

***Curriculum Framework for Romani  
Seminar for decision makers and practitioners***

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**An introduction to the  
Curriculum Framework for Romani  
(CFR)**

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# *The purpose of the Framework*

- To use the CEFR's action-oriented approach and common reference levels to develop a resource for
  - educational planners
  - curriculum/syllabus designers
  - textbook writers and materials developers
  - teachers and teacher trainers
  - examiners

## ***The Romani Curriculum Framework: basic considerations***

- The Framework should be user-friendly: not too long and largely self-explanatory
- It should be of immediate practical use to educational planners, syllabus designers, textbook writers, teachers and examiners
- It should be graded so that it reflects progression in learning
- It should be based on the first four common reference levels: A1, A2, B1, B2
- It should include the 5 skills of the Common European Framework of Reference for Languages: Listening, Reading, Spoken Interaction, Spoken Production and Writing

## ***The Romani Curriculum Framework: basic considerations***

- The Framework should address the needs of three categories of learner
  - Those for whom Romani is the medium of education
  - Those who may hear Romani at home but have not developed a productive proficiency
  - Those for whom Romani is not a language of the home
- It should cater for learners in three age groups
  - 3-6 years
  - 6-10 years
  - 10-14/15 years

# *The four levels used in the framework*

## *Level A1*

### Level A1

- The first identifiable level of proficiency
- **Listening and reading:** Based on recognition of names, familiar words and basic phrases
- **Spoken interaction and spoken production:** Learners can use simple phrases or single words to respond to questions or can give basic information on familiar topics such as giving an address
- **Writing:** limited to very short text, labels on pictures and, for younger children, copying from a model provided by teacher

# Level A2

## Level A2

- Learner can interact and react in a basic way to everyday and familiar situations
- **Listening and reading:** understanding everyday phrases and phrases or sentences used in familiar contexts such as frequently heard stories, familiar types of text such as a timetable etc.
- **Spoken interaction and spoken production:** can exchange information in simple interactions, provide simple explanations
- **Writing:** short simple notes, messages, letters

# *Level B1*

## Level B1

- Learner can now interact in a range of different situations and can cope with more challenging, although routine, situations
- **Listening and reading:** can understand the main points in clear speech and text that use high-frequency language
- **Spoken interaction and spoken production:** can engage in unprepared conversations and give an account or tell a story
- **Writing:** can write simple connected text on a familiar topic

# *Level B2*

## Level B2

- Learner is much more aware of language and has the confidence and ability to control communicative situations
- **Listening and reading:** can understand extended speech and complex argument
- **Spoken interaction and spoken production:** can engage actively in discussions and give clear detailed descriptions and arguments
- **Writing:** can write clear text on a wide range of topics providing description, argument, indicating personal attitude etc.



# *The starting point*

## **The core**

```
graph TD; A[The core] --> B[What people can do with language]; A --> C[The information gained from working with Roma colleagues];
```

What people  
can do with  
language

The information  
gained from  
working with  
Roma colleagues

# *CFR based on themes*

11 themes selected on the basis of:

- **Personal identity** (Myself and my family, The house/caravan and its activities etc.)
- **Relevance to daily life** (My community, At school, Food and clothes etc.)
- **Reflecting experiences** (Festivals and celebrations, Travel and transport etc.)
- **General / educational relevance** (Time, seasons, weather, Nature and animals etc.)
- **Heritage and culture** (Roma crafts and professions, Hobbies and the arts)

# ***Romanipe***

- Clearly of greater importance than a 'theme'
- Is relevant to all themes
- Is essential to learning and understanding the code for living which is expressed, in part, through the Romani language

## ***The descriptors for Romanipe***

- Provide a reference point for curriculum designers, materials developers and teachers
- Should ensure that learning Romani includes learning the 'code for living'
- Will help to remind/inform professionals who are distanced from the 'code', or who are not Roma themselves

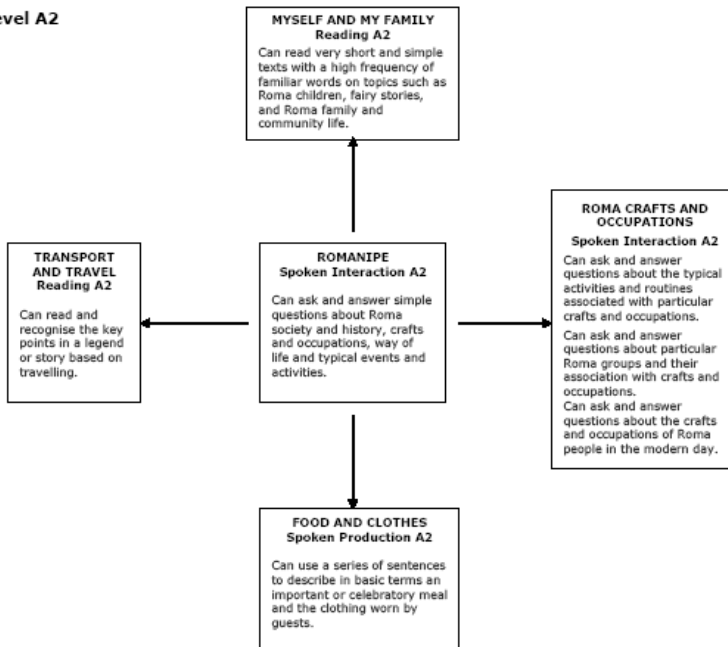
## THE CENTRALITY OF ROMANIPE

*Romanipe* is not presented as a theme because it is present in all aspects of Roma life and tradition and should be a continuous strand throughout the process of teaching/learning the Romani language.

The grid *Romanipe* (see page \*\*) is intended to be used as a reference by teachers to support them in identifying the important aspects of *Romanipe* and to confirm that they have included these aspects in their teaching.

This diagram illustrates how *Romanipe* features naturally in many of the Roma-specific descriptors throughout the framework.

### Level A2



5

# *Romanipe*

Is a continuous thread  
that is woven through  
the descriptors

It connects different  
themes

# Transversality

There are also many logical interconnections between themes.

This allows materials designers and teachers to expand freely on themes

Example:

*Myself* →

*The house/caravan* →

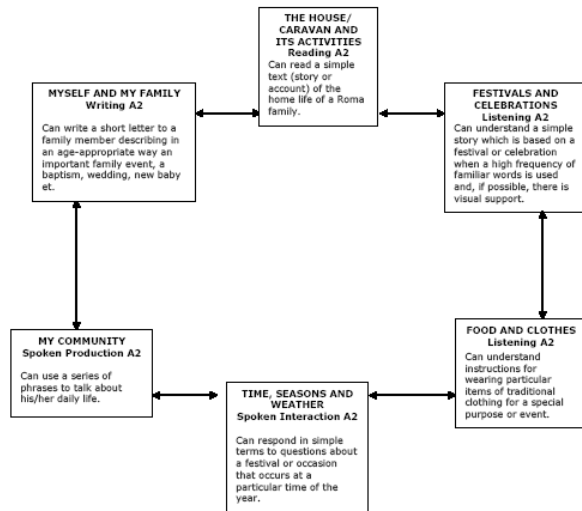
*Festivals and celebrations* →

*Food and clothes* etc.

## TRANSVERSALITY IN THE FRAMEWORK

In addition to the direct relationship between *Romanipe* and other thematic areas, there are also many interconnections between themes. For the teacher, this means that carrying out an activity under one thematic heading may include a full or partial activity from a different theme. As a result, progress in learning is not confined to a single theme at a time but may be seen across several thematic areas.

Example:



Suggestions for continuity from one theme to another are provided as cross references at the end of the introduction to each theme.

**Festivals and celebrations**  
**Listening**  
**B1 THRESHOLD**

Can understand the main points of classroom talk about festivals and celebrations, using visual supports (e.g., illustrations in text book) to check the teacher's explanation.

Can understand the main points of a video that shows typical activities during a local or national festival.

Can understand the main points in an account of festivals or celebrations particular to Roma communities.

Can understand the main points in a story or song related to a celebration, festival or commemoration.

All themes, except Roma Crafts and Occupations, have two sets of descriptors.

**General Romani language learning needs**

**Language learning that is specific to Roma traditions, way of life, activities etc.**

# *Checklists for learners*

Every theme is followed by a checklist which is intended for use by the learner (and teacher).

Checklists:

- Are organised by level and skill
- Describe classroom activities
- Are not divided into General and Roma specific descriptors
- Allow learners to record their progress in learning
- May become part of a portfolio of language learning



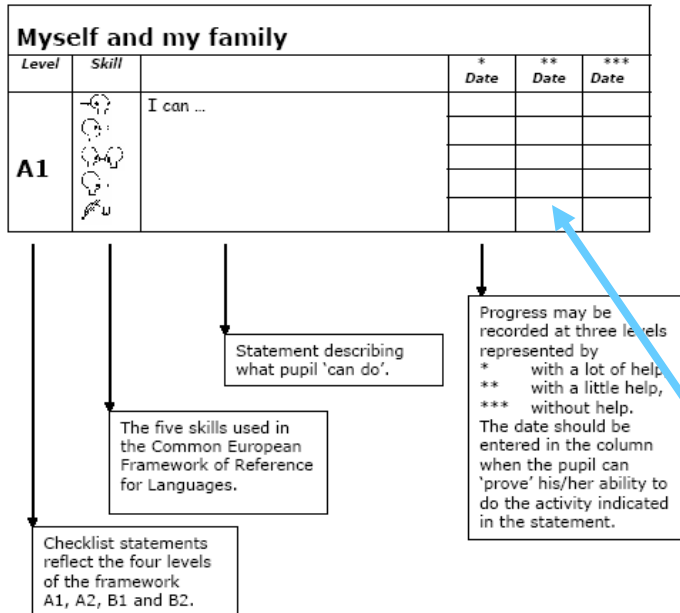
# Checklists

## CHECKLISTS

Each themed set of descriptors is followed by a checklist. The checklists describe classroom activities related to the theme in question. The checklists are intended to be used by 1) teachers, in planning classroom activities and 2) pupils, to record and monitor progress in learning.

For pupils, the checklists could form part of a portfolio of learning or a European Language Portfolio (© Council of Europe).

### EXAMPLE:



Provide a visual record of progress

Motivate learners

Support the process of making decisions about future topics etc.

Show the teacher where there are learning gaps

Provide an opportunity for the teacher to interact on an individual basis with learners as they record their learning

Learning is recorded by entering the date in the relevant column

## *In summary*

- The framework provides an overall plan for specifying a curriculum; designing materials; and teaching/learning
- The descriptors are scaled to accommodate different levels of learning
- The tasks suggested by the descriptors may be adjusted with ease for learners of different ages
- There are many interconnections between themes and descriptors so that teaching/learning is never linear through a single theme but, inevitably, touches on several themes
- The checklists suggest classroom activities
- The checklists also provide a transparent means for learners to see their progress and gain an understanding of the process of learning

# WORKSHOP SESSION

1. Look at the themes in the framework
2. Select **1 theme** and **1 level**
3. See if it is possible to **find other themes** which are related to this one
4. **Focus on the descriptors** across different themes but always at the same level
5. **Make a note** of the themes you have identified and the descriptors that seem most closely related

**PLEASE MAKE CLEAR NOTES OF THE THEMES / LEVEL / SKILLS THAT YOU HAVE IDENTIFIED AS YOU WILL RETURN TO THESE LATER**