

Review of the subject: Curricolo nazionale della disciplina Lingua italiana per la scuola elementare e Lingua e letteratura italiana per la scuola media superiore nella lingua e nella scrittura della minoranza nazionale italiana nella Repubblica di Croazia (Modello A) = Nacionalni Kurikulum Nastavnoga Predmeta Talijanski jezik za osnovnu školu i Talijanski jezik i književnost za srednju školu s nastavom na jeziku i pismu talijanske nacionalne manjine u Republici Hrvatskoj (Model A).

Reviewer: FABIO ROMANINI

1. Are the learning outcomes and educational content appropriate for the developmental age of students?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate X	4 – completely appropriate
Please explain what should be modified if Your answer is 1, 2 or 3. 3			
<p>The learning outcomes and educational content are appropriate for the developmental age of students. However, especially for the first 2-3 years, the linguistic background could be considered more extensively in the curriculum: younger pupils are supposed to express themselves at their best in their mother-tongue, which presumably is the local variety of Italian (or Veneto dialect) or Croatian. Yet dialect appears only at the 3rd year, although it could be a useful vehicular code mostly during the first years.</p>			

2. Are the learning outcomes and educational content appropriate for the number of lessons?			
1 – inappropriate	2 – appropriate to a certain extent	3 – mostly appropriate	4 – completely appropriate X
Please explain what should be modified if Your answer is 1, 2 or 3.			
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3. Are the learning outcomes and educational content relevant and based on scientific knowledge of the subject area?			
1 – no	2 – to a certain extent	3 – mostly X	4 – completely
Please explain what should be modified if Your answer is 1, 2 or 3. 3			
<p>The Recommendations of the European Parliament are fully integrated in the subject curriculum, and the Framework seems to be correctly integrated. The main feature to be implemented may involve a different teaching approach envisaged for L2 and LS students of the Italian language. As claimed by many scholars of linguistic education (i.e. Paolo Balboni), these students are not only L2 students (= students who learn Italian in Italy, or at least in an Italian linguistic space, such as their families), but mostly LS ('lingua straniera', that is to say 'foreign language') students: they do not live in Italy, and they have the possibility to practice only at school. These differences should be highlighted in the curriculum.</p>			

4. Are the domains that are necessary for the subject area well represented?

1 – no

2 – to a certain extent

3 – mostly **X**

4 – completely

Please explain what should be modified if Your answer is 1, 2 or 3. **3**

I appreciated the complex schedule of forms and structures of the Italian language: the textual typology could be extended to other non-literary texts – in addition to those specified here –, especially to move away from an “artificial” variety of the Italian language. Anyway, literary texts are correctly dominant in the curriculum (they are necessary to establish a common ground for all students).

With reference to grammar, forms and structures are obviously fundamental, but more space should be devoted to the use of language and the features of spoken Italian (often new structures arise and replace the older ones).

5. Does the curriculum contain an adequate ratio of the breadth and depth of knowledge, skills, and attitudes in the subject area?

1 – no

2 – to a certain extent

3 – mostly **X**

4 – completely

Please explain what should be modified if Your answer is 1, 2 or 3.

The combination of breadth and depth is very well weighted. I would just recommend not to pay exclusive attention to literary texts (reading and understanding an Italian newspaper could be a good target), and to increase the number of “rewriting” exercises (i.e. summaries, free speeches based on notes, and so on).

6. Does the curriculum, especially as regards the proposals in chapters F and G (Learning and teaching, Assessment), enable the acquisition of the listed learning outcomes?

1 – no

2 – to a certain extent

3 – mostly

4 – completely **X**

Please explain what should be modified if Your answer is 1, 2 or 3.

7. Are the proposed learning outcomes and other elements of the curriculum in line with the European and global recommendations?

1 – no

2 – to a certain extent

3 - mostly

4 – completely **X**

Please explain what should be modified if Your answer is 1, 2 or 3.			

8. Are the learning outcomes and educational content comparable with those in Your country?

A comparison between the Croatian and the Italian curriculum is only partially possible: the Indicazioni nazionali ('National guidelines) rephrase the Recommendations of the European Parliament, but remain quite general. Each educational institution must fill in a plan of teaching programme (not too different from this curriculum), enhancing its own strong points. Moreover, the Indications are the same for the whole assortment of institutions (colleges and "licei", technical schools, professional schools, etc.). In the light of this difference, the curricula are quite similar – which is a good way to point out the difficulties of LS students, compared to those of mother-tongue students. Maybe a more profitable comparison could be made with the curricula of other Italian-speaking territories outside Italy (i.e. the Canton of Ticino, in Switzerland), or with Alto Adige (Südtirol), a peculiar area where Italian mother-tongue residents are not the majority.

9. Please suggest other modifications if You consider them necessary.

It could be useful to divide the books listed in section G into separate groups, maybe into historical periods, and even into different literary genres (science-fiction, social novel, etc.). I would choose short story collections (in addition to those by Verga and Pirandello) and not only novels: maybe the tales by Calvino and Sciascia, and the works by a large number of authors from Tozzi to Mari. Students possibly find short stories easier to read and understand (length being sometimes a variable). I appreciate the variety of foreign authors listed in section G, but I think that (apart from mother-tongue students) reading foreign texts in translation is not very useful: it is certainly better to read the original texts.

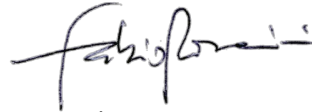
10. Your conclusion about the proposed curriculum.

In my opinion, the curriculum is mostly appropriate to draw the guidelines of the discipline for Croatian educational institutions. The document is extremely comprehensive and thorough, and mostly up-to-date with the latest educational approaches. As pointed out above, I would increase the attention on the following points,:

- the importance of dialect in the very first years of study. In the curriculum dialect seems to be used during the lesson only starting from the third year of study, at the time when the National variety should be the only means of communication inside the classroom. The curriculum is maybe ambiguous the distinction between "lingue" and "dialetti" (plural), while this distinction should be applied between Italian and the local vernacular variety, and the latter should be used for a specific educational purpose. Why should Croatian mother-tongue students study the vernacular variety?
- the differences emerging between L2 and LS students;
- the importance of using everyday Italian (colloquial varieties, spoken varieties, etc.) and of the exercises of "rewriting", in which students are encouraged to use words and structures they already know. Exercises stimulating a free use of language should be carefully supervised and monitored by the teacher (it is usually better to give specific tasks: compulsory use of lexicon or syntactic

structures, for example). Listening exercises could be based on colloquial texts, such as TV programmes (entertainment, documentaries, etc.).

Suggestions could be found in the curricula of other similar Italian-speaking areas, where Italian is a minority language (i.e. Canton of Ticino in Switzerland or Alto Adige/Südtirol).

A handwritten signature in black ink, appearing to read 'Fabio Romanini', with a stylized, cursive script.

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