

Summary:

There are four linguistic minorities (Czech, Hungarian, Italian and Serbian) who attend the elementary education in Croatia according to the model A, with all the classes (except the Croatian language classes) organized in the minority language and script. With only two minorities in the model B (Hungarian and Serbian), the model C encompasses fifteen minorities who attend dominant education with an extra two to five hours of minority language and culture (Albanian, Bosnian, Czech, Serbian...), with the most programmes in Osijek-Baranja county (16%), Vukovar-Srijem county (11%) and Istria county (8%) (Autonomous Sector for National Minorities 2019). In 2017 the Ministry of Education and Science proposed the Intercultural curriculum in Vukovar-Srijem county (2017) as a complementary model of education which would enable students to learn about the historical and contemporary intersections and relations of languages and cultures in that area. In this lecture we will analyze the organization of language education in the proposed intercultural curriculum in the comparison with the organization of language education in the curricula of Croatian Language (MZO 2019a) and Serbian language (in the models A and C, MZO 2019b and MZO 2019c). The specific ways of the distribution of linguistic resources in the intercultural and minority language education reveal different language beliefs and ideologies (Apple 1979/1990). This lecture will demonstrate that these curricula are not monolithic and consistent constructs, opposed or contrasted to each other, but rather that they constitute a spectrum, with numerous understandings of language structure and function already negotiated inside the same document. The analytical procedure will be constructed on the basis of the Discourse-Historical Approach (Wodak and Meyer 2016), explained in the theoretical framework of language ecology, which emphasizes the importance of observing the influence of social and other environmental factors on the conditions of language development and use (Haugen 1971/2001, Garner 2005, Stibbe 2015). As a linguist immersed in the processes of conceptualizing and realization of intercultural and minority education, the textual analysis will be expanded by the ethnographic introspection and the analysis of the underlying sociological processes in the curricula development.

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