

Language images
and language needs

- Minority language schools
- Focus groups
- Language images
- Language needs at school

Place	Actual Repertoire	Desired repertoire	Realistic des. rep.
Paesana	ITA (ITA PIE OCC-)	ITA *OCC (*OCC)	ITA *FRA (ITA PIE *OCC)
Gignod (rb)	ITA *FRA (FPR ITA)		ITA *FRA (FPR)
Fersental (rb)	ITA (TNT MOC)		ITA *DEU (TNT MOC)
Poza (rb)	ITA (LAD)		*ITA *LAD (LAD)
Paluzza	ITA (FUR)		*ITA *FUR (FUR)
Pagnacco	ITA (FUR ITA)		ITA *FUR (ITA FUR)
San Pietro	ITA (ITA FUR- NAT-)		ITA (ITA NAT)
Špietar (b)	ITA SLN (ITA FUR- NAT-)		ITA *SLN (NAT)
Ururi	ITA (ITA ARB)	*ITA *ARB (ARB ITA)	*ITA *ARB (ARB)
Santa Sofia	ITA (ITA ARB CAL)		ITA *ARB (*ARB ITA)
Settimo	ITA (ITA SRD)		ITA SRD (*SRD ITA)
Àrzana	ITA (SRD ITA)		ITA (*SRD)

- In all cases a stronger diglossia is perceived as needed
- In the stronger economic situations diacrolectia is a target
- High prestige Wunschsprachen are important
- Sometimes the mesolect is perceived as intrusive

- School is perceived important for teaching Italian in situation of strong diglossia
- School must be responsible for teaching the Wunschsprache
- In school-outgroup situations school should be responsible for the development of the minority language as standard (diacrolectia)
- In school-ingroup situations school should help implementing diglossia