

INNOVATED FRAMEWORK EDUCATION PROGRAMME FOR ROMANI LANGUAGE

LEVEL A2

(lower secondary education)



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INTRODUCTION

Framework education programme for Romani language instruction at second stage of primary schools (lower secondary education) is a pedagogical document which determines a mandatory framework of education in Romani language guaranteed by the state. The programme sets out basic target requirements for language competences of pupils and respective performance and content standards based on these requirements.

According to a compulsory framework of rules determined by the state for Romani language instruction at second stage of primary school (lower secondary education), primary schools develop their own school education programme for Romani language instruction.

Framework education programme is a comprehensive system of generally worded cognitively scaled performances. Teacher may specify these performances in more detail, make them concrete and develop them in form of additional study goals, tasks, questions, test items taking into account current cognitive skills of pupils.

It is drafted in a way that teacher does not present pupils only knowledge, but he/she should create adequate conditions to acquire knowledge actively. With regard to the character and goals of the subject, organization of the instruction will be adjusted to the number of pupils in the classroom. This will guarantee external conditions for an adequate instruction and fulfilment of performance and content standard.

Framework education programme of Romani language – A2 level includes also an intercultural communicative competence. It is an ability to communicate effectively in target language with regard to various social and cultural aspects of communication (Byram, *ibid.*) The basis lies in communicative competence which is enriched by intercultural competence (Sercu, 2005). Literary texts specified in Framework education programme serve as recommendations. Their aim is to develop consistently reading and interpretation skills of pupils in lower secondary education.

The document is drafted in line with international recommendations of Council of Europe and Framework education programme for Romani language which was developed in cooperation with European Forum of Roma and Travellers (CFR 2008). Determined study content can be creatively modified by teacher within school education programme according to respective years.

I Description of subject

Romani language instruction contributes to forming of pupil's personality. It is, therefore, of utmost importance to apply traditional Roma means of knowledge transfer in form of storytelling, songs and riddles in Romani language and literature teaching process. It is equally important to engage adult representatives of Romani community into education of children. Using oral tradition in the teaching process enables to achieve an appropriate connection of these two key elements. (CFR, 2008, p. 21)

The content and performance standard of Romani language for school stage ISCED 2 – lower secondary education – is based on key competences which include a complex of knowledge, capabilities and value attitudes allowing an individual to get knowledge, to act effectively, to communicate and understand, to engage in social relations and develop his/her own personality. It contains requirements placed on Romani language instruction of pupils who do not speak Romani language at home, pupils who do not speak Romani language fluently, but hear their parents, or grandparents speak it and pupils who speak Romani language fluently, but need to develop their skills for using language as a formal education tool. (adjusted CFR, p.9-10)

II Goals of subject

In terms of wording the goals of the subject Romani language, activity driven approach is highlighted. In order to fulfil communication tasks pupils have to engage in communication activities and master communication strategies.

The instruction of Romani language follows the following educational goals:

- to use efficiently general competences which are not characteristic for language, but are necessary for various activities, including language activities;
- to overcome communication and ethnic barriers, thus, contributing to increasing of pupil's mobility in his/her personal life, future study as well as at labour market;
- to support a more open approach to people, increasing interethnic acceptance and tolerance;
- to support a more open approach to the need and necessity to maintain and study this language with the aim to maintain Romani identity;
- to process spoken or written text as a listener or reader in receptive language activities and strategies (listening comprehensions, reading comprehension);
- to create an oral or written text in productive and interactive language activities and strategies (oral presentation, written presentation).

The teaching of the subject Romani language can be included into the instruction in years 5 to 9 of primary school and 1 to 5 of eight year secondary grammar school ("gymnasium"). It is based on the content of educational topic - Language and communication.

III General competences

We define competences as a set of knowledge, skills, attitudes and values which allow an individual to act. A basic principle of language education on the basis of competences is, therefore, to ensure that learner can:

- exchange information and ideas with young people and adults and express his/her ideas and feelings to them;
- understand better way of life and thinking of other nations and their cultural heritage;
- resolve everyday (personal, working, social) life situations;
- in a certain natural situation react adequately and subsequently activate an appropriate activity, take a positive attitude.

General competences are those competences which are not characteristic for language, but are necessary for various activities, including language skills.(CEFR, 2013, p.12). Within general competences pupil also acquires specific skills in the field of sociology – life of children in Romani families, behaviour of people in Romani communities, behaviour of people from majority society towards Roma, mutual relationships in society.

Learners at A2 level have acquired general competences at A1 level and develop them further in order to:

- be open to cultural and ethical diversity;
- acquire new knowledge and skills;
- understand the purpose of the given task;
- use actively and frequently acquired language;
- extend knowledge and develop language skills, to connect them with what they know, to systemize them and use them for their further development and real life;
- assess critically their own progress, accept feedback and realize their development potential;
- use available materials for independent study etc.;
- talk about position and life of children in Roma settlements (parental care for children, protection of children from socio-pathological phenomena, ...);
- talk about Romani relations in the past and presence in Romani communities (in the past – mutual respect/pařiv, mutual help, children were of paramount importance in Romani families, in presence – usury, criminality, ...);
- be able to talk about current relationships of Roma and people from majority (racial intolerance, prejudice, condemnation, segregation,...).

IV Communication and language competences

Communicative language competences enable learners to use specific language means in communication. Communication competences includes the following elements:

- language competences;
- socio-linguistic competences;
- pragmatic competences.

1 *Language competences*

Learners at A 2 level have acquired competences at A1 level and develop them in order to:

- use common phrases concerning satisfying simple needs of limited character: personal data, daily habits, requirements and needs, requests for information;
- use basic sentence models and communicate through learned phrases and groups of some specific Romani words and expressions on topics concerning their own person and other people, their activities, places and things they own, etc.;
- distinguish various dialectic synonyms;
- use limited repertoire of learned short phrases covering foreseeable, basic language situations;
- use a limited repertoire of vocabulary related to specific daily needs;
- use vocabulary related to everyday situations which concerns known situations and issues. (CEFR, National Institute for Education Bratislava, 2017, p. 114)

2 *Socio-linguistic competences*

They are indicators of social relations, politeness phrases, language phrases, but as regards younger pupils it concerns establishment of social conversation in which pupil uses the simplest ways of expression with help of simple vocabulary and grammar structures. They allow us to handle social and cultural dimension of communication behaviour, for instance through compliance with social conventions and cultural norms. (adapted CFR, 2008, p.8)

Learners at A2 level have acquired sociolinguistic competences at A1 level and develop them further in order to be able to:

- communicate in common social situations;
- express themselves simply with help of basic language functions, including for instance: exchange of information, request, simple expression of their own opinions and attitudes, invitation, apology etc.;
- keep and develop basic social conversation through simple common expressions;
- participate verbally at brief social conversations and use daily politeness forms of greetings (when meeting young people and elderly people, when saying goodbye);
- use various ways of address (informal, formal, addressing young people, addressing older people);
- show interest in how other person is doing;
- share one's experiences and show sympathy "talk about problems" etc.;
- express admiration, affection, gratitude;
- offer a gift, promise help in the future, show hospitality. (CEFR, National Institute for Education BRATISLAVA, 2017, p. 122, 125)

The learners are able to express themselves in situations where simple and direct information is exchanged concerning known and common things and matters, but due to limited vocabulary and grammar which they have acquired so far, they need to simplify significantly the content of their statement.

3 *Pragmatic competences*

Allow users to use language to fulfil specific functions.

Learners at A2 level have acquired sociolinguistic competences at A1 level and develop them in order to be able to:

- use simple means of expression to start, sustain and finish a short conversation;
- word one's thoughts in line with requested strategy (intention, topic, logical sequence);
- use basic language functions with the aim to provide and retrieve facts and information and find out an attitude, express conviction, establish contact with people;

- use most frequent linking words to interconnect simple sentences necessary to tell or describe a story in a logical time sequence;
- use basic language means in a functional way to obtain information, for a simple expression of rejection, desire, intention, satisfaction, interest, surprise, disenchantment, fear;
- use basic language means in a functional way to express attitudes (agreement, disagreement);
- use language means to express ethical principles (apology, regret, pity, greeting, thanking, request, refusal).
- ability to speak about Roma habits and traditions at the occasion of holidays (Christmas, Easter) and about important events in life and to compare them with other cultures;
- ability to speak about life style of Roma in the past and in the presence (housing, food, raising of children, position of father and mother in family, ...) and point out to intercultural differences;
- ability to speak about educational possibilities for Roma in the past and in the presence and to speak about intercultural differences;
- ability to speak about ways of travelling of Roma in the past and in the presence and to know intercultural differences;
- ability to interpret events from one's own culture and other cultures;
- ability to understand, tolerate and show respect towards various identities and cultural diversity;

4 Intercultural communicative competences

Intercultural communicative competence is an ability to communicate effectively in target language with regard to various social and cultural aspects of communication (Byram, *ibid.*). The basis lies in the communicative competence which is enriched by intercultural competence (Sercu, 2005).

The purpose of this competence is to acquire basic knowledge of various ethnic, cultural and social groups living in European society and acceptance of people from other cultures with their different behaviour and values. Building of intercultural competence in school environment includes:

- ability to get to know differences in way of life of Roma living in Slovakia through Romani language (Rumungres – Slovak Roma, Hungarian Roma, Olas Roma), know basic differences in their Romani dialects, but also differences in their cultural traditions;
- ability to speak about interests and hobbies of young Roma and point out to intercultural differences in individual regions, towns and country;
- ability to speak about Roma's livelihood in the past and presence and to know intercultural differences;
- ability to use basic rules during shopping and point out to intercultural differences;
- ability to define differences in other cultures in forms of expressing emotions/feelings (joy, happiness, sadness, pain,...);
- ability to assess critically products of one's own culture and of other cultures;

V Content standard

The content of Romani language instruction includes forming, developing and continuous deepening of knowledge and skills focused e.g. on: 1) Romani language grammar and vocabulary, 2) listening, reading, oral interaction, independent oral expression and written expression at language level A2, 3) knowledge of Romani language origin and its current utilization, 4) awareness differences in typical Romani words and ways of expression, 5) Knowing various dialectic synonyms.

Thematic units and topics are in principle common for all foreign languages. Filling of thematic units by specific vocabulary, possibly formulation of topics as specific for each language. A lower level forms a basis for vocabulary extension at a higher level (up to B2 level). The topics in basic thematic units are focused on achieving language competences at A2 level in the field of family, communication with family members and people from Romani speaking community, way of life, following one's own daily routines, health care, free time and hobbies, etc. The instruction should, therefore, follow on the basis of narrative texts which invoke situations similar to experiences of pupils. Emphasis is placed on listening, understanding, imitating and reasonable reaction.

A positive motivation of pupils plays a very important role. The teacher decides on his/her own about scope of vocabulary concerning respective thematic units, as well as on the speed of work at Romani language and literature classes. The order of respective thematic units and points within them is not binding. Individual areas may be connected and may overlap.

Thematic areas

Family and society

- Personal data
- Family – relationships in the family
- Communication with family members and people from community
- Nationality/ethnic origin
- Human relationships

Our home

- My house/flat
- Flat furnishing
- Home and its surroundings
- Living in town, in village and in Romani community
- Important daily activities in household

Human body, health care

- Human body
- Physical characteristics
- Character qualities of person
- Diseases and accidents
- Hygiene and body care
- Healthy way of life

Man on travels

- Means of transport
- Personal transport
- Preparation for trip and travelling
- Travelling of Roma in the past

Education

- School and its furnishing
- School subjects
- School system
- Lifelong learning

Romani crafts and professions

- Traditional Romani crafts
- Current Romani professions

Man and nature

- Animals/ fauna
- Weather
- Plants/flora
- Climate
- Man and his/her environment
- Nature around us – protection of environment

Leisure time, hobbies

- Hobbies
- Literature, theatre and film
- Radio, TV and Internet
- Leisure time activities
- Types of sports: winter and summer, individual and collective
- Sport disciplines
- Importance of sports for personal development

Nourishment and health

- Meat and meat products
- Vegetables and fruits
- Drinks
- Eating habits
- Catering establishments
- Preparation of foods
- Culture of eating
- Healthy nourishment
- Slovak and Romani cuisine

Holidays and celebrations

- Family celebrations
- National and church holidays
- Romani habits and traditions related to holidays
- Romani habits related to death, mourning and remembrance of dead
- Rapprochement of cultures and respecting traditions

Clothing and fashion

- Basic types of clothing
- Accessories
- Selection of clothes for various occasions
- Clothing of Roma in the past

VI Performance standard – komunikačné jazykové činnosti a stratégie

Performance standard determines requirements for communication language activities and strategies: listening comprehension, reading comprehension, written and oral expression which pupil should mandatorily achieve during the study.

1 *Listening comprehension – performance standard*

Learner at A2 level has developed skills at A1 level and improves them further.

Pupil at A2 level can:

- understand main points of conversation about known topics among adults in family;
- understand main instructions which he/she gets at home;
- understand main points when someone talks to him/her about meaning, or value of a certain activity, or behaviour typical for Romani culture;
- understand main points of conversation or text about advantages and disadvantages of living in the country and in the town;
- understand key words denoting activities in Roma household;
- understand main points when someone talks to him/her about medical treatment of Roma in the past and presence;
- understand information about civilization diseases and their prevention;
- understand references in legends and stories about way of transport used by Roma;
- understand main points of conversation about current ways and possibilities of travelling;
- understand instructions issued in the classroom and topics they deal with in the classroom if teacher explains them in detail;
- understand when teacher speaks about school system in Slovakia;
- understand information about traditional Romani crafts;
- understand information about current professions of Roma;
- understand stories and conversation in the classroom dedicated to weather and activities performed during various seasons;
- understand main points of simple narrative in classroom about animals or plants;
- understand main points of simple narrative and explanation in classroom, including stories about interests or leisure time activities;
- understand basic information about positive and negative sides of some foods (for instance healthy and unhealthy food);
- understand main points of simple narration about Roma and Slovak cuisine;
- understand narrative about Roma habits and traditions related to holidays and important events in family;
- understand narrative about habits and traditions related to holidays of other nations;
- understand information about clothes designed for a specific purpose (clothes for school trip, clothes for cold weather etc.).
(adjusted CFR, 2008, p. 30-93)

2 *Reading comprehension – performance standard*

Learner at A2 level has developed skills at A1 level and improves them further.

Pupil at A2 level can:

- read and understand age-related stories about children and their life;
- read and understand more comprehensive texts about: Roma children, fairy tales, life of Roma family and community;
- read and understand a simple text about hygiene and body care;
- read and understand a simple text about healthy way of life;
- read and understand a short text about diseases and their prevention;
- read and understand a simple text describing daily activities in household;
- read and understand a simple text about advantages and disadvantages of living in the country and in the town;
- read and understand specific information in a simple text about travel, or transport;
- read and understand a short text about school with a high frequency of words which the pupils had already known, or learned short time ago;
- read and understand short simple texts about lifelong learning;

- read and understand short simple texts (fairy tales, legends, stories) which contain descriptions of crafts, or activities of Roma with high frequency of known words;
 - identify words related to weather or seasons in stories and texts;
 - read and understand a very short text about animals and nature if they contain known words with high frequency and are supplemented by appropriate pictures;
 - read and understand a short text about importance of sports;
 - read and understand names and basic description of foods which are commonly sold in stores;
 - search in text important words in a simple description of meal;
 - read and understand a text, or a story about Roma habits and traditions related to holidays and important events in family;
 - read and understand a text about habits and traditions related to holidays of other nations;
 - read and understand a text about clothing of Roma in the past;
 - read and understand a text about current fashion trends.
(adapted CFR, 2008, p. 30 - 93)
- describe how he/she goes to school every day using a sequence of phrases, or sentences;
 - name and briefly describe means of transport which he/she sees outside of school (e.g. cars, trucks, busses, bicycles etc.);
 - describe school system in Slovakia with help of simple sentences;
 - use a set of phrases and sentences to describe briefly Roma historic crafts and current Roma professions;
 - describe favourite weather, season using simple sentences;
 - describe animals which he/she likes using simple sentences;
 - describe its leisure time activities using simple phrases and sentences;
 - describe sports disciplines using simple phrases and sentences;
 - describe type of food he/she likes most using phrases and sentences;
 - say what food is healthy and unhealthy using simple sentences;
 - describe an exceptional celebration at home using a set of phrases and sentences;
 - describe favourite clothing using simple sentences.
(adapted CFR, 2008, p. 30 - 93)

3 Oral expression – monologue – performance standard

Learner at A2 level has developed skills at A1 level and improves them further.

Pupil at A2 level can:

- describe his/her family, daily activities, plans (e.g. holidays/travel) what he/she likes/dislikes and member of family, or community by a set of phrases and short sentences;
- use a series of phrases and simple sentences to express feelings in the context of family, or community;
- describe his/her house/flat, its surroundings and house/flat furnishing using simple sentences;
- speak about advantages and disadvantages of living in a village and town using a series of phrases or sentences;
- describe a healthy way of life with help of simple sentences;
- speak about diseases and their prevention using a series of phrases, or sentences;
- speak about hygiene and body care with help of series of phrases or sentences;

4 Oral expression – dialogue – performance standard

Learner at A2 level has developed skills at A1 level and improves them further.

Pupil at A2 level can:

- answer with confidence to members of family, or community to known questions about his/her name, age, how many siblings he/she has, tell names of family members etc.;
- ask and answer simple questions about home, its surrounding and flat/house furnishing;
- ask and answer simple questions about healthy way of life;
- ask simple questions about diseases and their prevention;
- answer simple questions about how he/she likes to travel;
- ask about advantages and disadvantages of means of transport;
- ask and answer simple questions about favourite and not favourite school subjects;
- ask simple questions about typical Roma crafts in the past and their current professions;

- ask and answer questions about weather and seasons which he/she likes;
- ask and answer simple questions about animals which he/she likes;
- ask and answer about his out-of-school activities;
- ask and answer simple questions about school disciplines;
- ask and answer basic questions about food/drinks which he/she likes/dislikes;
- ask and answer simple questions about healthy nourishment;
- answer simply questions about holidays, or opportunities which are important for his/her family, or community;
- ask and answer simple questions about Roma clothing in the past;
- ask and answer simple questions about clothing of young people.

(adapted CFR, 2008, p.30-93)

5 *Written expression – performance standard*

Learner at A2 level has developed skills at A1 level and improves them further.

Pupil at A2 level can:

- describe his/her family and daily activities in the family by simple sentences;
- describe life of children in Romani communities using simple sentences;
- write a short text with a description of his/her house/flat;
- write simple sentences about his/her favourite place in the given area and explain why he/she likes it;
- write a short text about healthy way of life;
- write sentences about hygiene and body care;
- write simple sentences about diseases and their prevention;
- write simple sentences about medical treatment of Roma in the past;
- write a short text about individual types of transport;
- write simple sentences about travelling of Roma in the past;
- write a short text in which he/she will describe experiences from travelling with one's family;
- write simple sentences about a school to which pupil goes to;
- write simple sentences about a favourite subject;

- write short sentences about Roma crafts based on a visual impulse (e.g. picture, photo...);
 - write simple sentences about favourite season;
 - write a short text about favourite animal;
 - write a short text in which they will describe their most popular leisure time activities, or hobbies;
 - write a short letter on the topic "My day";
 - write a short letter about one's eating habits;
 - write a short letter to a relative in which he/she will describe baptism, wedding, birth of child etc. in an age-related manner;
 - write sentences about clothes necessary in different weather and various seasons.
- (adapted CFR, 2008, p. 30 - 93)

VII Recommended selected lexis and communication competences

1 *Lexis*

- 1) Pupils will extend their vocabulary by at minimum 600 words productively and at minimum 100 words receptively;
- 2) Pupils will extend their vocabulary also by specific terminology according to pupils' interests and their professional orientation. Pupils at A2 level can extend their own vocabulary by means of self-study in line with their professional orientation also with regard to the fact that thematic units at 2nd stage of primary school are extended by human relations, global problems, social issues, media and future profession.

<p><i>Family and society</i></p> <p>Personal data Family – family relations Nationality Human relations</p>	<p>e famil'ija/famel'ija, e romaŋi komunita, o nav, o berša, cirdl'ipen andre famil'ija, cirdl'ipena maškar o manuša, e nacija, romaŋi nacija, o themutŋipen, slovačiko themutŋipen, ...</p>
<p><i>Our home</i></p> <p>My house/flat Flat furnishing Home and its surroundings Living in town and in the country Important daily activities in household</p>	<p>te bešel pro gav, te bešel andro foros, kher, soba, čhavorikaŋi soba, sovibnaskeri soba, kuchŋa (tavibnaskeri soba), bešibnaskeri soba, toaleta, land'ard'i (nand'ard'i), o hađos, e televiza, o gaučos, o fotelis, o šifonos, o gendalos, o pokrovcos, o skamind, o stolkos, o čitro, e duchna (paplonos), e perŋica, o taŋiris, e čhuri, e roj, e piri, te tavel, te morel o grati, te rajbinel, te pratinel, te bajinel pal o čhave, te cinkerele o chaben, te dikhel e televiza, te lidžal avri o šmeci, te prikerkerel khere varesave veci, te šegitinel le čhavage paš o sikhľuviben, ...</p>
<p><i>Human body, health care</i></p> <p>Human body Physical characteristics Character qualities of person Diseases and accidents Hygiene and body care Healthy way of life</p>	<p>teštoscere kotora, o bajišagos pal o sast'ipen, thulo/-l'i, šuko/-i, cikno/-ŋi, učo/-i, šukar, džungalo/-l'i, kalo/-l'i, parno/-ŋi, ščiro/-i, barejakhengero/-i, lačhejileskero/-i, pačivalo/-l'i, hamišno/-ŋi, buřakero/-i, o nasval'ipen, e angina, e chripka, o šargo nasval'ipen, o gulo nasval'ipen, o džungalo nasval'ipen/e raka, o šuko nasval'ipen, e džuv, e ger, o phukŋa, te bajinel pal o sast'ipen, o doktoris, e doktorka, e prevencija, te phirel ko doktoris, e apatika, o praški/drab, e higijena, ...</p>
<p><i>People on travels</i></p> <p>Means of transport Personal transportation Preparation for trip and travelling Travelling of Roma in the past</p>	<p>dromeskere verdana, te kisitinel pes pro drom, te dromarel andro aver thema, e mašina, o motoris, o busos, o eroplanos, o vilaŋis, o trolejbused, e bicigľa, e šifa, e motorka, o verdan, te dromarel motoriha, te dromarel busoha, te dromarel mašinha, te dromarel vilaŋiha, te dromarel le roplanoha, te dromarel pre bicigľa, te dromarel šifaha, te dromarel trolejbusoha, te dromarel pre motorka, te phirel pro pindre, varekana dromarenas pro verdana the pro graja, ...</p>
<p><i>Education</i></p> <p>School and its furnishing School subjects School system Lifelong learning</p>	<p>e škola (e sikhad'i), dakeri sikhad'i, bazutŋi sikhad'i, maškarutŋi sikhad'i, uči sikhad'i, te sikhľarel, o sikhľariben, calodživipnaskero sikhľuviben, o sikhľardo, e sikhľard'i, o sikhľuvno, e sikhľuvŋi, te sikhľol, te vakerele, te ginel (te rachinel), te genel, te irinel (te lekhavel), te kresľinel (čitrarel), e matematika, e romaŋi čhib, e slovačiko čhib, e geografija, e historija, o športos, o giľavipen, te phučel, te phenel pale, ...</p>

<p><i>Roma crafts and professions</i></p> <p>Traditional Roma crafts Current Roma professions</p>	<p>čirlatune romane buša, charčiko buši, charčas, khuvalo, te khuvel košara, drotaris, koritaris, cehlaris, drabarka, te drabarel le vastestar, te drabarel le kartendar, te bašavel, lavutaris, draba, muraris, bušakere keribena, petala, karfina, lanci, chande, košara, opalki, metli, balaňa, kaštune čare, kaštune roja, cehli, valki, akanutne romane buša, asistentos andre škola, komunitno asistentos, sasťipnaskeri phen, dokroris, doktorka, sikhľard'i, sikhľardo, tavibnaskero (kucharis), kelneris (čašňikos), socijalno bušakero, ...</p>
<p><i>Man and nature</i></p> <p>Animals/fauna Weather Plants/flora Climate Man and his environment Nature around us – environmental protection</p>	<p>paňa-veša, o idejos, e klima, o draba/čara, dživipnaskero pašal'ipen, te arakhel o paňa-veša, del brišind, del jiv, avri tates, avri šil, sitinel o kham, phurdel e balvaj, avri kerades, avri fad'inel, džungalo idejos, šukar idejos, del baro brišind, o perumi maren, džviri, kherutne džviri, voľno dživipnaskere dživi, e kachňi, o bašno, o balo (bal'ičo), e papin, o rikono (džukel), o graj, e gurunňi (e guruhňi), o bakro, e bakri, e buzňi, o šošoj, o sap, o ričh (o medved'is), o ľevos, o tigrišis, o ruv, o čiriklo, o draba, miro kamaduno džvirov, ...</p>
<p><i>Leisure time, hobbies</i></p> <p>Hobbies Literature, theatre and film Radio, television and Internet Leisure time activities Types of sports: winter and summer, individual and collective Sport disciplines Importance of sports for personal development</p>	<p>voľno vacht/čiro, o interesis, e literatura, te genel gend'i, o teatros, te phirel andro teatros, o filmes, te dikhel e televiza, te bavinel pro internetos, te bašavel pre lavuta, te bavinel bavišagi pro kompjuteris, te šunel moderna giľa, o športos, o ňilajutno športos, o jevendutno športos, športoskere disciplini, individualno športos, kolektivno športos, te bavinel fotbalis, te bavinel tenis, te bicigľinel pes, te ližinel pes, te sankinel pes, te bavinel hokejis, te bavinel volejbalis, ...</p>
<p><i>Nourishment and health</i></p> <p>Meat and meat products Vegetables and fruits Drinks Eating habits Catering establishments Preparation of foods Dining culture Healthy nourishment Slovak and Roma cuisine</p>	<p>o chaben, sasto chaben, o pijiben, te chal, te pijel, o maro, o čihl, o thud, o paňi, e limonada, o jandro, o mas, kachňakero mas, balano mas, guruvano mas, peko mas, o balevas, e šoldra/šunka, e salama, e kolbasa/goj, žumara, o aro, o žiros, o lon, e zumin, o kompira (phuvale), o pašvare, o goja, e pherard'i armin, o rantimen mas, o peko mas, o bokel'a, gulo, šutlo, londo, smakos, e želeňina, o frukti/ovoca, e paradiča, e paprika, e petruška, e armin, e purum, o repaňis, e phabaj, e ambrol, e čihľav, e dudum, o narančos, o bananos, e mandarinka e reštavracija, ...</p>

<p><i>Holidays and celebrations</i></p> <p>Family holidays State and church holidays Roma Habits and traditions related to holidays Roma habits related to death, mourning and remembrance of deceased Rapprochement of cultures and respect of traditions</p>	<p>o sikhľipena, o tradiciji, e kultura, o ul'ipen, ul'ipnaskero d'ives, o bol'ipen, o boňa, te bolel andre khangeri, o kirvo, e kirvi, o mangavipen, o bijav, e vera, te solacharel, e Karačoňa, o jezulankos, te šukaľarel o jezulankos, e Viľija, e Patrad'i, te šukaľarel o jandre, te merel, o meriben, o vartišagos, o parušagos, te rovel, ...</p>
<p><i>Clothing and fashion</i></p> <p>Basic types of clothing Accessories Selection of clothes for various occasions Clothing of Roma in the past</p>	<p>o uraviben, o gad, o teluno gad, e cholov, e charňi cholov, e d'indard'i cholov, o kamašľi, o viganos(šlaflogos), e rokľa, e bluza, o khosno, o gerekos, o sveteris, o puloveris, o ancugos, e guba, e čapka , o tričkos, d'indard'i rokľa le fodrenca, d'indard'i rokľa skladimen, viraguňi rokľa, viraguňi bluza, khosno, leketa, kaľi cholov, lolo gad, šargo gad, hosune ciracha, ancugos, somnakuno lancos, somnakune čeňa, ...</p>

Selected recommended communication competences – **monologue**

Describe one's family, daily activities, plans (e.g. for holidays/travelling) what he/she likes, dislikes, member of family, or community by means of phrases, or short sentences.

Me man vičinar/akharav Peter. Mange hin dešušov berš. Man hin štar phral-pheña, duj phrala the duj pheña.
Miro dad pes vičinel Milan. Miri daj pes vičinel Irena.
Me rado dikhav e televiza.
E daj tavel. O dad phirel andre buči. ...

Describe one's house/flat, its surroundings and furnishing by means of simple sentences.

Me bešav pro gav. Me bešav andro foros. Amen hin duje/trine/štaresobengero kher.
Man hin miri soba. Odoj man hin hađos, cikno skamind, duj stolki, regalos pro genda, šifonos pro gada, televiza, kompjuteris, ...

Talk about advantages and disadvantages of living in the village and in town by means of series of phrases, or sentences.

Pro gav hin šukar paña-veša, žužo luftos. Pro gav nane but sklepi, nane šajipena perdal o kulturno dživipen, nane bučakere šajipena. Andro foros hin but sklepi, supermarketi u o manuš peske šaj kidel avri, kaj džala te cinkere. Andro foros hin feder šajipena perdal o kulturno the športiko dživipen, hin adaj the feder bučakere šajipena. Andro foros hin nalačo luftos, bo les meľaren o motora the o fabriki. ...

Talk about diseases and their prevention by means of phrases, or sentences.
Talk about hygiene and body care with help of a series of phrases, or sentences.

Te som nasvalo/-li, džav ko doktoris.
Kidav o praški/pijav o praški the pijav tato tejos.
Kampel te dolikerel e higijena, te thovel o vasta the o teštos. O šargo nasvalipen hin le melale vastendar.
But manušen hin gulo nasvalipen.
Kaj te avas saste, kampel amenge te chal but želeňina the frukti. ...

Describe one's most favourite place in hometown by key words, simple phrases, or sentences.

Me rado phirav andro foros. Odoj hin but sklepi, bare botune khera, hotela, reštauraciji, šukar historikane khera, teatros. ...

Describe how he/she goes to school every day using phrases, or sentences.
Name and briefly describe means of transport which he/she sees outside of school (e.g. cars, trucks, busses, bicycles, etc.).

Andre sikhađi dromarav busoha. Andre sikhađi phirav pro pindre. But manuša dromaren andre buči motoriha. Andre aver thema dromaren o manuša eroplanoha. Pal o drom džan o motora, busi, vilaňa, bicigľi, motorki. ...

Describe school system in Slovakia using simple sentences.

Pro Slovačiko phiren o čhave trine beršendar andre dakeri sikhađi. Šove beršendar phiren andre bazutňi sikhađi. Odoj phiren deš berš. Pal e bazutňi škola šaj phiren pre maškarutňi sikhađi. Pal e maškarutňi sikhađi la maturitaha, šaj dureder phiren pre uči sikhađi. ...

Use a set of phrases and sentences to describe briefly historic crafts and current Roma professions.

Varekana kerenas o Roma bući sar charčara, lavutara, khuvale, koritara, kotłara. Adadřives keren o Roma andro zavodi, pro stavbi sar murara. Hin the sikhade avri Roma u jon hine doktora, sikhłarde, asistenta andro sikhada. ...

Describe favourite weather, season by simple sentences.

Miro kamaduno beršeskero kotor hin o ñilaj. Ñilaje sitinel o kham, avri hin tates, ča varekana del brišind. Phirav te plřivinel, biciglřinav man. ...

Describe leisure time activities using simple phrases and sentences.

Andro vołno vacht/čiro rado bavnav bavišagi pro kompjuteris. Rado genav o gendā, ñilaje rado plřivnav the biciglřinav man. Varekana dikhav the e televiza. ...

Describe type of food which he/she likes most using phrases and sentences.

Narado chav zumin. Rado chav kachňakero mas the peke phuvale. Mek rado chav haluški guła arminaha the bokeła. ...

Describe briefly weather and name seasons using simple words, or sentences.

Ñilaje sitinel o kham, avri hin tates. Jevende del jiv, avri hin šil. Jesone imar šileder, del brišind, phurdel e balvaj. Jarone avri šukares, o luludā baron e čar želeňisalol. ...

Describe sport disciplines using a set of simple phrases.

O manuša šaj keren o športos individualnones the kolektivnones. Individualno športos hin o tenis, o biciglřišagos, o plřivišagos, o korčulřišagos, ... Kolektivno športos hin o hokejis, o fotbalis, ...

Describe animals which he/she likes/dislikes using simple sentences.

Man hin khere cikno rikono. Jov pes vičinel Beni. Hino parno the godāver. ...

Describe favourite clothes using simple sentences.

Ñilaje rado urav charňi cholov the tričkos. Jevende urav dřindardři cholov, sveteris, guba vaj bunda the tate kamašłi. Miri kamaduňi farba/barva hin belavo the parňi. ...

Selected recommended communication competences – **dialogue**

Answer known questions about their name, how old they are, how many siblings they have, say names of family members etc.

Sar tut vičines? Keci tuke berš? Sar pes vičinel tiro dad? Kaj kerel buči? Sar pes vičinel tiri daj? Joj hiňi tiri phen? Keci phrala-pheňa tut hin? Hin tut phuri daj/baba? Hin tut phuro dad/papus? Keci biba the kaka tut hin? ...

Ask and answer simple questions about home, its surroundings and flat/house furnishing.

Kaj bešes? Savo kher tumen hin? Keci sobi tumen hin? Savo butoris tumen hin andre bešibnaskeri? Hin tut peskeri soba? Savo butoris tut hin andre tiri soba? Vaker pal tumaro bešibnaskero pašalipen! ...

Ask simple questions about diseases and their prevention.

Salas varekana nasvalo/-li? So akor kerehas? Save nasvalipena hin le manušen? Soske but romane čhaven hin mek the adadives šargo nasvalipen? So kempel te kerel, kaj te avas saste? ...

**Answer basic questions about how he/she likes to travel.
Ask about advantages and disadvantages of means of transport.**

Sar dromares andre škola? Andre škola dromarav busoha. Nekradeder dromarav motoriha. Ke phen Angl'ijate dromaravas eroplanoha. Miro kamaduno dromeskero verdan hin e mašina. So hin lačo u so nalačo te dromarel le dromeskere verdanenca? ...

Ask and answer simple questions about favourite and not favourite subjects.

So tumenge vakerelas e sikh'ard'i pre Romaňi čhib? Savo hino tiro kamaduno predmetos? Me rado sikh'luvav e agl'iciko čhib. Miro kamaduno predmetos hin e informatika. Me narado sikh'luvav e matematika. ...

Ask simple questions about typical Roma crafts in the past and their current professions.

Save buča kerenas o Roma varekana? So kerenas o charti? So kerenas o khuvale/košikara? Sostar kerenas o ceħli? So kerenas o romane džuvla? Kaj bašavenas o romane lavutara? Save buča keran o Roma adadives? Soske nane savore Romen buči? ...

Ask and answer questions about weather and seasons which he/she likes.

Savo hino tiro kamaduno beršeskero kotor? Miro kamaduno beršeskero kotor hin o ñilaj. Ñilaje sitinel o kham, avri hin tates. Savo idejos hin jevende? Jevende hin šil, avri del jiv, fađinel. ...

Ask and answer simple questions about animals which he/she likes.

Savo hino tiro kamaduno džviros? Hin tut khere varesavo džviros? Save volnodživipnaskere džviri prindžares? Kaj len šaj dikhas? ...

Ask and answer simple questions about one's out-of-school hobbies.

So rado keres andro volno vacht/čiro? Rado genes o genda? Rado bavines bavišagi pro kompjuteris? Keres varesavo športos?

Ask and answer simple questions about sport disciplines.

Savo ñilajutno športos rado keres? Rado plivines?
Savo jevendutno športos rado keres?
Džanes tut te ližinel? Savo športos keren o Roma? ...

Ask and answer simple questions about food/drinks, which he/she likes or dislikes.

So rado chas? So narado chas? So rado pijes?
So narado pijes? Rado chas goja? Me narado chav mas.
Me rado chav kachñakeri zumin. ...

Ask and answer simple questions about healthy nourishment.

So kempel te chal, kaj te avas saste? Savi želeñina rado chas? Save frukti rado chas? Save chabena hin pal tiro saste? Save chabena hin pal tiro nasaste? Soske kempel te chal sastes? ...

Answer in a simple fashion questions about holidays, or occasions which are important for his/her family, or community.

Sar likerem khere e Karačoña? Pre Karačoña e daj tavel šutľa arminatar zumin, mače the kempirengeri šalata. Pekel the bobaľki makoha.
Sar likerem e Patrad'i? Pre Patrad'i šukaľaras o jandre. Save romane sikhľipena hin tumen pro mangavipen, pro bijav the pro parušagos? ...

Ask and answer simple questions about clothing of Roma in the past.

Sar pen uravenas varekana o Roma?
Sar pen uravenas o džuvľa? Sar phandenas o khosno?
Sar pen uravenas o romane murša?
Kaj šaj dikhas adaďives ajsu uraviben?

Ask and answer simple questions about clothing of young people.

Savo hino tiro kamaduno uvaviben jevende?
Savo hino tiro kamaduno uraviben ñilaje?
Jevende urav taťi cholov, tato sveteris, taťi guba, čapka, ciracha. Ñilaje urav rokľa the tričkos.
Ñilaje urav charňi cholov. Sar pen uraven o terne manuša? ...

2 Grammar and word classes

Pupil at language level A2 has acquired knowledge in grammar and word classes at A1 level and improves them further.

Nouns

Šerutne/Bare nava

Pupil can decline and use correctly in oral and written expression:

- living and non-living oicoclictic nouns of male and female gender without ending in singular and plural, e.g.: *o dad, o kher, e phen, e suv*;
- living and non-living oicoclictic nouns of male gender with ending **-o**, e.g.: *o raklo, o khosno*;
- living xenoclictic nouns of male gender with endings **-is, -os, -us, -as** in singular and plural, e.g.: *o lavutaris, o grofos, o papus, o chartas*;
- living and non-living oicoclictic nouns of female gender with ending **-i** in singular and plural, e.g.: *e džuvli, e piri*;
- living and non-living xenoclictic nouns of female gender with ending **-a** in singular and plural, e.g.: *e doktorka, e rokla*.

Adjectives

Kijathode nava

Pupil can decline and use correctly in oral and written expression:

- oicoclictic and xenoclictic adjectives with in male, female gender and in plural, e.g.: *šukar, baro, šargo*.

Pupil can create and use correctly in oral and written expression:

- comparative which is formed by suffix **-eder**, e.g.: *šukareder, bareder, cikneder*;
- superlative which is formed as variants by affixes **jekh-, nek-, lek-, mek-** which are linked to comparative e.g.: *jekhšukareder/ nekšukareder/ lekšukareder/ mekšukareder*.

Verbs

Kerutne

Pupil can distinguish:

- verbs of class 1, e.g.: *te kerel, te khelel, te rovel*;
- verbs of class 2, e.g.: *te asal, te chal, te prastal*;
- verbs of class 3, e.g.: *te sikhľol, te pašľol, te bokhalľol*.

Pupil can conjugate in all persons in singular and plural and he/she can use correctly in oral and written expression:

- verbs of class 1 in present, past tense – imperfect and perfect and in future tense, e.g.: *me kerav, me keravas, me kerd'om, me kerava*;
- verbs of class 2 in present, past tense – imperfect and perfect and in future tense, e.g.: *me chav, me chavas, me chalľom, me chava*;
- verbs of class 3 in present, past tense – imperfect and perfect and in future tense, e.g.: *me sikhľuvav, me sikhľuvavas, me sikhľilľom, me sikhľuvava*.

Pronouns

Vašonava

Pupil can correctly use and decline in oral and written expression:

- personal pronouns – *me, tu, jov, joj, amen, tumen, jon*;
- possessive – attributive pronouns – *miro/i/e, tiro/i/e, leskro/i/e, amaro/i/e, tumaro/i/e, lengro/i/e*;
- reflexive possessive pronouns – *pes, peskero/i/e, pen, pengero/i/e*;
- neutral demonstrative pronouns and their most frequent connections – *(k)oda – (k)odi – (k)oja*;
- demonstrative pronouns expressing distance – *(k)ada, (k)oda, oka, oka d'ives, oka kurko, oka berš*;
- interrogative pronouns – *ko, so, savo, kaj*;
- indefinite pronouns – *vareko, vareso, varekana, vare(k)haj, kokamel, sokamel, kanakamel, kajkamel*;
- negative pronouns – *ňiko, ňi(k)haj, ňisar, ňisavo*;
- relative pronouns – *so, savo*, expression of relativity by pronominal adverb **kaj**.

Numerals

Ginutne

Pupil can correctly use in oral and written expression:

- cardinal numerals until 1000, e.g.: *trandathepandž, eňavardeš, ezeros;*
- ordinal numerals, e.g.: *jekhto/peršo/elšino, trito, sarandatheochtoto;*
- indefinite numerals, e.g.: *but, ajci, keci, pherdo;*
- multiplicative numerals, e.g.: *dešvar, trival, buterval.*

Adverbs

Paškerutne

Pupil can form and use correctly in oral and written expression:

- adverbs of time and frequency e.g.: *adadives, raťi, idž, tajs, imar, akana, palis;*
- adverbs of place e.g.: *adaj, odoj, avri, andre, khere;*
- adverbs of manner and degree e.g.: *lačhes, šukares, lokes;*
- non-derived adverbs, e.g.: *čirla, sig, dur, avri, but;*
- adverbs derived from prepositions and nouns by suffix **-e** (responding to questions *kaj?* – where, *kana?* – when?), e.g.: *tele, vaše, paše, jevende, khere;*
- adverbs with suffix **-e** derived from preposition **vaš** and **paš** – *vaše, paše;*
- adverbs responding to question *khatar?* with suffix **-al**, e.g.: *telal, pindral, šeral, opral;*
- adverbs derived from original adjectives by suffix **-es**, e.g.: *phares, čores;*
- adverbs derived from borrowed adjectives with suffix **-ones**, e.g.: *modernones, rendešnonnes;*
- adverbs derived from borrowed adjectives denoting respective nationality by suffix **-a** e.g.: *servika, čechika, unrika.*
- adverbs derived from nouns and adjectives with affix **bi-**, **na-**, e.g.: *bibachtales, bižužes, nalačhes, namištes.*

Prepositions

Anglonava

Pupil can correctly use in oral and written expression:

- prepositions ending with **-e** – **andre, angle, ke, bije, pre, preke**, if they are followed by a noun determined by article, e.g.: *andro kher (andre o kher), andre bar (andre e bar), ko phrala (ke o phrala);*
- dative connection of preposition **vaš** with undetermined word, e.g.: *vaš tuke, vaš leske, vaš soske;*
- genitive connection of preposition **bi** with undetermined word, e.g.: *bi miro, (ma dža odoj bi miro), bi tiro (bi tiro na kerav).*

Conjunctions

Phandune

Pupil can correctly use in oral and written expression:

- connecting conjunction **u**, e.g.: *del brišind u pašoda pekel o kham;*
- connecting conjunction **the/t(h)aj**, e.g.: *phrala the o pheňa;*
- subordinate conjunction **kaj**, e.g.: *joj sas ajsi šukar, kaj šukaredera mek pro svetos na dikhľom.*

Particles

Lavora

Pupil can correctly use in oral and written expression:

- negative particle **na** in connection with verb, e.g.: *na džav, na šundom;*
- negative particle **na** in connection with nominal form, e.g.: *našundo, naachal'ipen;*
- negative particle **ma** in imperative, e.g.: *ma ker!, ma keren!;*
- particles **te, mi**, e.g.: *ča mi avel, mi tutavel bacht!;*
- particle **šaj**, expressing possibilities, e.g.: *so šaj kerav?, šaj aves ajsa lačo?;*
- particle **našti**, expressing impossibilities, e.g.: *me vaš oda našti, oda našti jel!.*

3 Syntax

Pupil can correctly use in oral and written expression:

- position of adverb in the sentence – adverb of place, time and manner;
- sentences to express order, ban, call and wish;
- sentences to express wish and to emphasize order – *Av ča arde!*;
- rules of forming questions from the view of intonation;
- rules of forming questions on subject and other sentence elements;
- rules of forming short additional questions, e.g.: *Jov nasvalo, na?*;
- rules of expressing negation – negation at full verbs and negation with help of noun and adverbial expressions: *na, ňiko, nikana* etc.
- rules how to create compound clauses: relative clause, purpose clause, concessive clause;
- conditional clauses;
- rules for use of direct and indirect speech.

4 Orthoepy

Accent in Romani language does not distinguish meaning of words.

Pupil can correctly use in oral expression:

- shortened forms of 1st person singular of future and past tense where accent and length are marked by accent, e.g.: *me džá, me kerás*;
- words in which final vowel is moved (if there are two words next to each other of which first word ends in vowel and second word starts with vowel, final vowel in the first word is moved, usually replaced by apostrophe and both words are pronounced as a whole), e.g. *so oda hin – s'oda hin, ke amende – k'amende*;
- voiceless aspirates: **čh, kh, ph, th** (are pronounced with a light aspirate, aspirate distinguishes meaning of words, e.g.: *khoro – koro, čhorel – čorel, pherel – perel*).

Pupils know:

- differences in pronunciation of individual varieties, different pronunciation of final sound **v**: *gav/f/u*.
- correct pronunciation of voiced and aspirated sounds at the end of words: e.g. pronunciation **g – k, d – t**;

- how to use correct intonation in various interrogative sentences (inquiring, interrogative, disjunctive);
- differences in intonation in short questions.

5 Orthography

Pupils at 2nd stage of primary school know principles of Romani orthography as well as morphological, etymological and inter-dialectal principle of orthography.

Pupil can use:

- principles of Romani orthography in writing oicoclitic and xenoclitic words, e.g.: *o chartas, o silavis, o karfin*;
- writing international words (expressions) of female gender which end in Slovak with **-ia, -ie, -iu**, e.g.: *populacija, tendencija, higijena, gimnazijum*;
- writing words of Greek and Latin origin and words with affix **ex-**, e.g.: *o keksos, o indeksos, o ekzekutoris*;
- principles concerning writing consonants **ď, ľ, ň, ť**:
 - before vowels **a, e, i, o**, e.g.: *bond'alol, legos, d'ives, hedos, ňilaj*;
 - before endings of female gender, e.g.: *bozula, brad'i, but'i, gil'i, džuvli*;
 - in plural of original female nouns without ending, e.g.: *pheňa, meňa*;
 - before diminutive affixes of female gender **-ori, -ica**, e.g.: *cikňori, rakľori, rokľica*;
 - before suffixes **-ipen/iben, -pen/ben** in case of derived nouns, e.g.: *barval'ipen, nasval'ipen, koral'ipen, bikeňiben*;
 - in past tense (perfektum), e.g.: *kerďom, kerďal, kerďa, kerďam, kerďan*;
 - before suffix **-ar** when deriving factitive verbs, type: *pherďarel, churďarel, taťarel*;
- principles of orthography of hard consonants **d, l, n, t**, e.g.: *dilos, dilino, dikhel*;
- principles of morphological orthography, e.g.: *gad, jakh, drab, ladž, dikh*;
- principles of etymological principle when writing words borrowed from foreign languages, e.g.: *e chol'i, e angal'i, e paramisi*;
- principles of inter-dialectic principle of orthography in sub-dialects in which original phonemes are merged **ď+ďž** and **ť+č** slur, e.g.: *kerďa/kerďža, phend'a phend'a/phendža, raťi/rači), but'i but'i/buči*;

- i) principles of writing words of foreign origin, e.g.: *Johann Wolfgang Goethe, Hviezdoslav, Mária, Xénia*;
- j) principles of writing capitals, e.g.: *e Kaša, o Maškarphuvakero darjav/moros, e Karačoňa, o Slovačiko upreušřiben, o Jupiter, o Nevo berš*;
- k) principles of alternative writing with Slovak version, e.g. *Berlinos/Berlín, Pešta/Budapešť, Bartva/Bardejov), Šukar ulica/drom/Pekná ulica, Slovačiko džanišnaskeri akademija/Slovak Academy of Sciences*;
- l) principles of writing words separately and together, e.g.: *trandathejekh, dešudujto, trinesobengero, paltajsaste, kijatosara, andrephandlo, avridikhlo, namištes, bibachtalo, na kerav, na phirena*;
- m) principles of writing punctuation marks.

VIII Study resources

Šebková, Hana - Žlnayová, Edita: *Romaňi čhib*, Fortuna, 2001

Gašparová, Eva - Koptová, Anna - Lukáčová, Ingrid: *Romaňi čhib*, National Institute for Education Bratislava, 2007

Gašparová, Eva - Lukáčová, Ingrid: *Amari romaňi čhib*, National Institute for Education Bratislava, 2016

Gašparová, Eva: *Amari romaňi čhib – exercise book*, National Institute for Education Bratislava, 2016

Hübschmannová, Milena - Šebková, Hana - Žigová, Anna: *Romani-Czech and Czech Romani pocket dictionary*, Fortuna, 2001

Collective of authors : *Romaňi orthography rules*, National Institute for Education Bratislava, 2007

Adamová, Irena: *Antology of Romany crafts*, National Institute for Education Bratislava, 2007

Lukáčová, Ingrid: *Supplementary study texts to the subject Romani language*, National institute for Education Bratislava, 2007

Zeman, Viliam: *Antology of Romani writers*, National Institute for Education Bratislava, 2007

Recommended literary texts to develop reading and interpretation skills of pupils:

Lacková, Elena: *Romani fairy tales (Romane paramisa)*, East Slovak publishing house for Cultural Union of citizens of Romani ethnic origin in Slovakia, 1992

Fabiánová, Tera 1992. *Sar me phiravas andre škola / How I used to go to school*. České Budějovice /Brno: ÚDO and Romain Community in Moracia

Fabiánová, Tera - Hübschmannová, Milena: *Čavargoš*, Praha: Aperion, 1991

Fabiánová, Tera: *Romano džaniben 1-2, 3/2000*.

Ferková, Ilona: *Mosardá peske o dživipen*, Romaňičhib, Praha 1992

Reiznerová, Margita: *Kalí (romaňi paramisi) 1st extended edition Prague 1994: Romaňičhib, 1992*

Reiznerová, Margita: *Kalí (paramisa /pohádky) Second extended edition Prague 1994: Romaňičhib, 1994*

Rusenko, Arnošt: *Trin pheňa*, Prague: Romaňi čhib, 1992

Ravasz, József: *Jileskero kheroro*, Bratislava: Romani kultúra a Mikromex – consortium, 1992

Horváthová, Agnesa: *Pal e bari Rama the aver paramisa*, Praha: Signeta, 2003

Haluška, Vladislav: *Pal le Devleskero Sidorkus /Obout godly little Sidor*. Praha: Signeta, 2003

CONCLUSION

Content and performance standard for Romani language and literature is designed for lower secondary education in which teaching of subject Romani language starts in year 5 to 9 of primary school and in year 5 to 8 of eight year secondary grammar school ("gymnasium"). Content and performance standards define Romani language teaching goals and provide framework learning material. Romani language teacher shapes and modifies them in line with the character of the given group of pupils and selected teaching material. A basic characteristic way of teaching of subject Romani language in year 5 to 9 of primary school and in year 1 to 5 of eight year secondary grammar school is communicative orientation, since in the area of language and communication main emphasis is placed on natural development of pupils' communication skills. It concerns perception of language as a tool of thinking and communication between people, a targeted preference for development of communication competences which will serve as a theoretical and practical basis for further development in other subject, taking into account their specific needs. Most emphasis is placed on pupils' own language expression, work with information, readers' literacy, ability to give arguments etc.

It is the teacher who chooses methodological ways to meet education goals. We consider conversation exercises, dialogues, conversations and language games to be effective methods how to teach Romani language. Conversations with other people are beneficial activities which help to increase healthy confidence and self-respect of pupils. It is important that pupils acquire capacities to deepen their own identity and belonging to Romani national minority and this will initiate and develop tolerant attitudes towards Roma, develop empathy and change of prejudice against Roma among non-Roma pupils through Romani language instruction, knowledge of Romani culture and history.

The lesson should be divided into shorter parts which frequently alternate. Grammar should be covered in parallel with respective topics.

Teachers should approach pupils in an informal way, without orders and bans. Pupils should feel relaxed, without fear and stress from tests. Teachers should support pupil's interest in Romani language and literature, for instance by using various pictures, playing short stories and spoken texts with morals and with the intention to use their natural curiosity. An important condition for successful developing of oral and written expression is pupil's motivation. It is not necessary to point out to pupil's knowledge deficiencies, but on the contrary, to provide space to pupils for their self-realization and self-improvement, so that pupils feel the need to say something, to express themselves correctly without fear from giving a wrong answer. Verification of pupil's knowledge should be therefore done in a playful form. Our aim is to identify increased pupils' knowledge, their expression skills, social behaviour and language skills. Teacher should lead pupil to the right self-evaluation, as well as evaluation of classmates.

The purpose of Romani language instruction also includes acquisition of knowledge about richness of dialects of Romani language as a European minority language and to build respect towards distinct dialects of this language, as well as speakers of different dialects. At the same time, pupils should learn to understand standardized Romani language as an instrument of cultivated communication which enables personal development without suppressing Romani culture. It is important to develop in pupils sense for cultivated Romani language which will be based on a high style of expression and not intolerance towards other sub-dialect variants (north-central) of Romani language.

It is helpful to use checklists in the form "I know"/ "I can" (European language portfolio, Author: Dr. Barbara Lazenby Simpson, Trinity College, Dublin, Translation: Mihaela Zatreanu, Romania, Language Policy Department, DG IV – Council of Europe, F-67075 Strasbourg Cedex. Available at www.coe.int/lang) enabling to determine study goal, progress monitoring and evaluation of results.

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