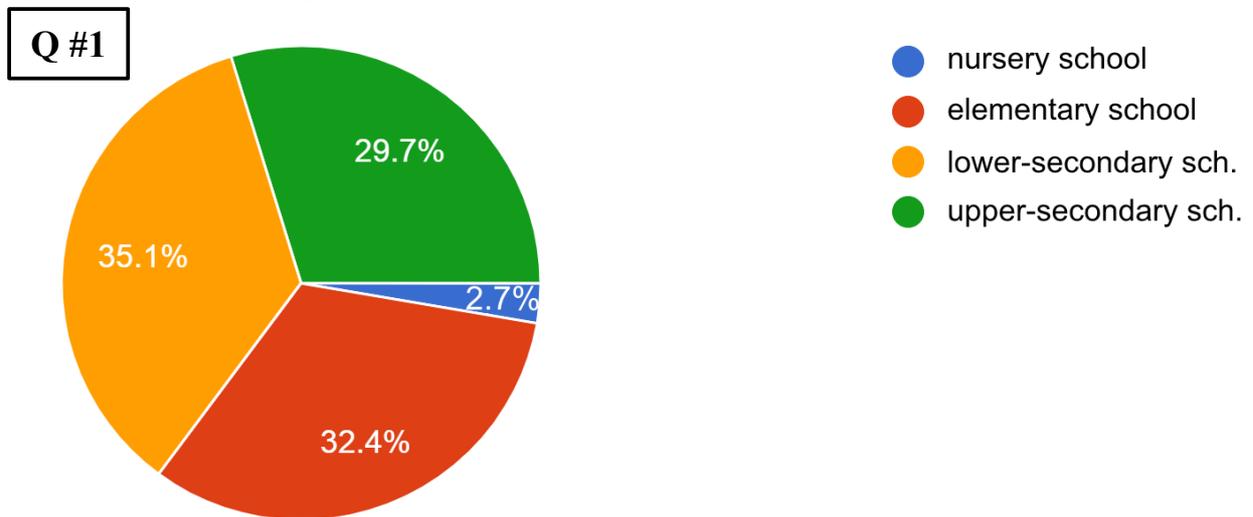
¹⁴²Extended by one additional day as already mentioned.

3.3.3 Aggregate data: representation, elaboration, and preliminary discussion

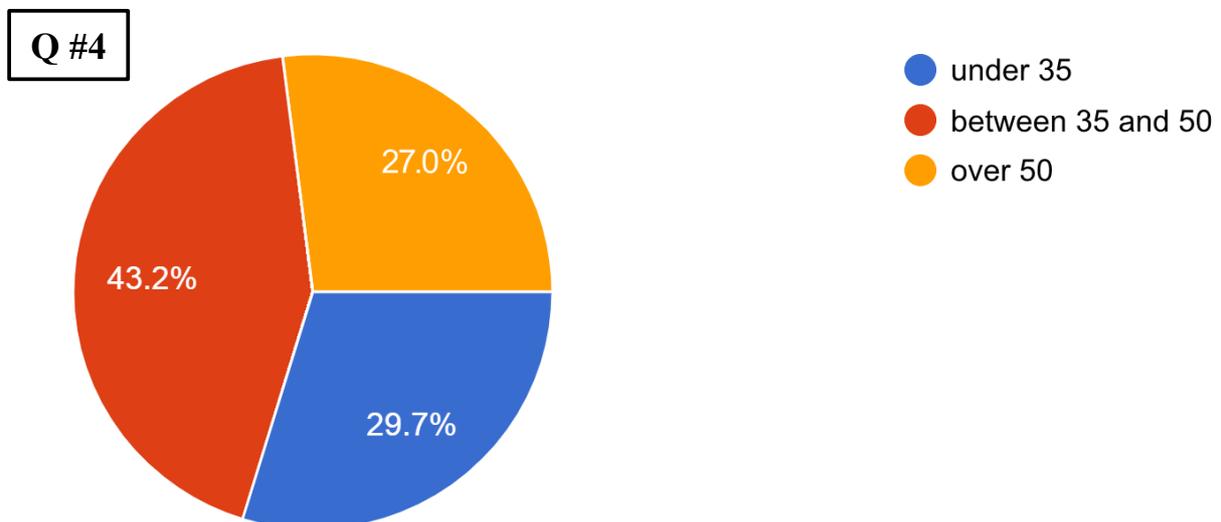
The data results will be presented in two separate sections. The first (Section A) will aggregately profile the participants and the second (Section B) will present the aggregate of their opinions. A third partition (Section C) is devoted to the analysis of possible recurrent patterns in opinions when single factors appear.

3.3.3a The participants.

The population of respondents in our study, although accessing to the questionnaire through self-selection, appears to be rather equally distributed (12, 13, 11) among the three school levels involved in mandatory education in the Italian school system, thus kindergarten excluded (1), if we look at the answers to question #1.



Also the age ranges appear balanced between the three options (question #4).



These two data alone cannot of course amount to a proof of representative significance of our sample – which we did not seek, as duly stated *supra* –, but still they seem not incompatible with it as to these two factors.

The second question (#2) was devoted to the subject matter(s) taught by the respondents. Our population answered as represented in the table, in decreasing absolute number.

Subject matter(s) [Q #2]	abs.	%
Humanities (Italian L1, History, Geography, Philosophy, Latin, Greek)	13	35.1%
Foreign Languages (English, other European languages as FL2)	8	21.6%
Hard Sciences (Math, Sciences, Biology, Physics, Chemistry)	5	13.5%
Support teacher	3	8.1%
Specialty subjects (upper-secondary schools)	2	5.4%
Religion	2	5.4%
Physical Education	1	2.7%
Technology	1	2.7%
Italian and Math (elementary school)	1	2.7%
All subjects (elementary school)	1	2.7%
Arts, Music	0	0.0%
<i>TOTALS</i>	<i>37</i>	<i>100%</i>

Also this factor (which subject is taught) is not found to be excessively eccentric with respect to a normal distribution of frequencies, particularly if we look at the prevalent subjects. In fact, if we take as a touchstone the lower-secondary school level and its total weekly hours, one third is devoted to the Humanities, one fifth to FLs, another fifth to the Hard sciences, and each of the other subjects amounts to a 6-7%. Therefore, both the Humanities and the Languages sectors are appropriately represented, while the Hard Sciences are rather under-represented, and most of the other subjects are grossly under-represented. Unfortunately, we find Arts and Music totally unrepresented in our sample.

Having these facts considered, our population is anyway not incompatible as to its variety with a representative sample – although the dimension of the sample is of course insufficient to support statistic significance.

The answers to question #3 offer the desired picture on the linguistic competences possessed by the respondents, through a mechanism of self-assessment (not excluding that FL declared proficiency may be of a formally certified nature).

The percentages in the following table are calculated on 37 total respondents.

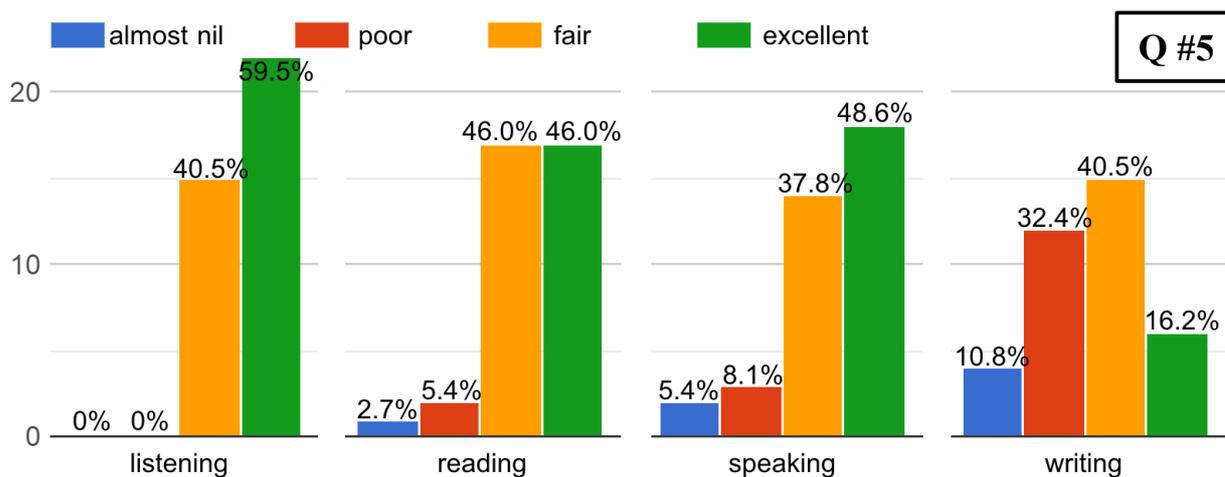
Linguistic Competences (Languages) [Q #3]	abs.	%
English	29	78.4%
Other non-recognized indigenous minority languages (e.g. Venetian, Sicilian, etc.)	22	59.5%
At least one among French, Spanish, Portuguese	17	45.9%
Classical languages (Latin, Greek, etc.)	9	24.3%
Other Germanic languages (e.g. German, Dutch, etc.)	6	16.2%
Other Romance non-Italic languages (e.g. Romanian, Catalan, etc.)	1	2.7%
Recognized indigenous minority languages (Friulian, Ladin, Sardinian)	1	2.7%

The average number of languages spoken is 2.2, plus Italian, amounting to 3.2 languages spoken on average among the respondents. Almost two thirds of the respondent teachers (62.2%) declare to consider also a ML – recognized (1) or not (22) – among their linguistic competences. Since the ‘non-recognized MLs’ option was purposely left not listing only Venetian – but a number of non-recognized MLs of Italy – one may ask herself whether the 22 respondents actually had Venetian in mind when selecting that option. This is highly probable when considering the answers to the following question (#5), which also helps us to better frame the results regarding the MLs spoken by the respondents.

Question #5 in fact regarded the linguistic proficiency on the Venetian language in the single basic skills of listening, reading, speaking, writing. A chart analysis – in a preliminary investigation we moved to ascertain the picture of the answers given to question #4 – revealed that among those respondents who declared to be proficient in at least one ‘non-recognized ML’ in #4, three answered to have an average of ‘fair’ proficiency in the basic skills and other three declared an average of less than ‘fair’ in Venetian in #5 (therefore declaring to be speakers but profiling as the average non-speakers). On the opposite side, among those who did not select

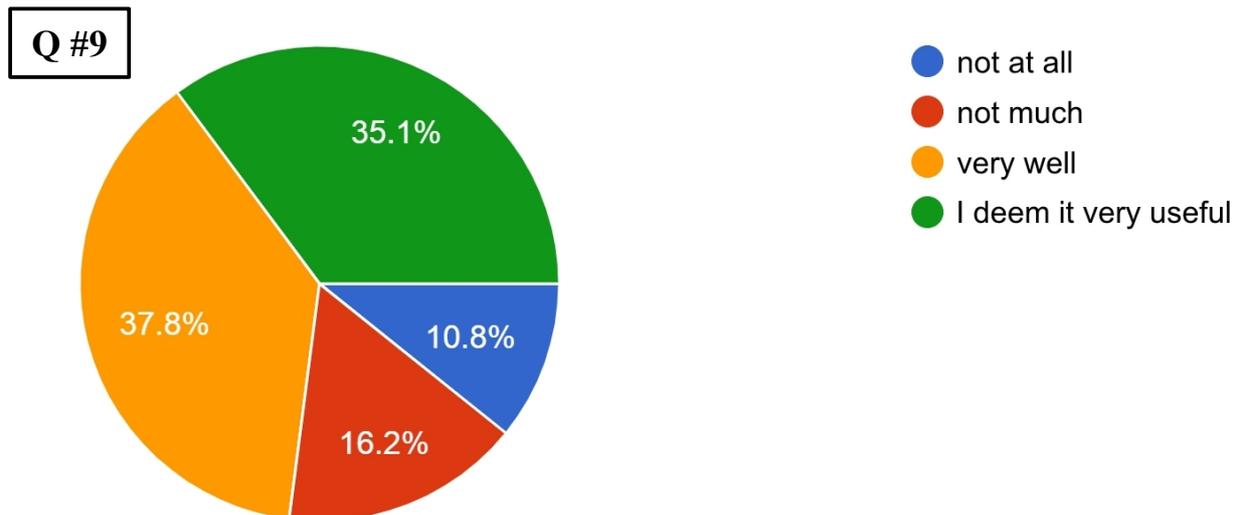
to express proficiency in ‘non-recognized MLs’ in #4, four respondents declared in #5 to have an excellent or averagely almost excellent proficiency in the Venetian language through the basic skills (therefore declaring to be non-speakers but profiling as the average speakers).

Moving to the specific aim of question #5, the following histogram graphically reproduces the aggregate results which represent how the respondents attribute their competence to the basic linguistic skills they have in the Venetian language.



The aggregate of the self-assessed top-skill answers (‘fair’ and ‘excellent’) are the following: 100.0% in listening, 92.0% in reading, 86.4% in speaking, 56.7% in writing. The most complex skill and more typical for natives in a language is certainly writing, therefore we could state that the 56.7% of the sample is a native of the Venetian language. Although, we may not forget that Venetian is a non-recognized ML, therefore also the other active skill (speaking) may reveal that the respondent is native, but that her linguistic skills are limited to the oral sphere. On the other side, the same non-institutional stance of the Venetian language may induce non-native speakers to over-estimate their proficiency in the language. Matching these results with those obtained through question #4 (where the 59.5% self-selected to speak a non-recognized ML such as Venetian, which was explicitly listed) with the caveats expressed when analyzing this datum individually, we may confidently confirm that at least the 60% of the respondents in the sample is represented by native Venetian-speaking teachers.

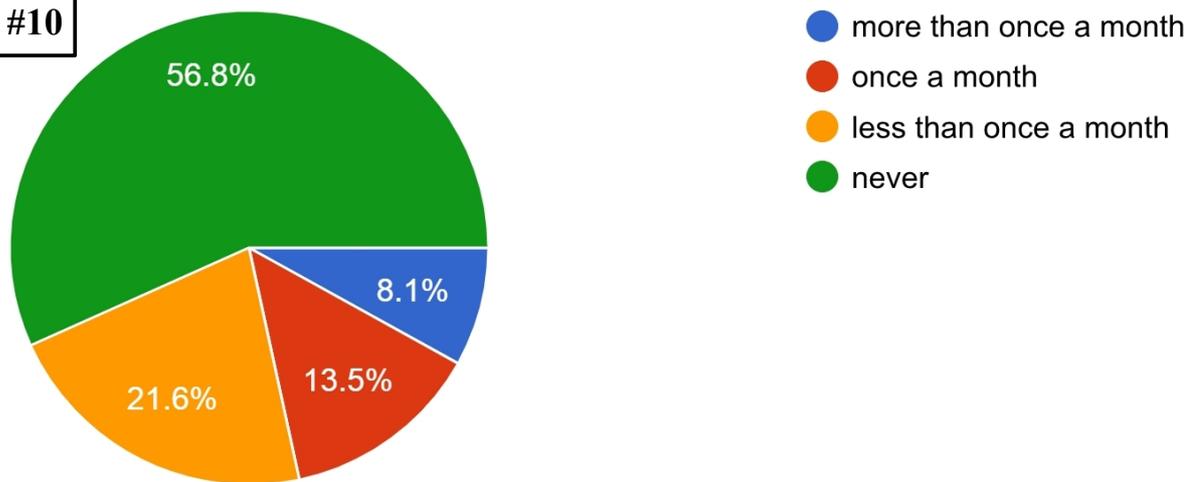
After the profiling questions we just analyzed, we asked our respondents to provide some information about their teaching habits and methodological awareness regarding our didactic focus – the CLIL. Question #9 was devoted to letting the participant express her knowledge (and attitude, in the last item) about the CLIL methodology, from the theoretical point of view – i.e. asking the respondent teachers whether and how much they knew about the CLIL methodology. A pie chart will help us visualize the collective results.



As the graph shows, only the 27.0% of the respondents is not acquainted with the CLIL methodology. Among those of the 73.0% who declare to know it very well, a half (48.1%) also deems it very useful.

Even though three quarters of our respondents feel very acquainted with CLIL methodologies, the subsequent question #10 – represented in the following pie chart – reduces the expected impact on teaching practice produced by knowledge and enthusiasm on CLIL. In fact, those declaring to employ CLIL as a teaching methodology in their classes at least once a month drop to 21.6%. This is not a new fact, since literature already spotted the highly energy-demanding nature of CLIL methodologies, particularly for design, administration, and evaluation. In particular the solid majority of the respondents (56.8%) admits to have ‘never’ used CLIL. Crossing the data of question #10 and question #9, we find that only a half of the ‘never’ users (#10) does not employ CLIL for an objective lack of knowledge (#9: ‘not at all’ or ‘not much’, the 27.0% of the respondents) of the methodology.

Q #10



The last profiling question was #17, our bait question (see *supra*, §3.1.1 and §3.1.2). The 100.0% of our sample chose the right answer, not because all the respondents got it right, but because – as already explained – the questionnaires filed by the respondents who missed to match this filter were invalidated and excluded irreversibly from our data. This data elimination was completed according to our methodological protocol established in advance foreseeing this risk inherent to the self-selection mechanism through semi-public diffusion of the information about the existence of this survey.

3.3.3b *The opinions.*

As explained in §3.1.2, eight questions of our survey – those analyzed in the previous section (A) – were designed to collect profiling information of the respondents pertinent to our research aims and necessary for a classification and contextualization of the opinions requested through the other twelve questions. It is to this section (B) to expose the results of our inquiry as to beliefs and preferences of the respondents regarding CLIL and the Venetian language in teaching.

In particular, three questions pertain to the topic of Venetian language at school in general. Question #6 asks if Venetian – according to the respondents knowledge – is teachable, evoking the legal bindings and limits that such a teaching may encounter and offering a multiple choice among several teaching frameworks (vehicularity in all subjects, full curricularity, literary-only option, no possible form), plus the possibility – exerted by six respondents – to add the open-answer

option and to express individual remarks (aligned with a ‘*’ in the table and reproduced – translated – between inverted commas, and displayed right after a main choice when this was appropriate). A table will help us to visualize the trends and the concurrencies. The total is not 100% since some respondents legitimately have chosen more options.

Teachability of the Venetian language [Q #6]	abs.	%
Full curricularity (Venetian as a subject)	13	35.1%
Vehicularity (Venetian used during other subjects lessons)	17	45.9%
* yes to general vehicularity, “but not to the detriment of the FL2”	1	2.7%
* “it is part of culture, it can be used, but no curricularity”	1	2.7%
* “very useful for comparative tasks with English structures”	1	2.7%
Through literature (during Italian L1 lessons)	14	37.8%
* “limited to specific tasks aimed at knowing Venetian” [for the comprehension of literature texts]	1	2.7%
No use is possible	3	8.1%
* “only informal and episodic use to communicate with students”	1	2.7%
* “I do not agree. Venetian cannot substitute Italian. It would be interesting to explore its [= Venetian] idiomatic expressions as related to the historical-cultural-social and daily context where they were born, but on an equal basis with the other dialects (Tuscan, Neapolitan) and languages (Friulian, Sardinian)”.	1	2.7%

In order to clarify the interplay between the three main options, a further elaboration on raw data has been conducted to underline the dynamics reported in the following chart (styles are added when the symbolized factors are co-present).

Teachability of Venetian	FC only	<u>FC + Veh</u>	<i>FC + Lit</i>	<u>Veh only</u>	<u>Veh + Lit</u>	<i>Lit only</i>	<i>All three</i>
Yes to ‘Full curricularity’ (13)	6	<u>3</u>	<i>1</i>				<u>3</u>
Yes to ‘Vehicularity’ (17)		<u>3</u>		<u>8</u>	<u>3</u>		<u>3</u>
Yes to ‘Literary’ (14)			<i>1</i>		<u>3</u>	7	<u>3</u>

The issue of teaching in general will be resumed later when considering question #18 which bears the most general formulation on the topic.

The answers of question #7 were expected to offer a moment of expression of preferences by the respondents on the most befitting school grade(s) which would

best welcome (and fruit from) teaching Venetian. The option ‘university’ was added in the design upon consideration of the facts that teaching also happens at the university level and that teachers train and form their skills in the university.

The following histogram shows our rather balanced results.

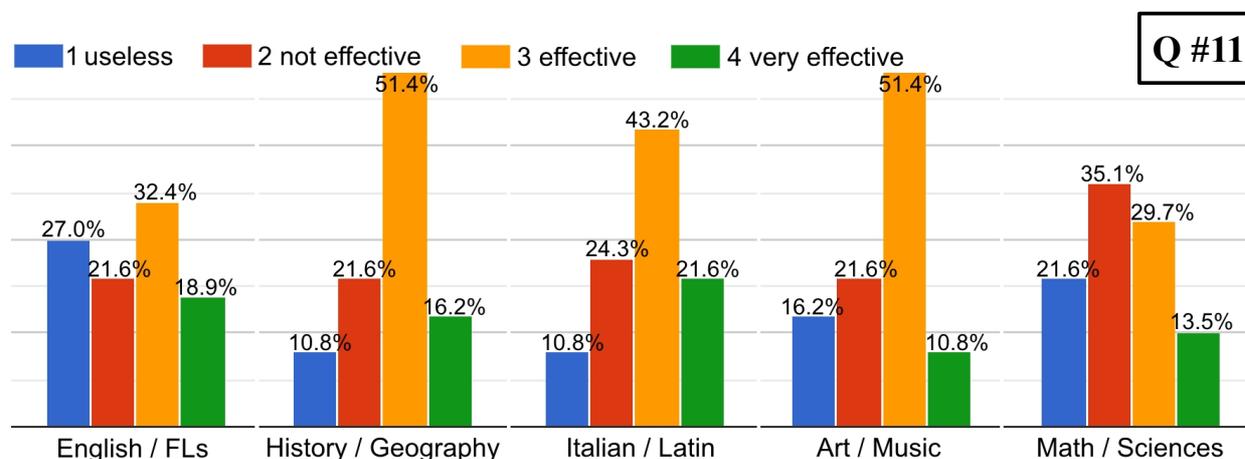


The data appear to be very well distributed, with all the options reaching the majority of preferences, with a slight favour for the lower-secondary schools. The distribution among the three first options almost exactly reproduces the pattern of question #1 profiling the respondents according to their school level of teaching. A further consideration on the raw data posed our attention on the fact that eleven respondents (29.7%) found Venetian appropriate for all the four teaching contexts, three respondents (8.1%) found it appropriate for three options, and another five (13.5%) for two options, with a total of 51.4% respondent teachers certainly finding Venetian useful and befitting for formal education.

The interrogation of our spreadsheet for concurrent factors further revealed that only eleven respondents (29.7%) did not indicate their own school-teaching context as suitable. The most frequent context selected by those respondents who considered Venetian not teachable in general (#6) and did not select their own school-teaching context as suitable indicated ‘university’ as preferable.

The wording of question #11 remained general in its interest, but asked to express convictions regarding the effectiveness of a CLIL in the Venetian language for five subject-matter areas: English and foreign languages, History and Geography, Italian and Latin, Art and Music, Math and Sciences, with the aim in mind to

discover if the teachers foresee a Venetian CLIL more befitting to one or more fields corresponding to school teaching subjects, rating each field on a scale of four items ranging from ‘useless’ to ‘very effective’. The results appear in the following histogram, which shows the percentages linked to each answer.



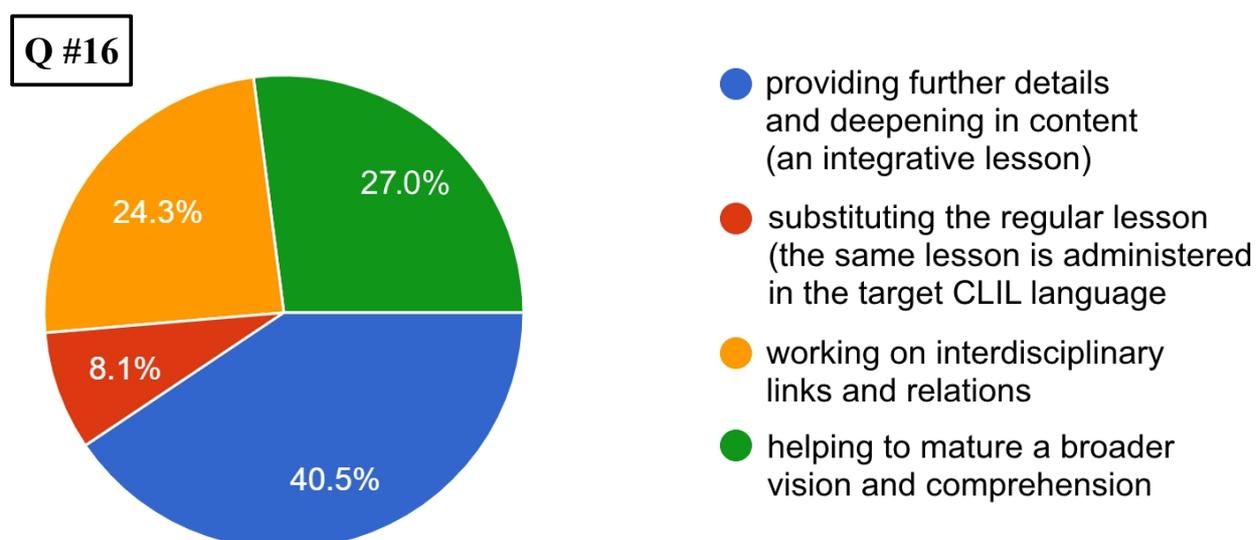
Aggregating the two high-scale items expressing perceived effectiveness (‘effective’ and ‘very effective’), the picture on effective teaching through CLIL may be resumed in the following leaderboard: History and Geography first (67.6%), second Italian and Latin (64.9%), third comes Art and Music (62.2%), a detached fourth place for English and FLs (51.4%), while a Venetian CLIL in Math and Sciences is believed to be effective only by a minority (43.2%). The Humanities are then found by our respondents as the most befitting context for a CLIL in the Venetian language.

Foreseeing the possibility of such a figure having Math and Sciences as the lesser believed in for a Venetian CLIL, the next question (#12) was specifically devoted to asking our participants to provide further thought and detail on the topic of a Venetian CLIL in Mathematics, trying to make the respondent imagine the ongoing dynamics in a Math class and the modes how Venetian could be used, providing a multiple choice among three proposed options (‘orally by the teacher when explaining’, ‘in written comprehension for exercises and tests’, ‘orally by students in interrogations’) and leaving room for further or different indication(s). A short table will help us visualize the aggregate answers on the three options we offered to the respondents, before giving due account to the further comments on Venetian in Math classes left by the participants in our survey.

A Venetian CLIL in a Mathematic-Scientific field [Q #12]	abs.	%
Orally by the teacher during explanations	20	54.1
Orally by students during interrogations	16	43.2
In written comprehension (exercises, tests)	5	13.5
'I don't know'	7	18.9
* other answers (underlining that the field is not befitting)	5	13.5

As the data show, no second thought was expressed by our respondents on the possibility that a Venetian CLIL be opted for in Mathematic-Scientific classes. In fact, five respondents deny the possibility expressing concerns, seven participants report their inability to answer, while the written modality remains very low an option. On the oral side of the language, only the option posing the burden of actively performing in the language on the teacher reaches the majority of agreements among the participants in our survey.

Our respondents were also asked through question #16 to hypothesize the use of CLIL in their teaching subject and to indicate one factor among the four given (integrative-content lesson, substitutive of regular lesson, working on interdisciplinarity links, helping to develop broader vision and comprehension) that they best see fit for a Venetian CLIL in their classes.

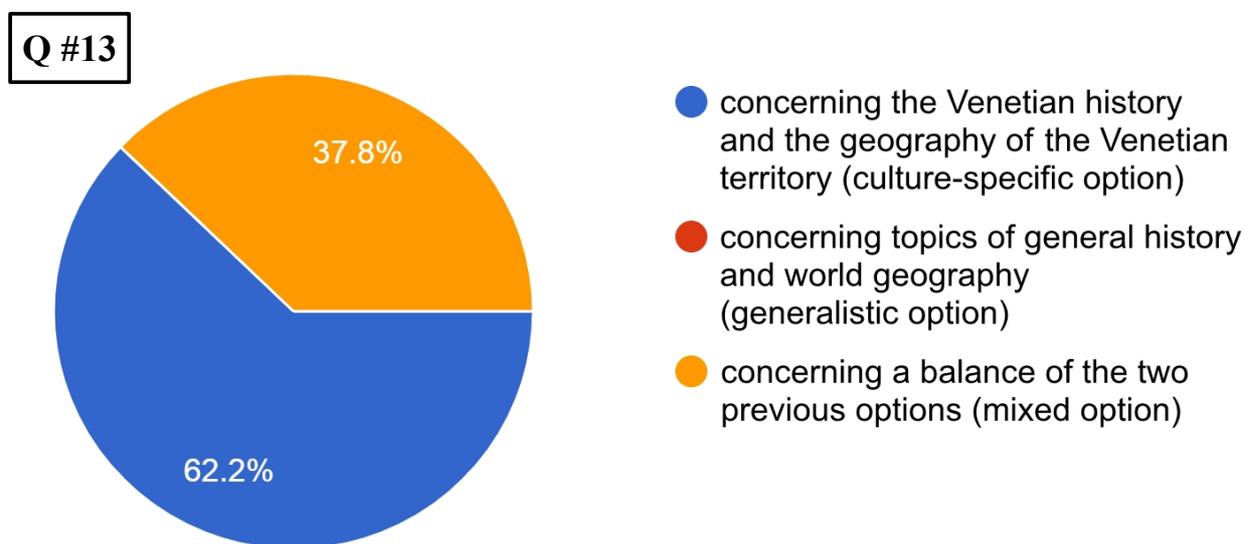


The most selected item, reaching a simple majority (40.5%), relates to the option of an integrative lesson, where more content and deeper in detail is provided. Those selecting the second-best option (27.0%) may also agree to the previous

item, since the broader vision and comprehension may include integrative content, but possibly believe that this content is not *per se* the objective of a CLIL, but a medium in order to strengthen cognitive abilities in systematics, research, causal correlation, contextuality, etc., although remaining into the boundaries of the single subject. Differently, the third most selected option (24.3%) predicated that this broadening be not limited to the single subject, but moved to the realm of interdisciplinarity, maybe obtaining similar cognitive enhancements through cross-subject links. The most typical (or, better, universal) practice in FL CLIL teaching – i.e. doing the regular content lesson in the target FL – is found apt for the Venetian case only by the 8.1% of our respondents. This last datum happens to be quite telling if compared to the first-rate item, especially *vis-à-vis* the set of three questions (#13, #14, #15) that the survey devoted to the hypothesis of a Venetian CLIL in History and Geography.

In fact, our questionnaire – as already stated at the beginning of this chapter – was designed with concentric focus on Venetian teaching first in general, then subfocusing on a Venetian CLIL, and finally concentrating on the hypothesis that the Venetian CLIL be designed and administered for History and Geography lessons, in order to test in a specific context the holding of the more generalistic previous hypotheses. In particular, questions #14 and #15 – the only ones with a fully open-answer typology in our survey – have been devoted to the investigation of the expectations and concerns of the responding teachers regarding the strengths and weaknesses of a Venetian CLIL in History, asking the participants to list two for each. But before these open considerations, we deemed fundamental to ask our respondents (in question #13) which kind of subject-specific contents shall be object of CLIL teaching of History in Venetian. The pie chart hereby reveals the preferences in our sample, under the conditions to select a single option among three (namely: a ‘culture-specific option’ where the contents taught through the Venetian language pertain to the Venetian history and the geography of the Venetian territory; a ‘generalistic option’ regarding general history and world geography to be treated in Venetian according to the CLIL methodology; and a

‘mixed option’ of the previous two). The results are quite committed to one option, regardless of the the exact equilibrium that was deliberately entrenched in the question design.



These results shall be read with reference to the answers to question #16 as anticipated, which regarded in general the educational goals embedded in a CLIL practice in the respondents’ teaching subject. The ‘generalistic option’ here (#13) is the least selected and actually has been rejected or at least ignored by all our respondents. This concurrence is perfectly compatible and actually coherent with the very low selection of the ‘substituting lesson’ hypothesis that was endorsed in question #16 only by the 8.1% of our sample. In fact, teaching general history or general geography would come out as substituting lessons (i.e. doing regular lessons just in another target language – Venetian in our case). Of course, the absence of explicit support for the generalistic option in question #13 does not mean that the responding teachers find Venetian unbecoming to the task of representing general history or world geography, since the mixed option (chosen by more than one third of the sample) necessarily implies some form of Venetian CLIL teaching on generalistic historical and geographical topics. Given the mixed nature of the balanced option, we can infer that the 100.0% of our sample believes that a Venetian CLIL administered during History and Geography classes shall regard the Venetian history and the geography of the Venetian territory, while the 37.8% of our respondents considers that a History-and-Geography CLIL in

Venetian should not be limited to Venetian-specific content, although remaining linked to it.

The participants in our survey were asked to consider a Venetian CLIL in Venetian History and to indicate first two positive aspects of this educational opportunity (question #14) and then two negative ones (question #15) in an open-answer typology. The first question was left free to be answered (or ignored) while the second required the participants to write any answer in order to continue. Of course, typing any string in the blank space was enough for the survey platform to recognize that an answer was given and thus that the requirement was met.

Single answers to open questions #14 and #15 have been grouped for an aggregate consideration, bearing in mind that even though the participants were explicitly required to formulate two elements for each answer, many skipped the questions or formulated just one, or eventually exposed a complexity of issues which we sieved for the present aggregate consideration assessing the extent and priority of each of the presented issues in the logical texture as criteria for creaming each answer to its prevailing factor and collocating it into one of several categories.

Concerning the foreseen positive elements (question #14), fifteen participants (40.5%) decided not to answer (i.e. ignore the question or produce strings like ‘I don't know’), two (5.4%) answered that no positive element can be spotted (and one of them added a negative factor, i.e. the alleged limitedness of teaching one only variety of Venetian). Among the proper answers – finding the required positive elements – proposed by twenty respondents (54.1% of our sample), we grouped (and tagged) the 28 elements exposed in the answers into five categories of positively featured factors for a Venetian CLIL in Venetian history, as the following table shows and quantifies in percentages on the actual respondents (%r) and on the total participants (%t).

A Venetian CLIL in Venetian history: positive factors [Q #14]	abs.	%r	%t
Knowledge, information, sources, study, education	10	50.0	27.0
Identity, origins, roots, community, consciousness, heritage	9	45.0	24.3
Coherence/alignment between content and (linguistic) medium	5	25.0	13.5
Curiosity, motivation, attention	2	10.0	5.4
Fighting prejudice, increasing trustworthiness	2	10.0	5.4

The subsequent question (#15) asked the participants to speculate on the possible negative factors of a Venetian CLIL in Venetian history. As already underlined, the question was made mandatory to answer, but two participants still chose to avoid responding. Anotherne participant answered “everything and everything”, therefore no specific category can be assigned, nor it can be calculated as a plus one for each factor (no named elements or issues named). Three participants affirmed to foresee no negative factor. Other three began their answer in a similar tone denegating the presence of negative effects, but ended up expressing one concern in a dubitative form: this category of respondents was calculated as a half participant (0.5) in the denominator for our respondents’ percentage (%r; denominator: 29.5) as well as in the absolute number of answers (abs., indicated with an asterisk) and consequently in the nominator of both our calculated percentages. With the same procedure for question #14, we grouped the answers into eleven categories as shown in the table.

A Venetian CLIL in Venetian history: negative factors [Q #15]	abs.	%r	%t
Linguistic difficulties of students	13	44.1	35.1
Negative effects on learning other languages (often Italian)	5	16.9	13.5
Risk of politicization and other political and policy issues	4	13.6	10.8
Difficulty in overcoming social prejudices on Venetian	4	13.6	10.8
Teaching, materials, and organization difficulties	3	10.2	8.1
Linguistic difficulties of teachers*	2.5	8.5	6.8
Threatening the linguistic diversity of Venetian	2	6.8	5.4
Students’ lack of interest	2	6.8	5.4
Lack of interest or presence of resistance in the families**	1	3.4	2.7
Risk to entrench the language into a local dimension only	1	3.4	2.7
Time allocation restraints	1	3.4	2.7

The immediately evident difference between the answers to this question and the previous lies in the different dispersion of the data: the spotted positive factors are less in number, but averagely more believed in; while negative factors are more in total, but individually less endorsed by our respondents on average. This datum is confirmed by the fact that the twenty respondents to question #14 found 28 positive factors (1.4 answers-per-respondent ratio), while the 29.5 respondents to question #15 found 38.5 negative factors (1.3 answers-per-respondent ratio; and the ratio lowers if we consider as an integer number the three already mentioned dubitative respondents and their answers).

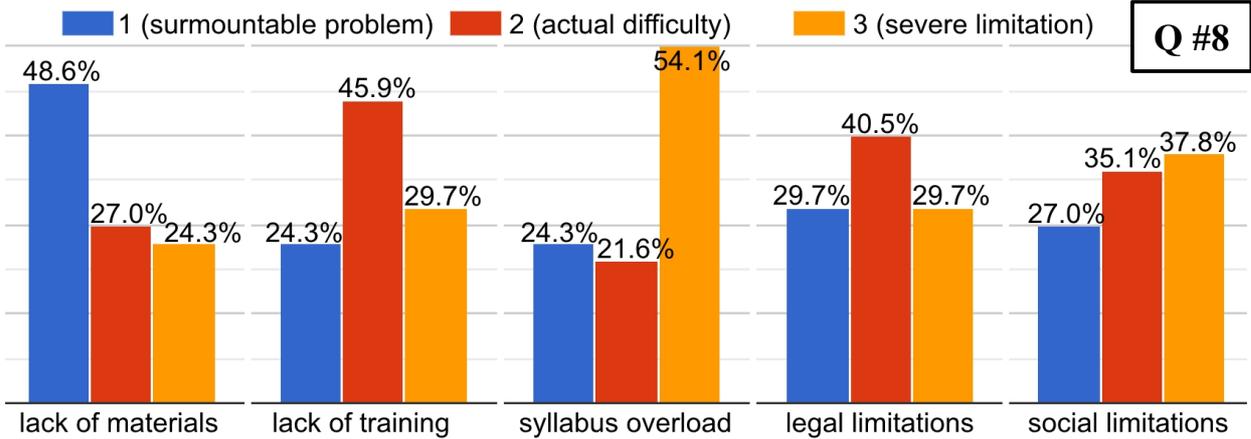
Crossing the two ranges of data and selecting as a guidance the percentage of incidence of each factor on the total population in our survey, we obtain the rankings of the sixteen categories. The top 5 factors which raise the attention of the teachers in our sample are therefore conclusively charted as follows.

Negative elements (-)	%t	Positive elements (+)
Linguistic difficulties of students	35.1	
	27.0	Knowledge, information, sources, study, education
	24.3	Identity, origins, roots, community, consciousness, heritage
Negative effects on learning other languages (often Italian)	13.5	Coherence/alignment between content and (linguistic) medium

During the questionnaire, before letting room for individual expression to the participants through the two questions we just analyzed, we proposed to the participants in question #8 the issue of feasibility of a Venetian CLIL – regardless to the subject-matters involved – asking them to rate five potential problems (i.e. those eminently known in literature) in the planning, design, and practical moments of the application of the methodology to our target ML – namely, ‘lack of teaching materials’, ‘lack of teacher training’, ‘overload in the school syllabus’, ‘legal and bureaucratic limitations’, and ‘social limitations’. The respondents had

to evaluate the degree of difficulty of each problematic issue from ‘1 (surmountable problem)’, to ‘2 (actual difficulty)’, or ‘3 (severe limitation)’.

The following histogram aids the reader in reaching a visual understanding of the general peaks and balances rating the five problematic aspects, and the distribution characterizing each of the selected factors. A further elaboration will then be charted in an attempt to interpret the data and to find overall criteria to rank the factors as most sensitively perceived as obstacles by our respondents.



At a glance, we may assume that the one answer gathering more consideration may be the one criterion upon which to rely for a general ranking among the five items. Our results would be, in a decreasing difficulty fashion: first ‘overload in the school syllabus’ (a severe limitation for the 54.1%); then ‘social limitations’ (a severe limitation for the 37.8%); in third place ‘lack of teacher training’ (an actual difficulty for the 45.9%); then ‘legal and bureaucratic limitations’ (an actual difficulty for the 40.5%); and last ‘lack of teaching materials’ (a surmountable problem for the 48.6% of the sample).

Nevertheless, this criterion would act irregardless the distribution of the other answers. Therefore, we try and produce another piece of evidence to confirm or disconfirm the first criterion. Namely, we attribute the ranking value of 1.0 to those answers selecting the lowest-difficulty option, and then 2.0 and 3.0 to the other two correspondingly. We will then sum up the coefficients and discover a one-number composite evaluation of each of our five issues. The table shows our results, considering that ‘a1’ indicates the number of respondents answering ‘1’ to the

single issue, while the column ‘v1’ indicates for the issue the value of the full set of answers ($v1 = a1 \times 1.0$; $v2 = a2 \times 2.0$; $v3 = a3 \times 3.0$; $vtot = v1 + v2 + v3$).

Aggregate rating of five problematic issues	a1	a2	a3	v1	v2	v3	v tot
Lack of teaching materials	18	10	9	18	20	27	65
Lack of teacher training	9	17	11	9	34	33	76
Overload in the school syllabus	9	8	20	9	16	60	85
Legal and bureaucratic limitations	11	15	11	11	30	33	74
Social limitations	10	13	14	10	26	42	78

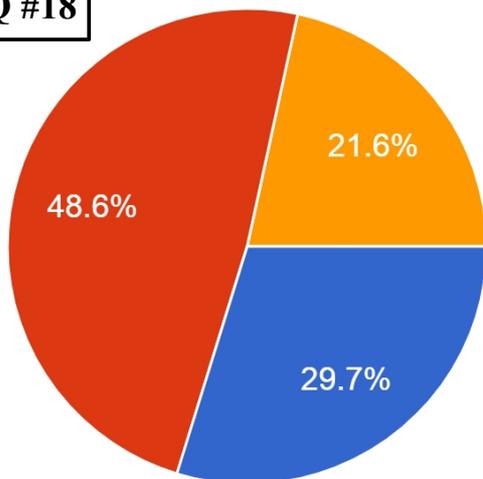
The global ranking for the five selected factors according to this second criterion is then: first ‘overload in the school syllabus’ (85.0 points); then ‘social limitations’ (78.0 points); in third place ‘lack of teacher training’ (76.0 points); then ‘legal and bureaucratic limitations’ (74.0 points); and last ‘lack of teaching materials’ (65.0 points). The rankings elaborated with this second criterion are exactly correspondent to those elaborated through the first criterion. Within the boundaries of this second methodology, we can also elaborate a problematicness rate, calculated at the interval between the lowest possible aggregate value for each issue (i.e. virtually attributing value 1.0 of ‘surmountable problem’ for all respondents: the minimum of scale ‘ms’ is then 37.0 points) and the homogeneously calculated highest possible value (i.e. virtually attributing value 3.0 of ‘severe limitation’ for all respondents: the maximum of scale ‘Ms’ is then 111.0 points). The validity interval of our aggregate evaluations was then 37.0 to 111.0, i.e. 74.0 points. In the following table we will indicate a sort of objectivated rate for each problematic issue given as a percentage of the one value in the interval. We will take each ‘vtot’, subtract the minimum of scale value (ms: 37.0) and then calculate an objectivated rate of problematicness (orp, as a %) on the 74.0 points of the interval.

Objectivated rate of five problematic issues	vtot	vtot – ms	orp (%)
Lack of teaching materials	65	28	37.8
Lack of teacher training	76	39	52.7
Overload in the school syllabus	85	48	64.9
Legal and bureaucratic limitations	74	37	50.0
Social limitations	78	41	55.4

Of course, the rankings remain the same since we applied the same constants to each ‘vtot’, but thus we obtained a rate of problematicness, as a product of all the answers in our survey, as a value between 0% problematicness and 100% problematicness, which lets us graduate and eventually group the selected factors. Comprehensively, the ‘syllabus overload’ issue has been rated overall as 64.9% problematic and is first (in ranking) but also isolated in the dissemination of our elaboration: one only factor is then of high problematicness. On the opposite side of the ranking, alone stands the ‘lack of materials’ issue, whose 37.8% rate sets its concern on a low level of problematicness. In the central sector of our rates, the three remaining factors similarly attested (50.0%, 52.7%, 55.4%) can be labeled as issues of average problematicness according to our procedure of objectivation of the aggregate of answers provided by the respondents in our questionnaire.

Moving to the end of our survey, we asked through question #18 a summatory opinion of our respondents on whether Venetian should be taught in schools generally speaking, providing one ‘no’ answer and two ‘yes’ answers, graded into two sub-propositions regarding how teaching should take place, either as a curricular subject or through vehicularity only. We let the following pie chart speak the data as they have been collected in this closed question.

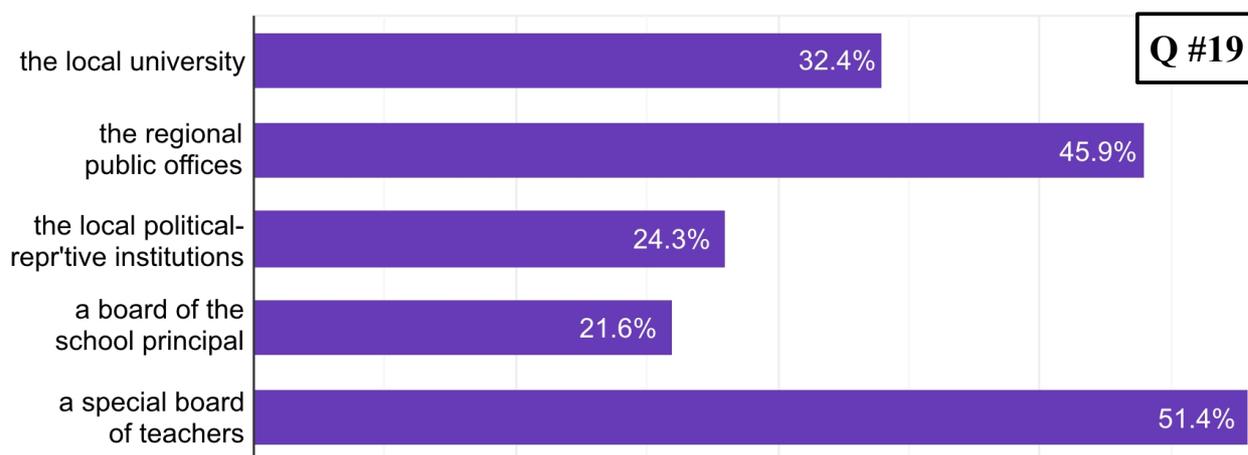
Q #18



- it shall be taught in the curriculum (e.g. 1 hour per week), potentially even on a voluntary basis
- it shall be taught, better through integrative methodologies not requiring additional school hours (e.g. CLIL, intercomprehension)
- it should not be taught

Interestingly, only the 21.6% of our respondents radically believe that Venetian should not be taught in any case and in no possible form. The vast majority of our survey population (78.4%) believes that Venetian should be taught at schools. Moreover, if we consider the two already presented sub-propositions, we find that an internal solid majority among the ‘yes’ respondents favours the option of teaching Venetian through those integrative methodologies which do not require additional hours to the school week. Summarily, the 78.4% of the teachers want Venetian to be taught, and among them the 62.1% thinks that it would be best taught through integrative methodologies such as CLIL or intercomprehension.

The penultimate question in our survey (#19) was devoted to the consideration of those institutional and school actors that the teachers consider fundamental in the case that Venetian entered schools. The respondents were required to choose two actors among the five options given, namely ‘the local university’, ‘the regional public offices’, ‘the local political-representative institutions’, ‘a board of the school principal’, ‘a special board of teachers’. Therefore, 74 answers were expected (two for each respondent), but the total amounts to 65, therefore 9 participants expressed only one selection (since to choose at least one option was mandatory and automatically checked by the questionnaire platform). The histogram reproduced hereby quantifies the results.



The two most selected actors who shall be in charge of the planning and enforcement of Venetian teaching programs are, according to the teachers in our survey, first ‘a special board of teachers’ (51.4%) and ‘the regional public offices’ (45.9%), namely (and expressedly in our survey) the Veneto Region and the regional office for education (the Ufficio Scolastico Regionale, which is a regional branch of the National Ministry of Education). Interestingly, selecting these two options reveals a polarized vision of teaching practices when language planning is at stake as in this case. At the school level, the actors encharged are the nearest possible to the practice; on the other side, at the institutional level, the actors ideally encharged with the duty to guide the process are the highest in the educational policy planning hierarchy specifically competent on the Venetian territory. This polarization is very logical and expectable (and very efficient when a wide-scale programme is going to be set or has been set), but on the other side we may underline that the practice regarding teaching programmes about the Venetian language in schools up to now has seen a direct coordination between the two most neglected options, namely ‘the local political-representative institutions’ and ‘a board of the school principal’ or a delegated teacher or teachers – probably this being due to the fact that a single programme was to be discussed and enacted. Finally, the university option remained somehow in the middle, and was selected more by those respondents who claimed for a need of training for teachers (#8) before starting with Venetian teaching programmes and by those who indicated the university as the best befitting educational environment for Venetian teaching (#7). As a final question (#20) our respondents were asked to rather personally

express their reaction if a CLIL was decided or proposed in Venetian for their own classes, proposing a set of three possibilities (ranging from ‘I would actively adapt the programme to my students’, ‘I would agree, but I believe that my subject is not suitable’, and ‘I would not agree, due to lack of time’¹⁴³) leaving free the participant to decide to produce their own tailored picture (represented in double inverted commas in our table). The answer to this last question was again mandatory, and seven participants desired to write their own answer, while the majority of participants (81%) selected one of the three proposed options. The table reproduces the data as such.

If a Venetian CLIL was proposed for my classes, ... [Q #20]	abs.	%
AGREE (all the following options)	26	70.3
– <i>‘I would actively adapt the programme to my students’</i>	16	43.2
– <i>‘I would agree, but I believe that my subject is not suitable’</i>	8	21.6
– <i>“I would extend it also to the Art lesson”</i> <i>(FL teacher declaring to possess entitlement to teach Art too)</i>	1	2.7
– <i>“I would propose it as a laboratory”</i>	1	2.7
DISAGREE (all the following options)	11	29.7
– <i>‘I would not agree, due to lack of time’</i>	6	16.2
– <i>“I would not agree”</i>	2	5.4
– <i>“I would not agree, I see no use of it”</i>	1	2.7
– <i>“I would not agree for the reasons I expressed” (ref. #15)</i>	1	2.7
– <i>“I would not feel prepared/trained”</i>	1	2.7

This table reproduced the results, categorizing the data taking into account the customized answers too, whose broader or narrower scope may impose super-categorization or sub-categorization, which we then adopted for the whole data set representation. Under the sub-propositions as displayed, the solid majority of our respondents (70.3%) agrees to a CLIL in Venetian at school, although one third of the agreeing teachers (30.8%; the 21.6% of the total population) objects that their

¹⁴³When designing the options to this question, we were not sure if this reason would encounter the endorsement of many teachers, but we could foresee that it could be one of the problematic issues. As already seen elaborating the answers to question #8, the lack of time – worded as ‘curriculum overload’ – was the most problematic among the five typical difficulties that we posed under the scrutiny of the participants in our survey.

subject is not suitable. A rapid interrogation of our data reveals that almost all these respondents – except one – teach mathematic-scientific subjects, FLs, or religion, or are assistant teachers. The answers are therefore consistent with the findings of question #11 on the best befitting subjects for a Venetian CLIL.

3.4 Interpreting the results and comparing with the expectations: findings and possible further inquiries

The immediately emerging results of each question have been exposed while analyzing step-by-step the data and their elaboration as we have seen in the previous paragraph (§3.3). It remains to this paragraph to trace the big picture and, when apt and necessary, to extrapolate further data looking for specific correlations among the results and the factors, provided that some consistency checks have already been successfully conducted *supra*. Compatibly with our declared six aims (from i. to vi., see §3.1; here sectors from i. to vi. respectively) we will here conduct an interpretation of the data *vis-à-vis* the expected results which will be presented first. In particular, as per our first sector of investigation, we initially imagined to find that the population of respondents be rather equally split between those agreeing and those disagreeing on the perspective of teaching Venetian (questions #6, #18, and #20), with an array of limits coming from, and attested by, the literature (#8, #11, #15, #16, #20). Our second sector regarded which school level would best fit a Venetian teaching programme (question #7) and we expected the lower-secondary and upper-secondary to be the first-best and second-best selections respectively; while the third sector concentrated on the actors to be involved in this programme and its planning (question #19), foreseeing that a board of teachers and the regional level would peak. The fourth sector was the most complex because it addressed the topics regarding how teaching Venetian would preferably be deployed, namely through which learning regimes and methodologies (#18, #20), concentrating on CLIL (#11, #16) and on teaching History first (#13, #14, #15), posing our expectations in integrative methodologies (such as vehicularity, not just as a matetic preference but as a time-saving

methodology and lesser formalizing the Venetian teaching in the curriculum) and in the Humanities (History in particular) as a subject. The fifth sector regarded the issue of the modalities of use and teaching of the target ML (#12) and whether the language should *per se* become object of teaching (#18), with our expectations to find the oral skills preferred. The last and very delicate point – were no specific expectation was set – was the reasons why Venetian teaching at school should or should not happen, which we did not address directly, but we expected to emerge from some answer typologies (purposely left open) where the respondents were stimulated to voice their desires and concerns (mainly questions #14 and #15, but also #20). Clearly, the broadest questions helped to shed light on more than one of the aims we decided to focus on. Moreover, during questionnaire design, some aims received priority and others (especially aim v.) had to yield in favour of more general issues not based on importance, but mainly on logical considerations posing the most detailed issues as a topic which may be effectively investigated only in short number and in lesser depth if the upstream topic was not well developed (and thus its discussion accepted) by the respondents¹⁴⁴.

3.4.1 Data results integrate interpretation

The short-worded result to our first sector of investigation is that our population of teachers solidly agrees with the idea of teaching Venetian, regardless of the downstream selection of full curricularity or vehicularity. In fact, agreement on teaching Venetian is vastly met in question #18 with the 78.4% of our respondents finding that Venetian – in their subjective view – shall be taught. The finding is confirmed by question #20, where the 70.3% is found to declare that they would agree to a Venetian CLIL if it was proposed for their classes (although less than one third of them further underlining that they consider their subject not suitable). Additionally, anticipating what we will represent interpreting the results of the

¹⁴⁴In more mundane terms, we could plan to systematically delve the issue of ‘modality in Venetian school education’ if no prediction could be made on the fact that the upstream topic of ‘Venetian school education’ was sufficiently accepted by our respondents – the risk was to hit moral-social-political-cultural sentiments and to cause an excessive rate of questionnaire dropping, which – actually – we do not have chance to measure, in order to assess if our caution produced any good effect as hoped.

second sector *infra*, each of the four educational environments (from primary school to university) was considered apt for teaching Venetian by the absolute majority of our respondents (ranging from 51.4% to 59.5%). Question #6 in the same sector was designed to differently ask the teachers if objectively Venetian is teachable *vis-à-vis* the current legal framework: the most selected options (45.9 and 37.8) of vehicularity and use through literature respectively are perfectly consistent with the legal limits demonstrated in §2.3 – which exclude the curricularity option selected by a 35.1% of the sample, representing a *de iure condito* ‘wrong’ answer but very good news in a *de iure condendo* perspective. The limits in a Venetian teaching programme at school which were acknowledged by our participants were directly addressed by question #8 in general, and questions #11, #14, #15, #16 for CLIL, and finally individually voiced also through other questions (#20). In fact, the most problematic issue in teaching Venetian nowadays is (#8) the lack of time produced by syllabus overload (64.9% in the concern rate we developed), followed by social limitations (55.4% in our concern rate; namely, the fact that students allegedly are not able to employ the Venetian language (35.1% of respondents; similar difficulties for teachers were underlined by the 6.8% of respondents, in question #15). Other factors are risks of politicization (10.8% of respondents) and that an emergence of prejudices may occur (another 10.8% of respondents), as emerged in question #15. Lack of teacher training is also an issue (52.2% in our concern rate) along with legal and bureaucratic limitations (50.0% in our concern rate), while the lack of teaching materials is widely considered a problem of surmountable nature (37.8% in our concern rate). Strictly linguistic issues raised by our participants pertain to the protection of the L1 and FL learning from potential negative effects of the ML teaching (13.5% of respondents), and to the protection of the internal linguistic diversity, although very lowly endorsed (5.4% of respondents). The results asystematically voiced through open answers to other questions are found consistent in quality and quantity with the profile traced through our closed questions directly addressing the same topics.

Our second sector regarded which school level would best fit a Venetian teaching programme (question #7). Our expectations were only partially met since the lower-secondary school was indeed the first-best option (endorsed by the 59.5% of our sample), but the fact that the data were well distributed among the four options made it difficult to detect a second-best, and the least chosen option was actually lower-secondary school with 51.4%, thus still the majority of respondents. For example, the option regarding university was chosen quite frequently (as frequently as primary schools: 54.1%) and especially among those who considered that Venetian should not be taught in schools.

For the third sector we asked our participants (question #19) to imagine a Venetian teaching programme being planned and put into action, and to indicate which actors – among five public educational or institutional actors, offices, or boards – should be involved. Even under the considerations that were discussed in §3.3.3b, our expectations were met and the two actors which are seen as those who should guide the planning and action of a Venetian teaching programme are ‘a specific board of teachers’ (thus the reasons of specialization, the good practice of direct empowerment to teachers – whose role of “educational reformers” is crucial as we underlined *supra* (§1.3) – and a principle subsidiarity commanding that the nearest to the field of action shall strategize) and the public educational offices and institutions at the regional level (probably due to sensitivity to the legal issues involved in teaching a non-recognized ML, as seen in questions #6 and #8; also see *supra*, §2.3).

If our first sector investigated the *an* of teaching Venetian, the fourth concentrated on the *quomodo*. After some general considerations on learning regimes and methodology (questions #6, #16, #18, #20), we focused the attention through a series of questions (#11, from #13 to #16, and #20) on the possibility of a Venetian CLIL and particularly on teaching (Venetian?) History and Geography. Our expectations were fully met. In fact, vehicularity as a general integrative approach for teaching Venetian was confirmed as the most endorsed option among others – and representing the simple majority, yet very near to the absolute majority – in

question #6 (45.9%), in question #18 (48.6%), and peaking in question #16 (91.9%), while being further vastly agreed upon when directly asking our respondents in question #20 if they would accept a CLIL proposal for their classes (70.3%). This last datum is part of the special series of six questions regarding CLIL in the Opinions row (§3.3.3b; while two other questions on CLIL regarded the profiling of the respondents in the Participants row, §3.3.3a). In fact, after having asked in general (question #11) which subjects may best benefit a Venetian teaching programme and finding the Humanities grossly prevailing as expected – and History and Geography in particular (67.6% finding them ‘effective’ or ‘very effective’) – we discovered (question #13) that a Venetian CLIL in History and Geography would preferably concern Venetian history and the geography of the Venetian territory (62.2%), while the remaining respondents (37.8%) agreed to the culture-specific option but preferred not to limit a Venetian CLIL to the local dimension and thus selected a mixed ‘local plus global’ option (consistently with the answers provided in question #16). As to the virtues and vices of a Venetian CLIL in Venetian history, our respondents were left free to voice their opinion through questions #14 (positive elements) and #15 (negative elements). The top 5 categories of factors – three positive and two negative – ranged from a 35.1% to a 13.5% of endorsements by teachers, and namely were ‘linguistic difficulties of students’ (35.1%), ‘knowledge, information, sources, study, education’ (27.0%), ‘identity, origins, roots, community, consciousness, heritage’ (24.3%), and finally on equal stance ‘negative effects on learning other languages (often Italian)’ and ‘coherence/alignment between content and linguistic medium’ (13.5%).

The fifth sector pertained to the most inherently linguistic aspects of teaching, on one side particularly on modalities (although limiting our view to one subject matter; question #12) – our expectations falling on a preference for the oral skills – and on the other regarding the degree of attention given to the language *per se* as an object of teaching and not just a means (question #18, assisted by others). We expected less attention on the language as object of the lessons, consistently with the legal framework (§2.3) and with the other broader texture of our expectations.

Our expectations were almost met, since only the 29.7% of our respondents in question #18 subjectively endorsed the option of a full language teaching programme (similarly, 35.1% thought that objectively – read: legally – Venetian could be taught in a didactic regime of full curricularity). Nevertheless, the fact that CLIL is a double-focused methodology grants that the language *per se* is not excluded from the educational equation, but what emerges as a general feeling from our data is that the linguistic focus in the CLIL ideal developed by our average teacher respondents is rather obfuscated. This unbalanced attention privileging content in the CLIL integration is certainly helped in the Italian school environment by the empowerment on NLSs teachers to guide (or even to fully manage) CLIL programmes and lessons as we mentioned (§1.3).

Conclusively looking to the delicate *why* question (somehow avoiding the direct question which would have sounded like ‘why should we teach Venetian or why not?’), even though room was left also in question #20 – where respondents stimulated to express their concerns or ideals –, the most interesting data come from the two fully open-answer questions #14 and #15. As explained in the data presentation (§3.3.3b), we grouped semantically all the valid and specific answers in positive categories (#14) and in negative categories (#15): we found five positive categories and eleven negative categories – the dissemination of data in this second case is mainly due to the fact that the respondents named different categories of persons involved in the educational effort, therefore the categories are more in number due to their specifically targeted individual actors (e.g. students, teachers, families, the society, politics, and even the target language). The most salient categories of factors have already been exposed in the hermeneutics of our data for the first sector.

3.4.2 Some additional considerations and further possible inquiries

The current paragraph will be devoted to the presentation of a number of second-level investigations employing our data, as well as to the indication of those factors, elements, ideals and concerns that we deem should be object of specific or broader attention in possible follow-up research initiatives.

Beginning with the first aim of our research – namely the most general issue of teaching or not teaching Venetian (question #18) – given that rather unexpectedly participants favoured teaching Venetian more than initially hypothesized, we decided to investigate through our data if any profiling factor correlation can be envisaged. In other words, we will verify which dependent variables among the factors object of the seven profiling questions (§3.3.3a) are (most) correlated with the positive or negative opinion on the subjective desirability on teaching Venetian. The first question (#1) in our survey profiled the participants according to their school grade of teaching. Relating these data with the distribution of preferences accorded to the option of teaching Venetian, and balancing the data for due proportions of participation, we find that the elementary school teachers are found to favour more-than-proportionately the vehicularity option and disfavour the curricularity option. Splitting our sample in three parts corresponding to the three school cycles (elementary, lower-secondary, upper-secondary) makes the single basins too narrow *vis-à-vis* their internal variations to provide other indications of correlation for this factor.

The second factor, coming from question #2, was the subject-matter taught by the participants. We will limit our consideration to the three most represented groups (Humanities, Hard Sciences, FLs), upon concerns regarding a sufficient extension of the sample: the three partitions cover the 75.7% of our participants, of which a half teaches Humanities, less than one third teaches FLs and the rest teaches Math and Sciences. In our reduced sample, the teachers considering that Venetian should not be taught pertain for the 80% to teachers of ‘Italian, History, Geography, Philosophy’ subjects. Teachers thinking that Venetian should be taught in the curriculum are present in all the three partitions, but most frequently among FL teachers and least frequently among Humanities teachers.

As for the third profiling factor – i.e. languages spoken – we asked in question #3 that each teacher provided a picture of the number and typology of languages (Italian excluded, since it was given for certain) they considered to be competent in. For the purposes of this quest for correlations, we splitted the population in the

three groups of agreement to question #18 on teaching Venetian (curricularity, vehicularity, no teaching) and then we calculated the average rate of spoken languages for each group. These result as follows (adding +1.0 for Italian): the ‘Venetian in curricularity’ population speaks 3.0 languages on average; the ‘Venetian in vehicularity’ population speaks 3.7 languages; while the ‘no Venetian teaching’ population averagely speaks 2.8 languages. One may suppose that those deposing against teaching a ML may just not have declared that they speak one, thus self-selecting for a lesser multilingual participant. In reality, more than half of these participants also selected one of the ML options, and this datum is very similar – therefore it similarly influences the average spoken language ratio – also in the oppositely-feeling ‘Venetian in curricularity’ population. The 3.7 ratio of the ‘Venetian in vehicularity’ population is also aided by the fact that the majority of FL teachers (see question #2) chose that option.

A fourth most interesting factor is age, investigated by question #4. The ‘no Venetian teaching’ option was selected by the less than the 10% of the ‘under 35’ teachers, the 25% of the ‘aged 35-50’, and the 30% of the ‘over 50’ teachers. Moreover, if the under 50 are more into the opportunity to teach Venetian in general as just seen, we deem important to underline that among the ‘yes to teaching Venetian’ group, the aged 35-50 exactly split between the sub-options of ‘curricularity’ or ‘vehicularity’, while the under 35 group solidly prefers the latter. Finally to our profile correlation research, the declared degree of proficiency (question #5) in the Venetian language apparently does not strongly influence the chance that the respondents agree to the hypothesis of a general teaching of Venetian at school. Among those (24 participants) self-assessing their Venetian proficiency as ‘excellent’ in at least one of the fundamental linguistic skills, the 20.8% considers that Venetian should not be taught; while among the non-proficient participants they are rather compatibly the 23.1%.

Actually and conclusively for this correlation quest, we may notice that our aggregate data regarding the desirability of teaching Venetian are consistent with the results of the statistically significant Demos survey conducted in 2019

regarding the perceived status of the Venetian language (see *supra*, §2.1.3) which found that the 54% of the population considers Venetian as a full-stance language just like Friulian and Ladin (which are legally recognized languages).

Some other single details emerging from the data results analysis attracted our attention and deserve further consideration.

In our question #7 we asked all the participant teachers at which school level(s) they thought that Venetian would best be taught. The aggregately positive results have already been exposed in §3.3.3b. Nevertheless, we deem it important to ascertain that no so-called “nimby effect¹⁴⁵” occurred. In other words, it is possible that teachers ideologically agreed to Venetian being taught, but that contemporarily they opted out for their school level, putting ‘somewhere else’ the burden of teaching. Apparently, this is not our case. In fact, only the 13.8% among the ‘yes to teaching Venetian’ population did not indicate their own school level of teaching as suitable for a Venetian language programme. As a counterproof, among the ‘no to teaching Venetian’ population, the 100.0% opted their school grade out, and often (three quarters) particularly selected only ‘university’ as the right and most befitting teaching context for the Venetian language.

Another important point where our attention should be drawn regards the discrepancy between the CLIL methodology perceived high effectiveness and the apparently rather lower application in practice. In fact, if we look at the data in questions #9 and #10 we immediately notice that on one side the 73.0% of the whole population in our survey reports to be well acquainted with CLIL methodology or even to find it very useful, and on the other side that the 56.8% of respondents declare to ‘never’ use it.

Interestingly, we may additionally notice at this point that the expressed level of knowledge and appreciation of the CLIL methodology is apparently correlated with the opinion on teaching Venetian. In fact, those teachers finding CLIL very

¹⁴⁵“Nimby” is an acronym standing for “Not In My BackYard”, describing the attitude in social decisioning processes of those who idealistically agree to one proposition (e.g. “we need dumps”) but advocate against having the concrete realization of the ideal near to their home or life routine (“yes to dumps, but not in my backyard”).

useful, say no to Venetian teaching only in the 7.7% of cases; those knowing CLIL very well say no to Venetian in the 21.4% of cases; among the teachers declaring to know CLIL not much, those who disagree on teaching Venetian raise to one third; and finally those who answered to not know CLIL at all are found to disfavour Venetian teaching by as much as the half of the answer population. Therefore, inside our sample apparently a strong and clear-cut correlation can be spotted between knowing CLIL and favouring Venetian teaching. This datum is of course particularly important for the purposes of our study.

Every survey is of course a way to collect and quantify the informed qualitative opinions of some actors, and in our case these actors are the teachers, whose role is crucial in the LPP Acquisition of any target language. Therefore, we regard as important the consideration that among the open-answer questions #14 and #15 – where the participants' voices could find the best place to be expressed – the concerns about the defense, safety, and integrity of the target non-recognized ML came out only among those respondents advocating against its teaching. This apparent paradox is twofold. On one side, those who advocate for teaching Venetian never evoked the semantic field of protection, safety, transmission of the endangered non-recognized minority language: either they perceive no real danger (especially imagining a – near – future where Venetian will be taught), or they deliberately omit to mention this factor for representational needs (a sort of pride of the weak), even though the typical lexicon (usually passive) of the advocates of MLs is that of safety and protection – and in this sense it is possible that this vein was converted into the more positive semantics of identity and heritage. On the other side of those who disagree on teaching Venetian, the reference is to the alleged breach of integrity of the Venetian language whose varieties would be posed in peril by teaching. Meanwhile, the different predicament on defense and safety is conversely expressed in favour of Italian and other languages (FLs), which would result somehow threatened either by adding another language (whichever, in the hypothesis that learning languages for our brain be a zero-sum game, which actually it is not), or by adding a perceived dialect, whose alleged

identification with low register and colloquiality makes it undesirable to even be known. Leaving apart historical and sociolinguistical considerations and confutations, it appeared interesting to isolate these phenomena for any possible further consideration, and for a confirmation of their existence among the population of teachers.

A final consideration should be made on the convergence of the teachers' informed preferences in our survey and the broader legal framework envisaged in chapter 2. In fact, our respondents strongly adhere to the perspective of teaching Venetian through integrative methodologies such as intercomprehension and vehicularity as we more specifically asked (question #18). One of the imperatives, in fact, is not to further burden the weekly amount of hours, since curricular overload is the single most cited concern (question #8). An immediate consequence of this preference – or actually the cause of resorting to these limited, though promising, methodologies required of course by the legal obstacle preventing full curricularity (see *supra*, §2.3) – is that the teaching model for Venetian in integrative teaching methodologies will pose on the NLS teacher the burden to guide and be responsible for the project. In the case of CLIL (as we saw in §1.3), in fact, it is directly the legal framework empowering the NLS teacher with the management of CLIL projects and educational programmes. For instance, a French CLIL in History will be developed and administered by the History teacher, eventually coordinating – upon her initiative – with the French FL2 teacher. In the rather different Venetian case, currently no Venetian teacher exists for the classes or even as a teachers' board at the school level. Thus, the NLS teacher (be it Art, History, or Geography, or Math – although lesser desiredly) will have even a heavier duty to acquire an appropriate Venetian linguistic competence – it remains open to determine or ascertain how these competences should be trained, acquired, and finally certified –, along with the ordinary and yet so crucial methodological competence in CLIL. Another *a priori* option would demand language teachers such as the Italian L1 teacher or FL teachers to acquire linguistic competence in the Venetian language – the same caveats would apply as stated for the NLS teachers –

and in the methodologies of intercomprehension (among romance languages) or of *Éveil aux langues* (for a broader involvement of all the languages of the curriculum, English included, especially considered the interesting affinities already underlined when profiling the Venetian language in §2.2). In the first cycle (from the elementary to the lower-secondary) in the Italian school system, the person teaching Italian L1 is almost always coincident with the person teaching the two most selected NLSs among those which best fit a Venetian CLIL: History and Geography. Apparently, this teacher is in the best position to conduct Venetian language sessions, although apparently – and maybe comprehensibly under the pressures of novelty at least – the category is the most skeptical towards the possibility, at least according to the data results in our sample (see *supra* in this paragraph). Several objections are appropriate and legitimate – such as the lack of training and the risk that the teacher be not competent enough, or not even native to the target ML – but can be overcome with training and learning; some others may appear very accidental or capable of diminishing or even denegating – under the ancient prejudice that language learning be a zero-sum game – the didactic potentials of some innovative methodologies such as intercomprehension and CLIL, whose stance in literature and practice is to obtain more through effectiveness and efficiency, not through the simple addition of weekly teaching hours.

Concluding our data interpretation, we would like to indicate possible further inquiries, having due consideration of the survey, its design, its aims, and its results. One first element that would deserve an objective consideration as a true standing point in teaching languages in general – even beyond, but not disregarding, the scope of our inquiry – is a sort of census of the methodological and generally glottodidactic competences among teachers, as well as the actual turnout in practice, in order to know – at least at a regional viewpoint – the actual extent of the CLIL-informed /trained /active population of teachers.

As to what pertains, instead, directly our research aims, the one most impelling development of this research would be to extend the population of respondents and to sort it for statistic significance. In fact, a part from minor changes that may be

adopted – such as a clearer specification to be required to the respondents regarding their relation with the Venetian language, since competence – especially being self-assessed) has shown to be so liquid – the questionnaire which was developed anew for our research aims resisted the proof of reality and offered a rather dense set of data, given that even further analysis could be conducted – in a broader and statistically significant sample – to discover and infer more concurrencies and correlations through these same questions and answering typologies. We believe that such a deeper analysis would be essential to a more concrete understanding of the complexities behind facts and opinions, as well as for providing guidance to policy makers at all public institutional, research, and teaching levels.

A final consideration is that we completely – and intentionally – left the issue of docimology outside our research. It was of course no random decision, but the result of the consideration that since evaluation is downstream in respect of the educational act, this topic should remain for future studies, when the imagined practice will have begun to more pressingly knock at the door of Venetian LPP makers. It is not our feeling that this should happen in a late future, but certainly it is our belief that a couple more steps will necessarily have to be walked before reasoning of evaluating Venetian language learning and acquisition by students – among these steps certainly resides the more impellent need to evaluate the Venetian language competence of teachers themselves. Yet, another crucial element deserving care, commitment, and attention.

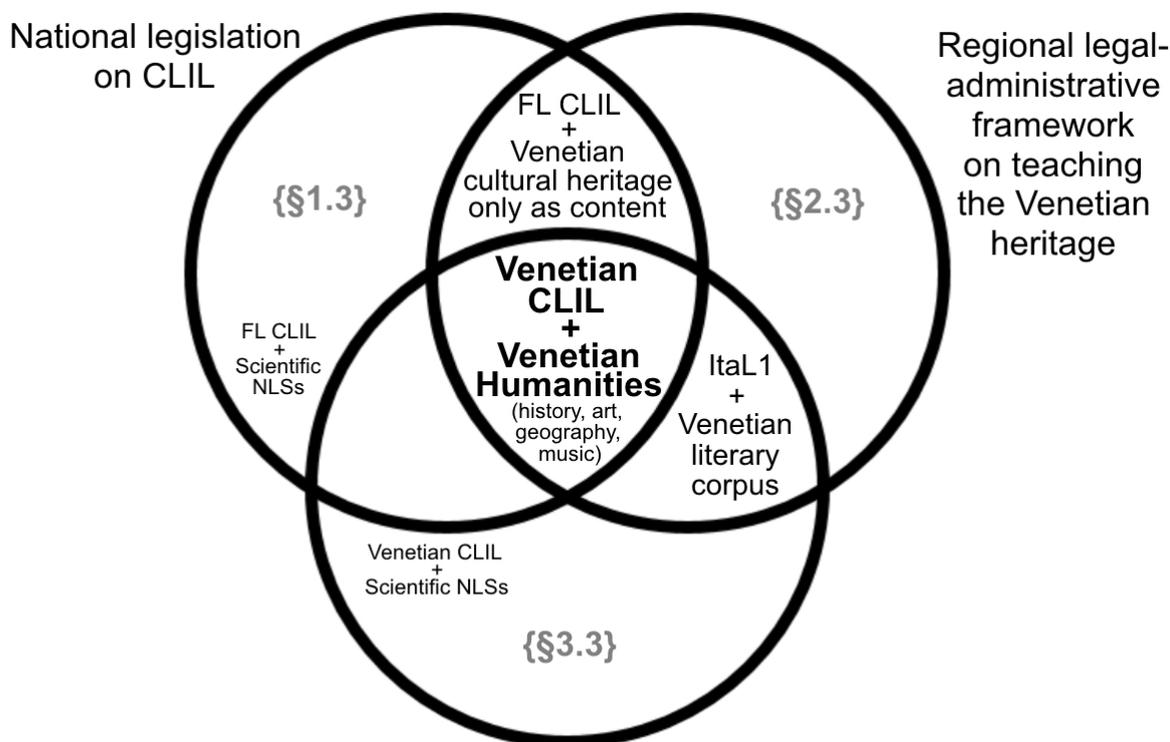
4. Venetian History and Venetian Language through CLIL: Outlining Principles and Possible Implementations Envisaging a Publication for Schools

4.1 Foreseeable linguistic and methodological issues: Venetian as a language for teaching

The current limitations in the applicability of a full teaching programme in Venetian – mainly and absorbently of a legal nature – have already been traced (see *supra*, §2.3), and notably they work as an impediment to have a professionalized figure of a school teacher of Venetian, which is conversely present in the case of recognized MLs such as Friulian (Menegale, Bier: 2019). Therefore, as prompted in some questions of our survey and then also emerged among the answers (see §3.3 and §3.4), the issue of who is going to direct, plan, and administer a CLIL programme at school remains pungent. As we noticed in the last paragraph commenting our data (§3.4.2), the sentiments of the teachers in our sample – who averagely consider that the NLSs of the Humanities field of knowledge are best befitting a Venetian CLIL – are compatible with the legal basis in the Italian national legislative *corpus* empowering NLSs teachers of the role and burden to guide CLIL programmes in their classes (§ 1.3 and §1.5). It is the right moment to underline that these coincidental factors are actually compatible with the regional legal-administrative environment which was exposed *supra* (§2.3), where a particular focus is put on the historical, linguistic, and cultural adjectivations of the Venetian heritage as a basin of topics and aims that school teaching in the Veneto region may and should draw from. In other words – and in the diagram we desired to employ to map this territory – the Italian national legislation on CLIL¹⁴⁶, the regional legal-administrative framework on the Venetian culture, and the vast majority of the (informed) opinions among the respondents to the designed survey in our sample of teachers are clearly convergent, and elect as a first best the

146Which of course we selected since it opens up for a possibility to transmit linguistic content, given that provision commending a linguistic pure focus on Venetian is clearly lacking.

hypothesis of a Venetian CLIL on Venetian humanities, particularly history and geography.



Our Survey on teaching the Venetian language

The graph also helps us to visualize and structure the efforts that would be necessarily put into action for each of the involved contexts. Of course, it is only in sectors where a Venetian CLIL is imagined that the linguistic issues here under scrutiny fully arise.

A broader analysis of the linguistic issues concerned in teaching content through the Venetian language (the Venetian CLIL option) or Venetian language-related content through another language (the literary option with Italian L1 as the vehicular language), or conjugating both these perspective (Venetian CLIL on Venetian content, e.g. on Venetian history) will pose several questions which we can frame on two of the three axes of LPP: Corpus and Acquisition.

While Acquisition is more a concern of the Venetian CLIL options (where the Language is one of the educational foci), Corpus is directly involved in the literary teaching of the Venetian texts. In fact, this literary teaching would move between literary texts of different areas and periods presenting two main problematics¹⁴⁷: i.

¹⁴⁷Codicological philological issues left aside for our current purposes.

the presentation of diatopic and diachronic varieties and their managing in the educational effort (clash of standards); ii. the graphization differential. In fact, in every language these issues of different graphization (orthography) and different (linguistic) standardization arise, but of course in an Ausbau language such as all the MLs and particularly the non-recognized MLs the magnitude of the phenomenon is much bigger than that – same in nature – present in Abstand languages¹⁴⁸. In the Venetian case, since its *Accademia* developed and chose the multistandard theory as a constitutional fundamental law (see *supra*, §2.1.8), the first problem is somehow embedded – and thus planned as an undeletable and indeed even useful element – in the linguistic competence of the speaker. The second problematic would require the texts to be regraphed into the modern graphization system of the Venetian language through philological means and practices accurately reconstructing the original phonology of the text (therefore not touching their linguistic diachronic and diatopic constitution, but just the conventional way how this constitution is reproduced into visible alphabetic symbology). This phonology reconstruction step may sound somehow unusual and an additional difficulty proper of non-standardized languages or at least of those advocating for a descriptive model in their writing system. Actually, at a less naïve level of reasoning, this philological phonology-determination step would nevertheless have to be done anyway, when voicing the literary text, i.e. when those pronunciation ambiguities that polynomic letters may embed will have to collapse in one and only phonetic result to be orally uttered, heard, recorded, reproduced.

On the Aquisition axis, the already mentioned issue of standardization is more directly involved and seen. In fact, the single text in the Venetian literary corpus may be selected diatopically to correspond to the areal feature of the linguistic competence of the students who are native speakers. Nevertheless, when new materials are produced (e.g. materials designed for our hypothesis of a Venetian

148For Ausbau and Abstand languages in Kloss (1967), see *supra*, §1.1.

CLIL in Venetian history¹⁴⁹) the designer will have to decide which standard to employ¹⁵⁰. A centralized designer (e.g. a publishing company, a regional office, the Academy of the Venetian Language, etc.) would quite certainly resort to the Macrostandard of the Venetian language, inspired by the Venetian *koinè* and already convergently employed for several publications, projects, courses, and resources (for a consideration, see *supra* §2.1 and §2.4), representing the most accessible variety of the Venetian language for the solid majority of the speakers. In fact, as McKay noticed (2010: 109) as a general experience in LPP,

«*Standard language* is the term generally used to refer to that variety of a language that is considered the norm. It is the variety regarded as the ideal for educational purposes, and usually used as a yardstick by which to measure other varieties and implement standard-based assessment. The related notion of *language standards* has to do with the language rules that inform the standard and that are then taught in the schools».

At least idealistically, the Venetian case adopting a MultiStandard could maintain the role of the Macrostandard without forcing it to become the only variety accessing schools. In fact, at the nearest policy-making (and material-designing) level, the single teacher can develop Venetian texts employing any selected microstandard still adopting the same common graphization.

Of course, it is not for linguistic reasons that centralized operators develop materials not usually designed in single varieties (so-called microstandards), but because of a limitation in resources which imposes the designers and publishers to maximize the welcoming population employing the broadest variety of the language – the Macrostandard – in order to minimize the per-user publishing cost. In reality, the contemporary technologies – including digital books – could for example provide the teachers with an authorization (and the inherent technical facilities) to partially variate the linguistic part of learning units and modules developing texts, captions, and exercises in a different Venetian microstandard.

149Including those historical sources embedded in a textbook publication. The historical sources, in fact, will have to be translated into Venetian from other languages or – if they are drawn from the Venetian corpus – regraphed in the modern writing system.

150Provided that a full graphization exists and was officialized (see *supra*, §2.1.8).

The results could be shared with – and eventually proof-read by – the community of teachers and, or, by the authors of the digital book.

Other linguistic aspects require due attention. In fact, every NLS has its own *microlingua* (see *supra*, §1.1), which is used in the texts and whose acquisition is part of the learning aims, along with the textual linguistic style appropriate to each subject. Therefore, the materials designers will have to provide lexical explanations where necessary¹⁵¹, while teachers and students will have to keep the intercomprehension eye opened, since a good part of the microlinguistic lexicon is often shared among languages. Thus, when the teacher knows the term in the L1 or in the FL *microlingua* and sees it appearing in the same conceptuality and composition – although under the vests of Venetian morpho-phonology – even an unknown Venetian term becomes of very easy interface to the teacher, whose role is to clarify to the students the meaning, possibly the etymological basis, and potentially the appearance of the same term in other languages (e.g. the Venetian microlinguistic terms “triàngolo”, “statistega”, “trasformasion”, “inperador”, “ipotenuza”, “oftalmolozia”, “costitusion” shall be employed and explained as the Italian corresponding terms “triangolo”, “statistica”, “trasformazione”, “imperatore”, “ipotenusa”, “oftalmologia”, “costituzione” or the exactly relative English terms “triangle”, “statistics”, “transformation”, “emperor”, “hypotenuse”, “ophthalmology”, “constitution”. The Greek and Latin basis of these doctisms or europeisms is clear and well acknowledged as part of the Cognitive Academic Linguistic Proficiency (CALP) indicated by Cummins, as well as, additionally, the different linguistic skills developed through the *microlingua* of each NLSs (Serragiotto: 2014) in the target language, such as the complexities of the *consecutio temporum* in History lessons (*ibid.*: p. 8) and the use of connectors in argumentative texts. Therefore, the linguistic focus of CLIL on a NLS such as History naturally goes beyond the mere acquisition of the historical and historiographical terminology, since it comprises education in the *microlingua* but

151And all schools or at least the single classrooms should have a Venetian dictionary available.

also education to the *microlingua*, whose existence is often not clear nor clarified to the students, whose learning may be impaired by such an unconsciousness.

As we underlined *supra* (§3.4.2), the single teaching strategies, the study on classroom dynamics among students (Coonan, 2009: 32), and the docimological aspects of a Venetian CLIL have not been considered in this study, for the already exposed reasons which we just refer to here. Therefore, the issues of evaluation and teaching strategies have not been investigated, as well as those necessary concerns on the linguistic requirements and specific objectives (Serragiotto, 2011: 390) for students to enter a Venetian CLIL programme that are best confronted with in a case-by-case tailored approach, where the role of the teacher is once again paramount not as a last resort but as the final word on the single circumstances.

The challenges in materials design – another of the great keypoints of any Venetian teaching programme – are going to be further discussed *infra* in this chapter.

4.2 Historiographic issues in brief: complexity and vastity of the subject

‘Venetian history’ seen through the lens of CLIL

The solid majority of the teachers taking part to our survey have indicated History and Geography as the two most interesting NLSs to concentrate a Venetian CLIL on. Additionally, when directly asked which should be the exact historical contents in a Venetian CLIL in History, the respondents majoritarily selected the cultural-specific option of ‘Venetian history’, while the rest endorsed a ‘mixed option’ between Venetian history only and general history only. Therefore, the presence of Venetian history in a Venetian CLIL in History is unanimously an essential element, but not without reference to general history.

Therefore, under the hypothesis of a possible publication of a school textbook for a Venetian CLIL in Venetian history, leaving linguistic issues aside for the moment, authors will have to undertake a first decision regarding history and historiography, namely if the Venetian CLIL on Venetian history will become a self-standing Venetian history textbook – although with the modularity and the task-based nature

imposed and suggested by the methodological tenets of CLIL – valuing completeness and continuity as fundamental, or if the Venetian CLIL on Venetian history shall become an integrative tool providing Venetian views, events, people, ideas, wars, discoveries, inventions, to be explored as an insertion in the general history syllabus in an episodic fashion, or finally if the two usages can be tempered and mixed in a single tool or set of tools.

Considering any gradient of the first hypothesis, we will have to assess if the Venetian history provides enough chronological extension to cover the general history programme and enough historical density to ensure significance *vis-à-vis* the general history, thus offering higher engagement probabilities among students to grant positive educational effects on knowledge, skills, and possibly a continued or renewable learning motivation. Venetian is lucky enough to comfortably match both these postulated requirements.

Indeed, the fact that Venetian history intensely covers three millennia facilitates a comprehensive use already in the first cycle of History teaching. In fact, in the Italian school system, History is currently taught in a first cycle covering the last two years of the elementary school and the three years of the lower-secondary school, while a second cycle – starting again with the ancient times – is begun and completed in the upper-secondary school. Apart from the befitting long extension of Venetian history, also the peculiarity of its historical expressions makes it highly capable of fulfilling the needs of having topics, events, and people directly intertwining with the regular general history lesson. Just to paint some telling examples, the ancient Veneti population in the pre-roman era were quoted in classical Greek literature (since Homer's *Iliad*) and in the Roman era they are protagonists too, as well as in the military events, notwithstanding the role of historians like Livius or authors like Catullus. Their destiny placed Venetia on the stage of rising Christianity with the legendary evangelization conducted directly by Saint Mark, and also on the forefront of the barbarian invasions who conducted to the collapsation of the Western Roman Empire, in the same century when mythically Venice was founded to escape from the barbarians. Venetia developed

the vulgar Venetian – with early literary blooming – in those centuries where the mainland was a tensive part of the Holy Roman Empire, while the Venetian lagoon with the *Ducatus Venetus* was similarly a tensive part of the Eastern Roman Empire, destined to a soon emancipation in the form of the Venetian Republic. The Venetian territory was involved in the continental feudalism, and took part in the Crusades too. The *Stato Veneto* developed its own laws, constitutional organs and conventions, and administrative practices and offices who soon were object of envy or hate by enemy intellectuals and rulers. An absolute protagonist in the international Mediterranean trade, possessing a maritime military supremacy capable of holding the Ottomans at bay, and counting explorers like Marco Polo, the Zeno brothers, and Pigafetta. An outstanding role in Humanism with the University of Padua (the second university in the Italian peninsula) and the Renaissance, as well as with scientists and inventors. A place of stay for those intellectuals who needed a freer environment for ideas, running fast on the wings of the famous printing machines in Venice, where even the Pope could be regarded as an enemy and where clerics such as Paolo Sarpi defended practically and intellectually the Venetian State against the papal excommunications. The names of Palladio, Titian, Tintoretto, Mantegna, Canova, Goldoni, Casanova, Veronese, Canaletto speak for themselves. Again at the forefront in the Napoleonic era – when the Venetian Republic was ceased – Venetia was a contended territory in the Italian Risorgimento (directly involved in all the three Italian *Guerre d'Indipendenza*) and witnessed the rebirth of a second Venetian Republic. Due to its strategic collocation, Venetia in the First World War was the only territory in the Italian Kingdom to directly experience the war, and in the Second World War it was the first territory invaded by the German troops and the last to be freed by the Allies. A territory attracting immigration for centuries, which turned in the last decades of the 19th century into a depressed territory with massive emigration towards the Americas and then Australia for almost one century, and finally in the second half of the 20th century experienced an economic boom immediately

attracting immigration again, having small enterprises interfacing directly with big multinational corporations in all continents for export.

If the impression was that Venetian history may be too local to stand in an integrated approach with a general-history syllabus, the just mentioned information strongly confute a possible accusation of localism and insignificance¹⁵².

Conversely, such an extension and intensity of the Venetian history is capable of refusing or at least expressing concern and caution in the adoption of an episodic approach without accessory tools integrating the pieces of such a complex picture without sketching at least the evolving directories of its spatial, chronological and axiological development.

It is true that the moulding of such a broad comprehensive cognition and awareness of historiography is not among the educational aims in History as a subject-matter in the first school cycle, and only partially in the second. Therefore, an explorable option could command that the CLIL authors develop a teacher's Venetian history handbook integrating the historiographical vision and duly framing each module with those essential ancillary information, contextual data, and bibliographical suggestions that would certainly increase teachers' awareness and lower some obstacles so typical of both the epistemological fragility and the informational massiveness of the subject.

In any case, whether the modules reproduced the teaching path of the general history for each school year in the first cycle, or if they mean to integrate it with a parallel Venetian history textbook, or even with a series of Venetian history insights, the linguistic difficulty and the skills required or developed shall be

152 In fact, we must consider that the historical input in the case of Venetian history could be somehow considered as emphatic or willingly exaggerated in a form of prejudice, since it does not commonly appear in mainstream curricular text books. A part from sociological considerations which are not interest of this study, we may be concerned about a possible barrier to the acquisition of the content, based on a sort of perceived unreliability of the information (Graaf *et al.*, 2007; in Serragiotto, 2017: 83) or of the teaching initiative itself. Actually, the same reasoning and barrier could hamper acquisition of the language part, based on a sense of forced (thus fake or unduly inflated) value of something which was excluded from schools yesterday and is today *de improvviso* part of the school learning activities, although under the already mentioned limits.

moduled and graded accordingly, envisaging an expected average entrance level of proficiency among students, as well as a perspective gained level of competence.

4.3 A proposed sample of a learning unit designed in a CLIL modular project

Content-and-Language Integrated Learning is notoriously a task-based methodology (TBM) – highly demanding on the three sides of the students, the teachers, and the materials designers – aimed at increasing the “amount of language exposure to the target language” since this “helps learners upgrade their language skills and thus leads to the enhancement of their language proficiency” (Berton, 2009: 143). Another of the great commandments of CLIL are variety and multimodality, so to both imitate the variety of reality (approaching authenticity through verisimilarity) and to stimulate the student’s motivation in confronting themselves with new challenges through different means and modes (as resumed *supra*, §1.4). Single tasks may fall under different operational classifications (Berton, 2009: 147), such as: i. one-way or two-way tasks where more interaction and negotiation among participants is present; ii. closed tasks or open tasks where opinions and nuances are voiced; iii. planned tasks or unplanned tasks where participants have no time lapse between the reception of the instructions and the beginning of the required interaction; iv. shared-information tasks or no-shared-information tasks where the participants all are provided with some visual or verbal supports guiding them.

All the wide-scale tendencies and individual-task features thus considered, we will now hypothesize how a Venetian CLIL in Venetian history could be actually designed according to the findings of our study – and particularly compliant with the general indications and trends emerging from our survey among teachers.

A CLIL volume on Venetian history may be formed of five modules, where topics should be distributed according to the five years of History teaching at school in the first cycle and compatibly with the historiographical diaphragms of the Venetian history. Modules could thus cover these themes and periods: I. the ancient Veneti in the pre-Roman era (centuries XIII BC – III BC); II. Venetia in Romanity

(centuries II BC – V AD); III. the rise of Venice and the Mainland (centuries VI – XIV); IV. the *Stato Veneto* (1404 – 1815); V. the contemporary Veneti (1815 – present). The five modules and their learning units shall be demarcated with a dominant distinguishing color in order to facilitate the collocation of each unit in the period of the relative module, somehow grouping them, and remembering that each module is designed in our hypothesis to be tangent to the general history programme of one school year.

Even under the hypothesis to also develop a parallel teachers' handbook covering historiographical needs, the students should be guided too in the general understanding of the period. If the modules are composed of learning units covering a narrow periodation (e.g. an event like the Battle of Lepanto; or a phase like the unification of Venetia; or a series of items such as the legislative and judicial bodies of the Venetian Republic; or of historical figures, such as the Renaissance Venetian artists) then at least one unit for each module should be devoted to framing the period and providing general interpretative indications regarding society, economy, culture, geopolitics. An alternative is that each learning unit provided a short text collocating the topic in the big picture – this design would facilitate a self-contained nature of each learning unit, letting teachers flexibly select single units and dropping others. Given that the frequency of use of CLIL materials subjectively declared in our survey is averagely less than once a month, and objectively considering that it would be quite improbable that a Venetian CLIL on Venetian history – although directly linking to general history – may be used more than once a month, an appropriate number may be less than 8-9 learning units, and probably 5-6.

Since it is not an objective of this paragraph and this study to fully design the structure of a Venetian CLIL in Venetian history, we will concentrate on envisaging the possible topics for learning units in module IV, corresponding to the general History syllabus of the second year in the lower-secondary schools of the Italian school system. A table will indicate on the left the main topics of the general history syllabus (we follow the chapters in which textbooks often present the

History syllabus of this school year) and on the right the corresponding possible topics for a Venetian CLIL learning unit.

topic	General History	Venetian History for a CLIL
1	Discoveries and explorations.	Antonio Pigafetta (explorer). The Suez-Channel project.
2	The first half of the XVI century. The Wars of Italy.	The League of Cambrai. Venetian Diplomacy. Late Renaissance.
3	Protestant Reformation.	Venice as a Center of Printing. Panfilo Castaldi (inventor).
4	The Counter-reformation.	Giordano Bruno and the Interdicts.
5	The second half of the XVI century. Soliman I, Elizabeth I, Philip II.	Cyprus, Famagusta. The Battle of Lepanto.
6	The scientific revolution.	Galileo Galilei, Padua University.
7	The Thirty Years' War. The English revolutions. The French absolute Monarchy.	The constitutional structure of the Stato Veneto. The <i>Promissioni</i> . The Great Interdict and Paolo Sarpi.
8	The XVIII century. The Succession Wars.	The seven wars with the Turks.
9	The Enlightenment. The enlightened autocrats' reforms. The enlightened philosophers.	The Venetian <i>Gazeta</i> . Venetian reforms: the Maritime Code. Palmanova. Voltaire on Venice.
10	The industrial revolution (and the agricultural reformation).	Venetian Agricultural Academies. Patents, banks, and proto-industry.
11	The American Revolution.	Franklin's letter to the Republic. The neoclassical architectonic style.
12	The French Revolution.	The Jacobins in Venetia.
13	The Napoleonic era.	Venetian neutrality and French aggression. The fall of the Republic.
14	The Restoration. The Congress of Vienna.	Four dominations in 18 years. The Kingdom of Lombardy-Venetia.
15	From the 1848 revolutionary movements to United Italy (1861).	The Second Venetian Republic.
16	Completing the Italian unification (1866 and 1870).	The third Independence War of Italy: Venetia, 1866.

Taking the first line as an example, while the general history textbook will usually propose the new geographic discoveries opening the Modern Age, our Venetian

CLIL on Venetian history could present the role of Antonio Pigafetta. Before presenting the historical figure, the Venetian CLIL could frame the topic in general history linking it to the period of geographic discoveries and explorers. This part may be considered optional since the teacher – through the teacher’s textbook – could introduce the topic. Moreover, and necessarily, the learning unit shall provide a short introduction informing the student of the historiographical updated tenets regarding the Venetian history period and the selected topic, for instance demonstrating how the new discoveries would move the baricentre of the world trade routes and could thus threaten the importance of the Mediterranean trade powers, Venice excelling among them¹⁵³.

These frames would more easily appear in the form of a written text, whose comprehension should be strengthened and verified through individual activities such as a multiple choice questions set, or a cloze, or a fill-in exercise. An audio text could be listened to (accessible via a QR code), asking the students to complete Pigafetta’s identity card with his general information (name, surname, date of birth, place of birth, short bio, family matters, citizenship, profession, most known work(s), ideals, etc.). A piece of fresh historical sources could also be presented, for example extracting a few lines from the most famous work of Pigafetta, describing Magellano’s journey around the world – which actually Magellano never completed since he died half way through. Tasks could regard comprehension and manipulation, like transferring the first-person description in a third-person relation. A true-false questionnaire on the texts (or on a video, accessible through another QR code) could then require the student to orally correct the false propositions making them become true. Finally, the class could be asked to work in groups with the web in order to compose in the Venetian language a profile of the most famous explorers of the period (Colombo, Cabral, De Gama, Vespucci, Magellano) and be asked to voice it to the class through reading or – in a

¹⁵³Historically, the case of an early Venetian project for a navigable Suez channel could be interestingly presented or reasoned upon, for example asking the students to simply discuss the problematics – financial, technical, political, geopolitical – that the Venetians could have (and have) found when hypothesizing such an undertaking in the XVI century.

more complex version – through a minivideo with slides (images) and Venetian voice recording, with Venetian written subtitles. One of the aims of CLIL, in fact, is to promote multimodality and to enhance a balanced acquisition of all the four basic skills of reading, listening, writing, and speaking, and this tenet should indeed be effectively represented both at the input level (i.e. what is provided to the students: materials and assignments) and at the output level (i.e. what is required from them to be produced, be it dialogical competence, linguistically substantiated logical understanding, or other communicative and performing abilities).

Each page of the materials in a learning unit could effectively provide (in a small framework) the definition of particularly obscure terms as well as the most frequent grammatical features of some texts (also envisaging the nature and content of the proposed tasks, e.g. the syntactical structure of negative sentences for the oral exercise we proposed). These elements could become part of a continuous collection on the side of the students (typically when assigned as homework by the teacher), producing a small subject-specific Venetian vocabulary and microlinguistic grammar of those structures that mostly appear when Venetian is used for History.

This is of course just one example among dozens of possibilities, somehow demonstrating the prompt feasibility of what the teachers in our survey postulated as both a viable and a desirable form of teaching Venetian through a Venetian CLIL in History and, particularly, on Venetian history.

Conclusive Remarks

Throughout this dissertation we addressed the issue of the use of such integrative language learning methodologies such as content-and-language integrated learning (CLIL) for minority languages (MLs), taking the case of the Venetian language as the complex – and real – laboratory where to test the opportunity looking for its resources, its limits, and its applicability. The main fields involved in the analysis and comprehension – necessary to substantiate a study envisaging the possibility that a non-recognized minority language acceded school teaching – were that of law, that of linguistics, and that of glottodidactics, whose very broad and different predicaments are necessarily subsumed under the hermeneutics of language policy and planning (LPP) for those not yet consolidated languages (Ausbau languages) which need protective attention and careful social-linguistic engineering in order to win – or at least not to lose – the war for survival in the third millennium.

We devoted the first chapter to the presentation of the current state of the art in the theories of MLs protection arising as a sort of linguistic by-product of the international legal predicament on the protection of linguistic minorities, often geopolitically coincident with those cultures threatened by colonization and that could have ceased to exist if they missed the train of the decolonization process and its tutelage measures – normally aimed at recognizing the population speaking a different language from the majority of their Country as a potentially threatened minority, usually also coinciding with an ethnic or even a religious minority. Focusing in on the European context to reach the Venetian case, we underlined that imperialistic European Countries so active in the colonization process, often had created a deadly pressure on their internal linguistic minorities first, causing them to suffer from an impaired statute of possibilities and thus a constitutive weakness which is expected – according to international boards and organizations – to lead to extinction sooner or later in this century. The paradoxical nature of Nation States

forcing and forging internal monolingualism while predicating international multilingualism has also been enlightened in order to solve the first into the second, whose application in the local and domestic reality would command a regional bilingualism – a really believed one.

Some fundamental concepts have been aptly introduced in the reasoning, such as language planning, heritage languages, contested languages, regional bilingualism, minoritized languages, linguistic rights, multilingualism, etc., in order to complete the vision and move away from this now understood framework of legal configurations and labels (those of politics and axiology) heading to a more interesting, scientifically measurable, and proactive perspective of initiatives (those of policy and creation) which are capable of empowering single actors in a society to produce beneficial outcome when favourable conditions are eventually met.

The literature on LPP early developed the three directories of development of conscious plans of action for language protection and revitalization, namely Corpus, Status, and Acquisition. Therefore we tried to analyze these broad issues from different intertwined perspectives and employing different tools of interpretation. In particular, the focus of our study was centered on Acquisition of the selected non-recognized ML in Italy with one particular methodology – that of CLIL – already in mind, due to a concurrence of features and factual elements.

Already successfully experimented with other regional languages (although recognized ones, such as Friulian), CLIL was found to be rather interesting for an opportunity to teach minority languages in general, also based on some inherent characteristics of the methodology. In particular, CLIL proved to be a very promising methodology for bilingual societies counting a set of attractive results in its curriculum (above all the Canadian experience, well known in the literature). Another eminent virtue of CLIL is its flexibility – a very precious feature in those complex contexts such as that of a non-recognized minority language – probably also thanks to its bottom-up dissemination in Europe and in Italy at its early stages and – though under some systematic public-sector initiatives – even today.

Therefore, we devoted the second part of the first chapter (namely §1.3 and §1.4) to a focus on CLIL as a methodology, reviewing its language-teaching tenets and practices from literature and its current normative statute under the Italian legal system in the field of school teaching. The last paragraph of the first chapter worked as a clasp, anticipatorily hypothesizing the use of CLIL for Venetian, indicating that the language education tenets developed for CLIL with standard official national (foreign) languages will be stressed and tested by a whole array of different needs, resources, and frailties, when applied to (heritage) minority languages, especially non-recognized ones, such as that here under scrutiny.

In the second chapter the analysis concentrated on the Venetian language, in order to synthesize its features and thus to come to know with enough relevant details its constituencies and profile. The language has been presented (§2.1) rather extensively in its diachronic and diatopic coordinates – underlining its rather peculiar current dissemination on the globe –, having due reference to the nature, depth, prestige, and extension of its Corpus, finally tracing the sketch for a picture of its social and legal Status, its functional domains, its graphization and standardization, and the data of its current vitality with an eye on the future and the perils of being a non-recognized ML, although still very spoken. The following paragraph in the same chapter two (§2.2) presented the intrinsic features of Venetian from the strictly linguistic point of view, employing a comparative and contrastive eye as to its lexicon, phonology, morphology, and syntax, in order to dispel the clouds on its taxonomically clear state of being a rather different language from Italian, of which it is too often and anti-scientifically defined to be a dialect. The consideration of the structural characters analyzing its Corpus was of course not done only in a Status perspective, but also envisaging its utility in terms of Acquisition. In fact, on one side those characters comparable with foreign languages could be exploited in intercomprehension or language awakening approaches, and on the other the indication of those contrastive elements between the Venetian grammar – *lato sensu* – and the Italian grammar is certainly essential for the construction of an efficient Venetian linguistic syllabus particularly caring

to reinforce those weakest rings – and thus crucial points – where the general school working language and majority language (Italian) linguistically diverges from or clashes with the target minority language (Venetian).

As we noticed in the introductory remarks, the complex and totipotential nature of languages – be it from an individual or a communitarian perspective – imposes a considerable analysis upon policy makers and requires to listen to the advised opinion of the policy takers, especially in the case of MLs and even more for non-recognized ones. In the case of education which we are here investigating, teachers would contemporarily be policy makers *vis-à-vis* their students, and policy takers *vis-à-vis* the national and regional legislators and administrators. Therefore, if the idea of formally teaching a minority language was positively assessed on the axes of social/moral/political desirability, legal viability, and practical feasibility – which can be objectively evaluated through the tools of LPP –, little will be converted into practice if the opinions, desires, and concerns of the population of teachers remained alien to the whole process.

Consequently, the current study comprised the design, administration, and data interpretation of a questionnaire aimed at collecting those elements necessary to map the territory of the teachers' feelings and convictions regarding the issue which entitled our survey: “INSEGNARE VENETO A SCUOLA: prospettive, problematiche, possibilità”. The third chapter in the present dissertation was fully devoted to the description of the research aims, the preliminary phases, the methodologies, the technical tools, the questions design, the administration period, the subjects involved, and the data collection, elaboration, presentation, representation, and interpretation, in order to have this primary research as useful and effective as possible for the needs of the present study and – hopefully – for the scientific, policy, and social advancement on ML teaching in general.

The survey – made up of twenty questions of diverse nature, objective, and typology – collected the valid answers of 37 individual respondents in the population of those entrusted with the primary role in language education. Granted with full anonymity, the respondents of our survey self-profiled as teachers of

different subjects and different kinds of school in the Veneto area, of different age ranges and with different linguistic competences. The questionnaire asked their opinions in several direct and indirect ways, investigating the clearly stated issue of the possibility of teaching the Venetian language at school, prospecting different contexts (school levels), different teaching regimes, different methodologies, different subjects, different learning aims. Wide room was left for the participants' opinions to be extensively and personally expressed in several occasions, particularly when a specific set was hypothesized, such as that of a Venetian CLIL on Venetian history, which was then analyzed in chapter four, proposing some lines of action and even sampling one learning unit as a part of one of the five modules appropriate for the History syllabus of one school year, as part of a possible publication of a textbook covering in five modules the five years of History teaching in the whole first cycle (school years 4-8).

The results of our survey were very interesting and the perspectives are encouraging in terms of average openness of the teachers to the opportunity.

Even though the sample of teachers' population was not statistically significant – mainly due to the insufficient quantitative extension of the sample – the data offer an interesting and varied picture of the opinions of the teachers. Several trends have already been spotted for comparison with the expectations and for compatibility with the scientific literature, as well as for further considerations.

In particular, the majority of the teachers in our sample believes that Venetian should be taught in schools, with percentages of agreement ranging from the formal majority of more than one half to more solid majorities of two thirds or even three quarters depending on the type and breadth of the question. No eminent preference was expressed for one school level or another (and Venetian was deemed appropriate even for university teaching), while – as for the teaching regime – integrative approaches such as intercomprehension and vehicularity were strongly preferred. CLIL in particular was endorsed as befitting methodology for teaching Venetian. We discovered that CLIL is generally speaking a very attractive methodology, but not as much practiced according to our respondents' experience.

Moreover, a rather clear answer was aggregately stated electing the Humanities as the subject-matters where Venetian teaching would best be performed, especially History and Geography, with a lower but still strong indication for Art and Music – the Hard Sciences remaining at the lowest possible selection rates. Moreover, under the hypothesis that a Venetian CLIL in History was planned, our teachers acclaimed the cultural-specific option for content (i.e. teaching Venetian history) and partly indicated a mix with general history topics to be appropriate.

Bearing in mind all the most relevant results, findings, and trends emerging from the answers to our survey, the fourth chapter was finally encharged to temptatively trace the directories for designing content and language embedded in a textbook publication for a Venetian CLIL in Venetian history, composing one learning unit – as part of one of the five modules determined with covering historiographical reasons and school teaching public syllabi – on a famous Venetian figure, to be framed in the general history programme: a Venetian-history topic framed inside general history and actually providing information and details which would be significant also in the perspective of a general-history-only concern.

As cleared in the last paragraph commenting the data results of our survey, since the set of questions demonstrated to be a valid tool, certainly a possible – and auspicious – follow-up of this primary research would be to extend the sample for statistic significance, in order to be able to apply inferential processes and thus to obtain statistically true propositions regarding opinions, trends, and – as we interestingly tasted here, though in little portions – correlations between opinions and the chance that correlations of opinions and factors may help to spot possible causative viewpoint effects based on single profiling factors. Rather certainly such a research initiative would have a satisfactory scientific payoff and could tell us more about the teachers approach novel methodologies, novel teaching perspectives, and ‘novel’ languages too. The tradition is, in fact, not what we receive from the past, but what we consign to the future.

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Appendix

Document 1. Expression of Consent for the Participation to the Survey (short version)

The following document reproduces the privacy and consent disclaimer visualized at the beginning of the questionnaire. This short version linked, at the end, to the full version.

Insegnare veneto a scuola: prospettive, problematiche, possibilità.

Il questionario qui proposto intende investigare la percezione degli insegnanti sul tema dell'insegnamento del veneto a scuola, in special modo con la possibilità di utilizzare alcune metodologie didattiche particolarmente funzionali.

Il questionario è rivolto a ogni tipologia di insegnante, di tutti i gradi scolastici e di ogni materia (ognuno indicherà il proprio caso) e contiene domande nelle quali il partecipante esprime le proprie opinioni e idee sul tema selezionato. Non ci sono risposte giuste o sbagliate. Il questionario è totalmente anonimo. Compilando il presente questionario, il partecipante acconsente che i dati forniti siano utilizzati, solamente in maniera aggregata, secondo il protocollo vigente presso l'Università Ca' Foscari di Venezia per le raccolte dati con finalità scientifiche e di ricerca. L'informativa completa per il consenso verrà visualizzata all'inizio del questionario. Grazie!

Informativa completa per il consenso informato alla partecipazione al questionario. Consultala qui: <https://imgur.com/a/jjrPJMh>

Compilando il questionario, confermi di aver consultato l'informativa standard e di approvarla. Il questionario rimane aperto alla partecipazione fino al 30 novembre 2020.

Document 2. Expression of Consent for the Participation to the Survey (full version)

The following document reproduces the full-length privacy and consent disclaimer visualized when clicking on the link provided in the short version at the beginning of the questionnaire.

Informativa completa per l'espressione del consenso informato alla partecipazione al questionario denominato *Insegnare veneto a scuola: prospettive, problematiche, possibilità* parte dello studio rubricato

CLIL for minority languages: resources, limits and applicability. A case study on Venetian

Gentile partecipante,

il presente studio è condotto dallo studente Alessandro Mocellin sotto la supervisione del Professor Graziano Serragiotto del Dipartimento di Studi Linguistici e Culturali Comparati dell'Università Ca' Foscari di Venezia sulla piattaforma online forms.google.com. Accettando di compilare questo modulo, esprime il Suo consenso alla partecipazione a questo studio e alle attività ad esso connesse.

La partecipazione a questo studio è volontaria e potrà decidere di abbandonarlo in qualsiasi momento senza alcun tipo di conseguenza negativa.

Il presente studio è rivolto ad insegnanti di scuole italiane di ogni ordine e grado delle province del Veneto.

L'interesse principale è quello di indagare la percezione degli insegnanti in merito alla possibilità dell'insegnamento del veneto a scuola. Nello specifico, lo studio si propone di contribuire alla ricerca nell'ambito della glottodidattica delle lingue minoritarie, con particolare focus sulla metodologia CLIL.

Il questionario si compone principalmente di quesiti con risposte a scelta multipla, nonché di valutazioni graduate su specifici punti di ricerca e di due quesiti con risposta aperta.

Il questionario è totalmente anonimo, e richiede tra i dati sensibili solamente l'indicazione della propria fascia d'età e l'indicazione dell'ordine e grado scolastico di appartenenza e del settore disciplinare di insegnamento. I dati verranno in ogni caso trattati solo in maniera aggregata.

Informativa sul trattamento dei dati nell'ambito del progetto:

CLIL for minority languages: resources, limits and applicability. A case study on Venetian

ai sensi dell'art.13 del Regolamento UE 2016/679 ("Regolamento")

Con il presente documento, l'Università Ca' Foscari Venezia ("Università") Le fornisce informazioni in merito al trattamento dei dati personali raccolti all'interno del progetto di tesi denominato:

“CLIL for minority languages: resources, limits and applicability. A case study on Venetian”, che si prefigge di indagare la percezione degli insegnanti in merito alla possibilità dell'insegnamento del veneto a scuola, nello specifico proponendosi di contribuire alla ricerca nell'ambito della glottodidattica delle lingue minoritarie, con particolare focus sulla metodologia CLIL, ed è condotto dallo studente Alessandro Mocellin e supervisionato dal Professor Graziano Serragiotto. Ove necessitasse di ulteriori informazioni relative al progetto, la preghiamo di contattare il Principal Investigator scrivendo all'indirizzo di posta elettronica 854964@stud.unive.it.

Il progetto è stato redatto conformemente agli standard metodologici del settore disciplinare interessato ed è depositato presso il Dipartimento di Studi Linguistici e Culturali Comparati dell'Università Ca' Foscari Venezia ove verrà conservato per cinque anni dalla conclusione programmata della ricerca stessa.

1. Titolare del Trattamento

Il Titolare del Trattamento è l'Università Ca' Foscari Venezia con sede legale in Dorsoduro 3246, 30123 Venezia, rappresentata dal Magnifico Rettore *pro tempore*.

2. Responsabile della Protezione dei Dati

L'Università Ca' Foscari ha nominato il “Responsabile della Protezione dei Dati”, che può essere contattato scrivendo all'indirizzo di posta elettronica dpo@unive.it o al seguente indirizzo: Università Ca' Foscari Venezia, Responsabile della Protezione dei Dati, Dorsoduro 3246, 30123 Venezia (VE).

3. Categorie di Dati Personali, Finalità e Base Giuridica

Il trattamento ha ad oggetto i seguenti dati personali: dati anagrafici (fascia d'età), ambito professionale (insegnamento), background linguistico, dati di contatto (facoltativo) del partecipante.

I predetti dati saranno raccolti attraverso un questionario somministrato tramite l'utilizzo della piattaforma forms.google.com.

Il trattamento dei dati personali verrà effettuato con strumenti cartacei ed informatici, adottando misure tecniche e organizzative adeguate a proteggerli da accessi non autorizzati o illeciti, dalla distruzione, dalla perdita di integrità e riservatezza, anche accidentali.

Per la tutela della riservatezza dei partecipanti, i dati eventualmente forniti verranno successivamente spersonalizzati, ossia privati dei riferimenti direttamente identificativi, in modo che non siano in alcun modo immediatamente riconducibili al soggetto a cui si riferiscono, e analizzati ai soli fini della realizzazione del suddetto progetto.

Le attività di ricerca sono svolte nell'ambito dell'esecuzione delle finalità istituzionali di ricerca scientifica dell'Ateneo, pertanto la base giuridica è rappresentata dall'art. 6.1.e) del Regolamento (“esecuzione di un compito di interesse pubblico”) e, con riferimento ai dati particolari, dall'art. 9.2.a) del Regolamento (“consenso esplicito dell'interessato”). Le verrà, pertanto, richiesto di esprimere il Suo consenso alla raccolta e all'utilizzo dei predetti dati. Potrà revocare il Suo consenso in qualsiasi momento senza subire alcun pregiudizio, contattando il Principal Investigator.

È possibile opporsi al predetto trattamento in qualsiasi momento, scrivendo al Responsabile della Protezione dei Dati personali ai recapiti sopra indicati. L'Ateneo si asterrà dal trattare ulteriormente i predetti dati personali salvo sussistano motivi cogenti che legittimino la prosecuzione dello stesso.

4. Tempi di Conservazione

I dati saranno conservati per la durata del progetto e successivamente per 5 anni. Potrebbero essere utilizzati per ulteriori progetti di ricerca.

5. Destinatari e Categorie di Destinatari dei Dati Personali

I dati raccolti saranno trattati dai ricercatori dell'Università e dai ricercatori impegnati nel progetto, che agiscono sulla base di specifiche istruzioni fornite in ordine alle finalità e modalità del trattamento medesimo, nonché da soggetti che forniscono servizi ausiliari all'Università nominati 'responsabili del trattamento'. La lista aggiornata dei responsabili del trattamento è disponibile alla pagina: <https://www.unive.it/pag/34666/>.

I dati, in forma aggregata ed anonima (in modo da non renderla identificabile), potranno inoltre essere comunicati ad altre Università o enti per lo svolgimento delle attività di ricerca e diffusi per attività di disseminazione dei risultati (ad es. in pubblicazioni, rapporti di ricerca, banche dati nonché citazioni durante lezioni, seminari e convegni). Potranno altresì esaminare tutta la documentazione (comprensiva dei dati identificativi dei partecipanti) raccolta nell'ambito del progetto sia organismi nazionali e internazionali sia comitati delle riviste scientifiche italiane e straniere al fine di controllare che la ricerca sia condotta correttamente e in conformità alle disposizioni vigenti, nonché eventuali auditor.

6. Diritti dell'Interessato e Modalità di Esercizio

Il partecipante potrà esercitare nei confronti dell'Università Ca' Foscari tutti i diritti previsti dagli artt. 15 e ss. del Regolamento; in particolare, potrà ottenere: l'accesso ai dati personali eventualmente forniti, la loro rettifica o integrazione, la cancellazione (c.d. "diritto all'oblio"), la limitazione e l'opposizione del trattamento. La richiesta potrà essere presentata, senza alcuna formalità, contattando direttamente il Principal Investigator 584964@stud.unive.it e/o il Responsabile della Protezione dei Dati all'indirizzo dpo@unive.it ovvero inviando una comunicazione al seguente recapito: Università Ca' Foscari Venezia – Responsabile della Protezione dei dati, Dorsoduro 3246, 30123 Venezia. In alternativa, è possibile contattare l'Università, scrivendo all'indirizzo PEC protocollo@pec.unive.it.

Inoltre, se ritiene che i dati personali siano stati trattati in violazione a quanto disposto dal Regolamento, potrà fare reclamo al Garante per la Protezione dei Dati Personali o adire le opportune sedi giudiziarie.

Contatti

Per qualsiasi domanda relativa alle procedure dello studio e per modificare/revocare il consenso alla partecipazione allo studio, ora o in futuro, può contattare:

- Ricercatore/responsabile della raccolta dati: Studente Alessandro Mocellin, indirizzo email istituzionale: 854964@stud.unive.it
- Supervisore della ricerca: Professor Graziano Serragiotto, indirizzo email istituzionale: graziano.serragiotto@unive.it

Consenso

Il/La partecipante

dichiara

di aver letto con attenzione e compreso le informazioni contenute nel presente documento. Compilando il questionario dichiara di esprimere il proprio consenso a partecipare allo studio qui descritto e autorizzare i ricercatori a trattare, gestire ed archiviare con le modalità sopraccitate tutti i dati personali eventualmente conferiti, consapevole di poter modificare/revocare il proprio consenso in qualsiasi momento.

Document 3. The Survey Questions

The following document reproduces the twenty questions of the survey and their respective answer possibilities (open or closed as designed).

1 Cominciamo. Insegno in una scuola

dell'infanzia
primaria
secondaria di I grado
secondaria di II grado

2 Il mio ambito di insegnamento ricade in una di queste categorie:

lingua inglese, lingue comunitarie
italiano, storia, geografia, filosofia, latino, greco
matematica, scienze, fisica, biologia, chimica
arte, musica, immagine
altre materie curriculari e d'indirizzo (es. economia aziendale negli ITC)
altri ambiti disciplinari
altro (specificare)

3 Oltre all'italiano, tra le mie personali competenze linguistiche considero anche

inglese
altre lingue germaniche (es. tedesco, olandese...)
almeno una tra francese, spagnolo, portoghese
altre lingue romanze non italiane (es. romeno, catalano, occitano...)
lingue minoritarie autoctone riconosciute in Italia (ladino, friulano, sardo)
altre lingue minoritarie autoctone non riconosciute in Italia (es. siciliano, veneto, partenope, gallo-italico...)
lingue classiche (latino, greco, ...)
altre lingue (specificare)

4 Indico la mia fascia di età

sotto i 35 anni
tra i 35 e i 50 anni
oltre i 50 anni

5 Definisco la mia competenza linguistica veneta

nella comprensione orale (ascoltare)	<u>quasi nulla</u>	<u>scarsa</u>	<u>discreta</u>	<u>ottima</u>
nella comprensione scritta (leggere)	<u>quasi nulla</u>	<u>scarsa</u>	<u>discreta</u>	<u>ottima</u>
nella produzione orale (parlare)	<u>quasi nulla</u>	<u>scarsa</u>	<u>discreta</u>	<u>ottima</u>
nella produzione scritta (scrivere)	<u>quasi nulla</u>	<u>scarsa</u>	<u>discreta</u>	<u>ottima</u>

6 Pur nella complessità del quadro normativo, ipotizzo che il veneto a scuola

si possa utilizzare come lingua veicolo, anche se non principale, in qualunque materia
si possa spiegare inserendolo nell'ambito letterario, quindi durante le lezioni di italiano
si possa insegnare come materia vera e propria
non si possa utilizzare in nessuna forma
non so
altro (specificare)

7 A prescindere dall'ordine e grado scolastico di mia appartenenza, direi che l'insegnamento del veneto a scuola – qualora fosse stabilito – potrebbe essere utilmente svolto (selezionare una o più opzioni)

nella primaria
nella secondaria di I grado
nella secondaria di II grado
all'università

8 Quanto ciascuno dei seguenti limiti impedisce di insegnare anche il veneto a scuola?

Quantifico da 1 (problema superabile), 2 (difficoltà effettiva), 3 (grave limitazione)

mancanza di materiale didattico	<u>1 (problema superabile)</u>	<u>2 (difficoltà effettiva)</u>	<u>3 (grave limitazione)</u>
mancanza di adeguata formazione ai docenti	<u>1 (problema superabile)</u>	<u>2 (difficoltà effettiva)</u>	<u>3 (grave limitazione)</u>
programmi scolastici già sovraccarichi	<u>1 (problema superabile)</u>	<u>2 (difficoltà effettiva)</u>	<u>3 (grave limitazione)</u>
limitazioni legali e burocratiche	<u>1 (problema superabile)</u>	<u>2 (difficoltà effettiva)</u>	<u>3 (grave limitazione)</u>
limitazioni sociali	<u>1 (problema superabile)</u>	<u>2 (difficoltà effettiva)</u>	<u>3 (grave limitazione)</u>

9 Conosco la metodologia CLIL (Content and Language Integrated Learning), che mira ad insegnare lingue diverse dall'italiano utilizzandole per l'insegnamento di singole materie curricolari (es. matematica in inglese o storia in francese)
 per nulla
 non molto
 molto bene
 la adoro

10 Negli ultimi anni scolastici, ho utilizzato la metodologia CLIL nella stessa classe
 ben di più di una volta al mese
 circa una volta al mese
 meno di una volta al mese
 mai

11 A prescindere dalla mia area di insegnamento, credo che la metodologia CLIL possa essere più efficace se si usa il veneto come veicolo linguistico durante le ore di insegnamento di

inglese / lingue straniere	<u>1 inutile</u>	_____	<u>3 efficace</u>	<u>4 molto efficace</u>
storia / geografia	<u>1 inutile</u>	_____	<u>3 efficace</u>	<u>4 molto efficace</u>
italiano / latino	<u>1 inutile</u>	_____	<u>3 efficace</u>	<u>4 molto efficace</u>
arte / musica	<u>1 inutile</u>	_____	<u>3 efficace</u>	<u>4 molto efficace</u>
matematica / scienze	<u>1 inutile</u>	_____	<u>3 efficace</u>	<u>4 molto efficace</u>

12 Nell'ipotesi di un CLIL di veneto inserito nelle ore di ambito matematico-scientifico, immagino che il veneto potrebbe essere usato...
 oralmente dal docente (es. spiegare l'argomento in maniera più familiare ma rimanendo scientificamente rigoroso nei contenuti)
 nella comprensione scritta (es. dando agli studenti un problema scritto in veneto da risolvere e poi spiegare oralmente in veneto)
 nelle interrogazioni (es. cambiando lingua si evita l'effetto pappagallo e si capisce se lo studente ha compreso l'argomento)
 altre modalità e finalità (specificare)

**13 Nell'ipotesi di un CLIL veneto di storia e geografia, ritengo che i moduli e le unità di un CLIL proposto in lingua veneta dovrebbero riguardare la storia veneta e la geografia del territorio veneto (opzione culturo-specifica)
 dovrebbero riguardare il programma di storia generale e di geografia del mondo (opzione generalista)
 dovrebbero riguardare equilibratamente entrambe le precedenti opzioni (opzione mista)**

14 Gli elementi positivi di un CLIL veneto di storia veneta potrebbero essere (indicarne almeno 2)
 (risposta aperta)

15 Gli elementi potenzialmente negativi di un CLIL veneto di storia veneta potrebbero essere (indicarne almeno 2)
 (risposta aperta)

**16 Nella/e materia/e che insegno, un CLIL veneto potrebbe avere maggiore accoglimento se le singole unità didattiche forniscono un approfondimento contenutistico ulteriore (quindi costituendo una lezione integrativa rispetto alla unità didattica normale)
 sostituiscono la normale unità didattica (a parità di contenuti didattici l'unità viene svolta in diversa lingua)
 lavorano sui collegamenti interdisciplinari
 aiutano a maturare competenze critiche e una visione d'insieme dei contenuti del modulo e/o della materia**

17 L'acronimo BES in ambito scolastico indica
 i bisogni educativi speciali
 le basic european skills
 il board esecutivo scolastico

**18 Complessivamente, ritengo che il patrimonio linguistico veneto debba essere insegnato curricularmente (es. 1 ora alla settimana), anche in forma facoltativa
 debba essere insegnato, meglio se con metodologie integrative che non aggiungano ore di scuola (es. CLIL, intercomprensione)
 non debba essere insegnato**

19 Nel caso di attivazione dell'insegnamento della lingua veneta a scuola, ritengo che i DUE principali attori di questo processo debbano essere
 l'università nel territorio
 gli enti a livello regionali (la Regione e l'Ufficio Scolastico Regionale)
 gli enti locali (comuni, province)
 la dirigenza del singolo istituto
 uno specifico coordinamento di insegnanti

20 Personalmente, se mi fosse proposto di avviare un percorso di CLIL veneto nella mia materia per una delle mie classi
mi attiverei volentieri per adattare il percorso ai miei studenti
sarei favorevole, ma ritengo che la mia materia non sia adatta
non sarei favorevole, per mancanza di tempo
altro (specificare)

F Grazie per la partecipazione!

*Se hai delle domande sulla compilazione del questionario, se hai proposte didattiche inerenti a questo tema,
o comunque se sei interessato a conoscere gli esiti di questa indagine, scrivici una email a: clilveneto@gmail.com*

FF Se desideri ricevere aggiornamenti sugli esiti di questa indagine e dell'attività di ricerca ad essa connessa, scrivi qui sotto una tua email di contatto. Grazie!
(campo inserimento facoltativo email)

Document 4. The Survey Invitation

The following document reproduces the message sent to teachers as an invitation to take part in the questionnaire.

A tutti gli insegnanti: partecipa al Questionario!

INSEGNARE VENETO A SCUOLA: prospettive, problematiche, possibilità.

[tempo di compilazione: da 6 a 9 minuti]

Questionario riservato agli insegnanti!

Aperto alla partecipazione fino al 30 novembre 2020

- *Il questionario qui proposto intende investigare la percezione degli insegnanti sul tema dell'insegnamento del veneto a scuola, in special modo con la possibilità di utilizzare alcune metodologie didattiche particolarmente funzionali.*
 - *Il questionario è rivolto a ogni tipologia di insegnante, di tutti i gradi scolastici e di ogni materia (ognuno indicherà il proprio caso) e contiene domande nelle quali il partecipante esprime le proprie opinioni e idee sul tema selezionato.*
 - *Non ci sono risposte giuste o sbagliate.*
 - *Il questionario è totalmente anonimo.*
 - *Compilando il presente questionario, il partecipante acconsente che i dati forniti siano utilizzati, solamente in maniera aggregata, secondo il protocollo vigente presso l'Università Ca' Foscari di Venezia per le raccolte dati con finalità scientifiche e di ricerca.*
 - *L'informativa completa per il consenso verrà visualizzata all'inizio del questionario.*
- Grazie!*

LINK diretto al Questionario:

<https://forms.gle/ynLajxWEo6Pezd188>

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