

Teaching Romani: Curriculum Framework for Romani and European Language Portfolio.

Strasbourg, 27-28 November 2008



European Language Portfolio
Learning the Romani Language

Name _____

School _____

Address _____

Lower secondary
For students 11 – 16 years

The generous support of Finland for this project is gratefully acknowledged

Language Policy Division - Council of Europe, Strasbourg
www.coe.int/lang

The European Language Portfolio (ELP) for learners of Romani aged 11-16 years

Introduction

Barbara Lazenby Simpson

This presentation

- Highlight the **differences** between the Primary ELP for Romani and the Lower Secondary ELP
- Show how the ELP can help develop **good learning practices** which may be transferred to other learning situations
- Show how the ELP can contribute to the development of **cultural pride**
- Show how ELP use can support the continuation of **important cultural and historical aspects of Roma life and heritage**

Language Passport: identity as a member of a larger culture

This is me

My picture

My name is: _____

My age is: _____

My family name is: _____

My group name is: _____

Other names in my family: _____

Colour of my eyes: _____ Colour of my hair: _____

I live in: _____

My birthday is: _____

My school: _____

Things I like: _____

My new words from this page

Draft: ELP for piloting ©Council of Europe

4

Two important things happen on this page

1. Awareness of names as part of Roma heritage (romanipe)
2. Awareness of learning and the possibilities of learning new language and information even through simple tasks.

Language experiences as part of identity

Two pages for recording personal experiences and abilities in languages.

Languages I know

These are the languages I speak





With my family _____

With my grandparents _____

With my friends _____

In school _____

What I can do in my languages

|  |  |  |  |
|---|---|---|---|
| I can speak in: | I can listen in: | I can read in: | I can write in: |
| | | | |
















My proficiency in different languages

Draft ELP for piloting ©Council of Europe

5

Page 5 presents a simple approach for lower-level learners (A1,A2)

Use the self-assessment grid on the next page to find out your levels of proficiency

| | | Self-assessment of proficiency | | | | | |
|-----------|--|--------------------------------|----|----|----|----|----|
| | | A1 | A2 | B1 | B2 | C1 | C2 |
| Language: | Listening  | | | | | | |
| Date: | Reading  | | | | | | |
| | Spoken interaction  | | | | | | |
| | Spoken production  | | | | | | |
| | Writing  | | | | | | |
| Language: | Listening  | | | | | | |
| Date: | Reading  | | | | | | |
| | Spoken interaction  | | | | | | |
| | Spoken production  | | | | | | |
| | Writing  | | | | | | |
| Language: | Listening  | | | | | | |
| Date: | Reading  | | | | | | |
| | Spoken interaction  | | | | | | |
| | Spoken production  | | | | | | |
| | Writing  | | | | | | |



Draft ELP for piloting ©Council of Europe

6

Page 6 is for higher-level learners who can use the self-assessment grid of the CEFR to record their language proficiencies (next page)



Keeping a record of progress

My progress in learning - Listening and Reading (see Curriculum Framework for Roman² for more detail)

| | A1 BREAKTHROUGH | A2 WAYSTAGE | B1 THRESHOLD | B2 VANTAGE |
|---|---|--|--|---|
| Listening  | I can understand words and phrases about myself, my family, daily life and things I do. I can understand simple questions and instructions. | I can understand most instructions given in school. I can follow topics covered in the class, and can understand a simple or familiar story. | I can understand detailed instructions given in school, the main points of topics presented and stories read aloud in the classroom, and films about things I am familiar with. I can follow most conversations between other students without difficulty. | I can understand films, recordings or talks on familiar topics. |
| Reading  | I can recognize the letters of the alphabet and can find my name in a list. I can understand words on labels or pictures in the classroom and some of the words and phrases in a new piece of text. | I can understand short texts on familiar subjects and can use the alphabet to find items in lists. | I can understand descriptions of events, feelings and wishes and can use comprehension questions to find specific answers in a piece of text. I can also use key words, diagrams and illustrations to help me understand texts. I can read, I can follow written instructions for carrying out classroom activities. | I can understand articles and reports in newspapers, magazines or on the internet. I can understand when attitudes, beliefs or concerns are expressed in texts. |

Example:




| | A1 | | | A2 | | |
|---|--------------------|--------------------|--------------|--------------------|--------------------|--------------|
| | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help |
| Listening  | 15/9/20__ | 17/10/20__ | 14/11/20__ | 18/12/20__ | 15/2/20__ | 20/4/20__ |




| | A1 | | | A2 | | | B1 | | | B2 | | |
|---|--------------------|--------------------|--------------|--------------------|--------------------|--------------|--------------------|--------------------|--------------|--------------------|--------------------|--------------|
| | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help |
| Listening  | | | | | | | | | | | | |
| Reading  | | | | | | | | | | | | |

Draft ELP for piloting ©Council of Europe

8

My progress in learning - Speaking and Writing (see Curriculum Framework for Roman² for more detail)

| | A1 BREAKTHROUGH | A2 WAYSTAGE | B1 THRESHOLD | B2 VANTAGE |
|--|---|--|---|---|
| Spoken Interaction  | I can say Hello and goodbye, please and thank you in the correct way. I can ask and answer simple questions. | I can answer questions about my family, friends, school work, hobbies and holidays. I can keep up a conversation with other people. I can express my concerns and how I am feeling. | I can talk fluently about school, my family, my daily routine and my likes and dislikes. I can hold conversations and discuss things that interest me with other people. I can repeat what has been said and pass the information on to another person. | I can take part in a conversation or discussion and can understand and respond to native speakers. I can make my point clearly and explain it, if necessary. |
| Spoken Production  | I can give a simple description of where I live and the people I know, especially members of my family. | I can describe my family, my daily routines and activities. I can describe something I like doing. I can describe my plans for the immediate or more distant future. | I can retell a story that I have heard or the plot of a film I have seen or a book I have read. I can describe a special family event (celebration, festival, new baby, etc.) and can explain my opinions and plans. | I can give a clear, detailed description of an experience or event, explaining its importance to me or other people. I can explain my personal view and give my opinion with clear explanation of my reasons. |
| Writing  | I can write my name and address. I can write labels on pictures and copy short sentences from the board. I can write some simple sentences. | I can write new words in my European Language Portfolio and can write short texts on familiar topics (e.g. what I like to do when I'm at home). I can write a short message (e.g. a postcard or short e-mail) to a friend. | I can write a short letter or e-mail, a summary of a book or film, an account of my feelings about an event or situation, and a description of my experiences. | I can write text on many different subjects, particularly things of interest to me and things that affect my life. I can give my opinion and provide clear descriptions. |

| | A1 | | | A2 | | | B1 | | | B2 | | |
|--|--------------------|--------------------|--------------|--------------------|--------------------|--------------|--------------------|--------------------|--------------|--------------------|--------------------|--------------|
| | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help | With a lot of help | With a little help | With no help |
| Spoken Interaction  | | | | | | | | | | | | |
| Spoken Production  | | | | | | | | | | | | |
| Writing  | | | | | | | | | | | | |

Draft ELP for piloting ©Council of Europe

9

The same approach is used as in the Primary ELP for recording progress and achievement.

Learners at Lower Secondary age should have more involvement, with the teacher, in entering information on these pages.

Thinking about cultures

pages 10-11

Thinking about cultures

Thinking and talking about important activities in our lives helps us to understand how people are sometimes the same and sometimes different. Make a note of your own ideas about the following things:

| | Roma | Gadže | I don't know |
|-------------------------------------|---|--|--|
| | (Make a note here about Roma traditions and way of life.) | (Make a note here about Gadže traditions and way of life.) | (Put X here if you are not sure about this.) |
| Our family | | | |
| Our important celebrations | | | |
| The jobs my parents do | | | |
| The stories and riddles that I hear | | | |
| The traditions of my family /group | | | |

Learners should return to these pages after theme-based learning – for example **Myself and my family**, **The house/caravan**, **Roma crafts and occupations**, **Festivals and celebrations**, etc.

| | Roma | Gadže | I don't know |
|--------------------------------|---|--|--|
| | (Make a note here about Roma traditions and way of life.) | (Make a note here about Gadže traditions and way of life.) | (Put X here if you are not sure about this.) |
| Daily life in my home | | | |
| Travelling to different places | | | |
| Food and clothes | | | |

Three things I would like to tell you about my culture:

- 1 _____
- 2 _____
- 3 _____

Three things I would like to learn about another culture:

- 1 _____
- 2 _____
- 3 _____

By thinking and writing about different aspects of Roma life, learners will understand the importance of tradition and heritage.

Personal experience of other cultures

My language and intercultural experiences
The new and interesting things I noticed when travelling or meeting other people.

| | | | | |
|------------------------|------------|--|---------------|--------------|
| Country: | Date From: | Staying with friends or family (✓) | Travel (✓) | Study (✓) |
| Language: | To: | | | |
| Differences I noticed: | | | | |
| Similarities I noticed | | | | |

| | | | | |
|------------------------|------------|--|---------------|--------------|
| Country: | Date From: | Staying with friends or family (✓) | Travel (✓) | Study (✓) |
| Language: | To: | | | |
| Differences I noticed: | | | | |
| Similarities I noticed | | | | |

| | | | | |
|------------------------|------------|--|---------------|--------------|
| Country: | Date From: | Staying with friends or family (✓) | Travel (✓) | Study (✓) |
| Language: | To: | | | |
| Differences I noticed: | | | | |
| Similarities I noticed | | | | |

This page provides the opportunity for learners to talk about experiences they have had in other places, or with people from other places.

It allows for questioning of **difference** as well as identification of **similarity**.

Language Biography – the engine for learning

Things I have done and what I would like to do in the future.

This page may be visited at any time during learning. It is particularly relevant in the context of:

- The house/caravan and its activities
- My community
- Roma crafts and occupations
- Hobbies and the arts

It encourages learners to think about possibilities for the future and how they might achieve these possibilities.

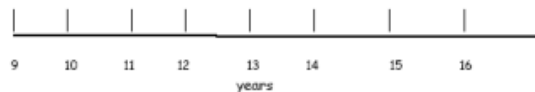
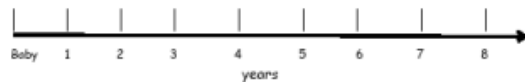
Things I have done and what I would like to do in the future

This line is recording the years of your life.

Talk to your teacher and your friends and try to remember different things that you did at different times in your life. Then mark the place on the line and write a label to show each important experience in your life.

Your experiences could include important celebrations, events in your family, things you really enjoyed doing, starting school, places or people you visited.

If you do not have enough space on this page, draw a line on a big piece of paper.



What I would like to do in the future

Developing good learning skills

If we understand how we learn best, then we can use our own strengths to deal with our weaknesses.

Learning new things

Think about how you learn new things like words, spelling and pronunciation. Put a note in the box beside each thing to remind you how you learn it best. For example, when you want to learn new words you could say them again and again, write them down, put them into a sentence or try to use them as soon as possible. You may have another way of learning.

| New | How I learn and remember this |
|--|-------------------------------|
| words and expressions | |
| spelling | |
| information (for example, information about people, places, events, customs, history or traditions) | |
| pronunciation | |
| writing | |
| story telling | |

Learners should return to this page after a cycle of learning or a particular learning activity.

They should think and write about how they learn.

By understanding their own methods of learning different types of things, they become more effective learners in all areas of learning.

Setting learning targets

My learning targets 

| Topic | What I know now | What I need to learn | My target date  | Target achieved (date) |
|---|--|---|---|---------------------------|
| <i>Example: Roma crafts and occupations</i> | <i>Words for different crafts.</i> | <i>Some stories about Roma craftspeople</i> | <i>30/4/....</i> | <i>21/05/...</i> |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Learners begin to manage their learning.

Targets are set:

1. With the teacher
2. In relation to the checklists
3. Following a learning cycle, activity or task, learners return to this page and record the outcome.
4. As this page fills up with targets and achievements, it becomes a **motivating tool** for learners.

Checklists

| Myself and my family | | | | | |
|----------------------|------|---|----------------------|----------------------|----------------------|
| Level | SBAR | | 1 st date | 2 nd date | 3 rd date |
| A1 | 1-1 | I can understand when the teacher tells me my name or my age or the names or ages of my brothers/s, sisters or friends. | | | |
| | | I can understand when the teacher or another person tells me to do something. | | | |
| | | I can understand when somebody is talking to me. | | | |
| | 1-2 | I can find my name on a list. | | | |
| | | I can find the names of other people in my family. | | | |
| | 1-3 | I can tell my name and age when asked for this information. | | | |
| A2 | 1-4 | I can answer questions about what I like and don't like. | | | |
| | | I can say hello and goodbye to other people. | | | |
| | | I can answer questions about the names of other people in my family. | | | |
| | | I can ask a simple question. | | | |
| | 1-5 | I can say something about my family. | | | |
| | | I can describe myself. | | | |
| A3 | 1-6 | I can write my name, address and the name of my school. | | | |
| | | I can write the names of other people in my family. | | | |
| | | I can write the name of the place where I live. | | | |
| | 1-7 | I can understand when it is | | | |
| | | I can understand when it is together. | | | |
| | 1-8 | I can understand some of | | | |

The checklists are specified in more detail for Lower Secondary learners.

The purpose is to make them more aware of language and learning.

| Hobbies and the arts | | | | | |
|----------------------|------|---|----------------------|----------------------|----------------------|
| Level | SBAR | | 1 st date | 2 nd date | 3 rd date |
| A1 | 1-1 | I can recognise the words for sports, hobbies and activities like drama and music. | | | |
| | | I can recognise the words for leisure activities like games and hobbies. | | | |
| | | I can recognise the words for performing activities, such as circus performers. | | | |
| | 1-2 | I can recognise the words for the leisure activities we do in our homes. | | | |
| | | I can read and recognise the words for sports and hobbies on a chart or poster. | | | |
| | | I can recognise the words for music, drama, singing, dancing, art and performance on a chart or poster. | | | |
| A2 | 1-3 | I can say which sports, hobbies or other leisure activities I like and don't like. | | | |
| | | I can answer simple questions about my sports, hobbies or other leisure activities. | | | |
| | | I can answer simple questions about which leisure activities are popular in my home. | | | |
| | 1-4 | I can name the different activities I do in and outside school with my friends. | | | |
| | | I can name the different leisure activities I do in my home or community. | | | |
| | 1-5 | I can write the words for different sports and hobbies. | | | |
| A3 | 1-6 | I can write the words for music, singing, dancing and other types of performing. | | | |
| | | I can write the words for the sports and hobbies that I do in school. | | | |
| | 1-7 | I can understand the main points in a simple story about sport, performing or leisure activities. | | | |
| | | I can understand simple instructions for a game. | | | |
| | | I can understand simple instructions for a performance in the classroom. | | | |
| | | I can understand simple instructions for a physical activity such as a sporting game, gymnastics. | | | |
| A4 | 1-8 | I can read and understand a short, simple account in a newspaper or internet text that describes a sporting event, game or performance. | | | |
| | | I can read a short, simple text about the games that children played in the past. | | | |
| | | I can read a story about a famous child whose family was involved in performing. | | | |
| | 1-9 | I can ask and answer simple questions about what happens at a game or performance. | | | |
| | | I can ask and answer simple questions about a film that I have seen. | | | |
| | 1-10 | I can ask and answer simple questions about what I like to do outside school. | | | |
| A5 | 1-11 | I can answer questions about my family's leisure activities. | | | |
| | | I can ask and answer simple questions about the traditional activities of Rome children. | | | |
| | 1-12 | I can describe my favourite hobby or sport. | | | |
| | | I can describe the leisure activities that I have learned in my home. | | | |
| | 1-13 | I can write a postcard about a sporting event, performance, or film. | | | |
| | | I can write some sentences about what I like to do after school. | | | |

The different skills of language are indicated for the 'I can' statements.

Learners record their progress at three possible levels by entering the date of achievement.

The Dossier

The Dossier is a valuable blank space for building up experiences and products of learning.

Planning to tell stories to other people
Story telling is an important way of passing information between people. In this way romanipe has been passed from grandparents to parents to children for a long, long time. It's good to think about stories and how you could tell a story to other people. This will help you to plan your stories.

| | |
|--------------------------------|-----------------------------|
| What is the name of the story? | What is the story about? |
| Important words for this story | How do you begin the story? |
| | What happens then? |
| | How does the story end? |

Draft ELP for piloting ©Council of Europe 43

Some pages have been included to help both teachers and learners.

This page reinforces the importance of the oral tradition in Roma heritage.

It encourages learners (and teachers) to collect stories and record the details so that they can be re-told in future.

Continuing with the oral tradition

Stories and riddles

Stories and riddles
My notes about stories and riddles to remind me of the main points and important language.

| Story or riddle | What the story/riddle is about | Where I learnt this story/riddle | Important words or phrases for the story/riddle |
|-----------------|--------------------------------|----------------------------------|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

This page encourages learners to make a brief record of the stories and riddles that they, and others, bring to class.

This record will remind them of the richness and importance of these stories.

Developing confidence in Writing

Planning a written text

Planning a written text
This will help you to plan a writing activity such as a description, account of an experience or event, letter or e-mail.

Topic or subject of writing activity: _____

| | | |
|---|--------------------------------|-------|
| <p>Circle the words that you will use to connect your text:</p> <p>then next after that later finally</p> <p>as a result of because of due to</p> <p>on the other hand</p> <p>Other connecting words:</p> | Introduction | Notes |
| | ↓ | |
| | First paragraph - main points | |
| | ↓ | |
| | Second paragraph - next points | |
| ↓ | | |
| Third paragraph - further information | | |
| ↓ | | |
| Concluding points/remarks | | |

This frame or outline gives support to learners (and teachers) in thinking about, planning and organising written text.

Contents of the Dossier

The Dossier may be used to keep, for example:

- Word lists for particular topics
- Samples of written text
- Information about websites for research
- Plans for stories
- Examples of letters/e-mails
- Useful expressions and phrases
- Definitions of words
- Etc.

To summarize

The ELP for learners of Romani (11-16 years) is designed to fulfil a number of very important functions:

- To help learners think about themselves as
 - MEMBERS OF A COMMUNITY
 - LEARNERS in general and LANGUAGE LEARNERS
 - YOUNG INDIVIDUALS WITH FUTURE POTENTIAL
 - PARTICIPANTS IN A LONG HISTORY AND CULTURE
 - CARRIERS OF THAT CULTURE INTO THE FUTURE

By using the ELP and the *Curriculum Framework for Romani*, all these things will happen naturally through the process of learning the Romani language.