

LITERACY OF ROMA CHILDREN: ANALYSIS OF ORAL AND READING COMPETENCES

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Theoretical background

Proper initial literacy training of pupils from linguistically, culturally and socially disadvantaged families is a prerequisite of successful integration in the educational system and the entire further education and promotion (Krek and Vogrinc, 2005).



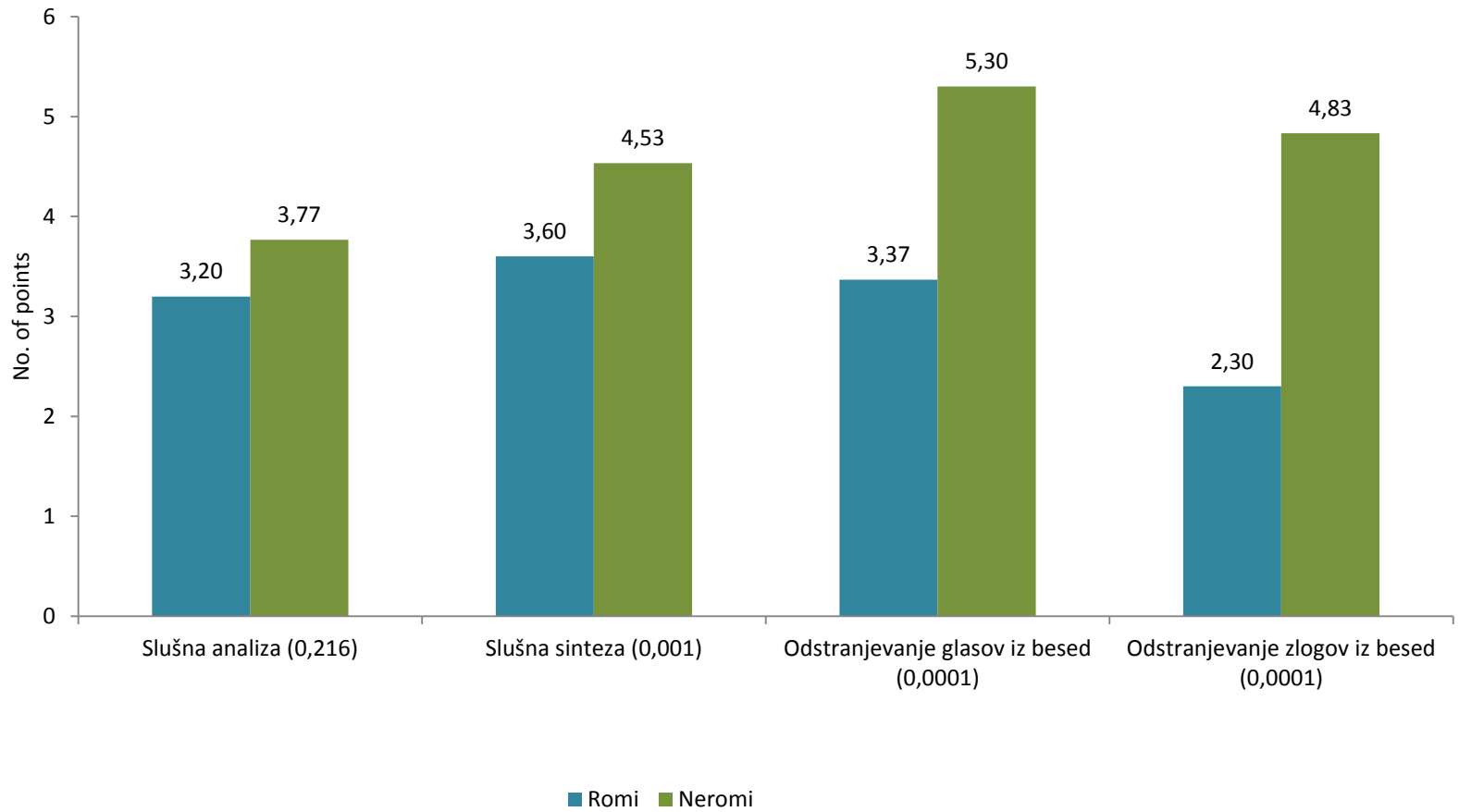
Research / Sample structure

(Balanced by class and gender)

Primary school/Roma settlement	no. of Roma/no. of non-Roma
OŠ Škocjan / Dobruška vas	8 / 8
OŠ Loka / Kanižarica	6 / 6
OŠ Mirana Jarca / Lokve	6 / 6
OŠ Šentjernej / Šentjernej	4 / 4
OŠ Grm / Poganci	3 / 3
OŠ Šmihel / Šmihel	3 / 3

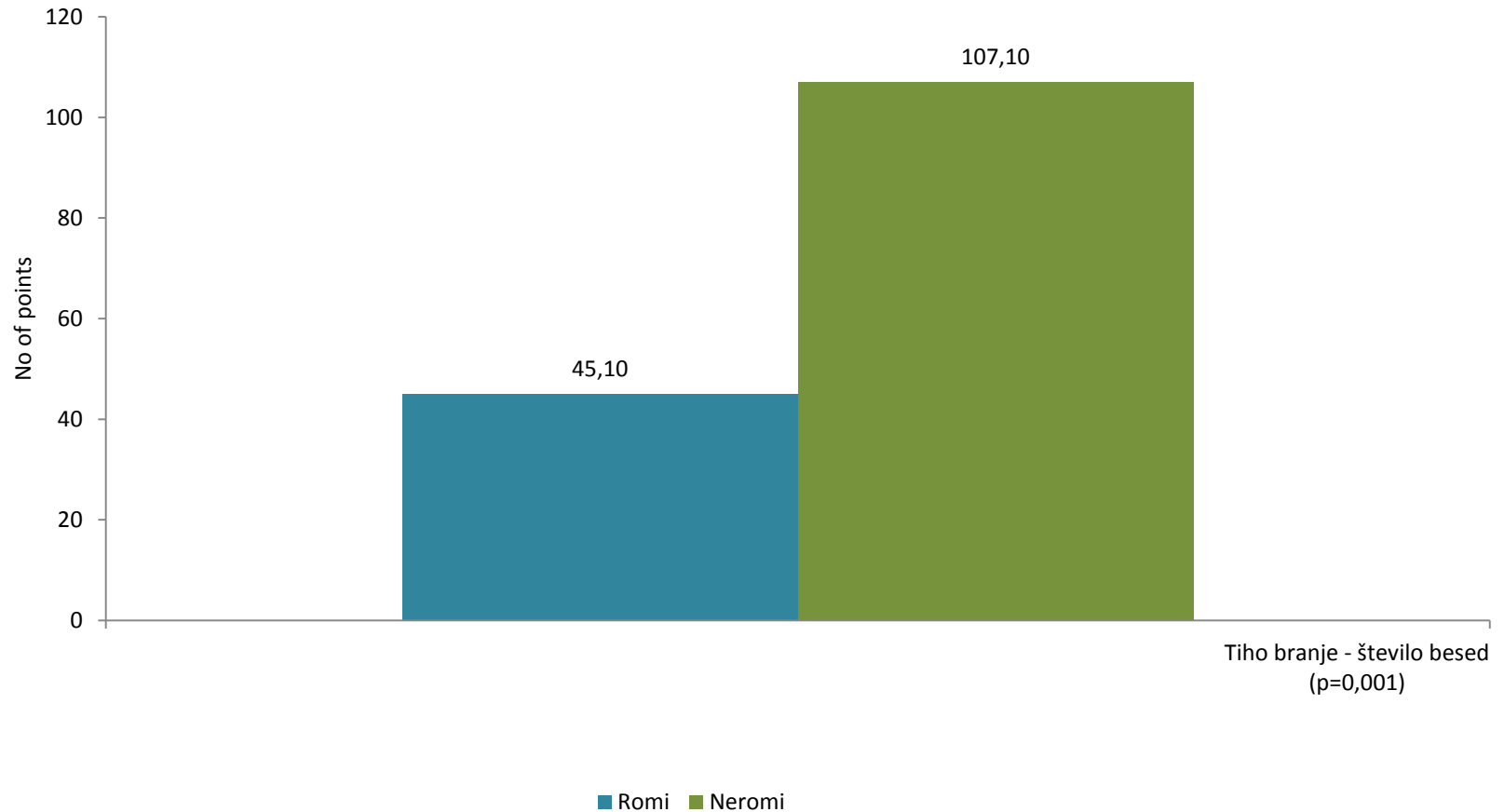
Results:

reading competence / phonological awareness



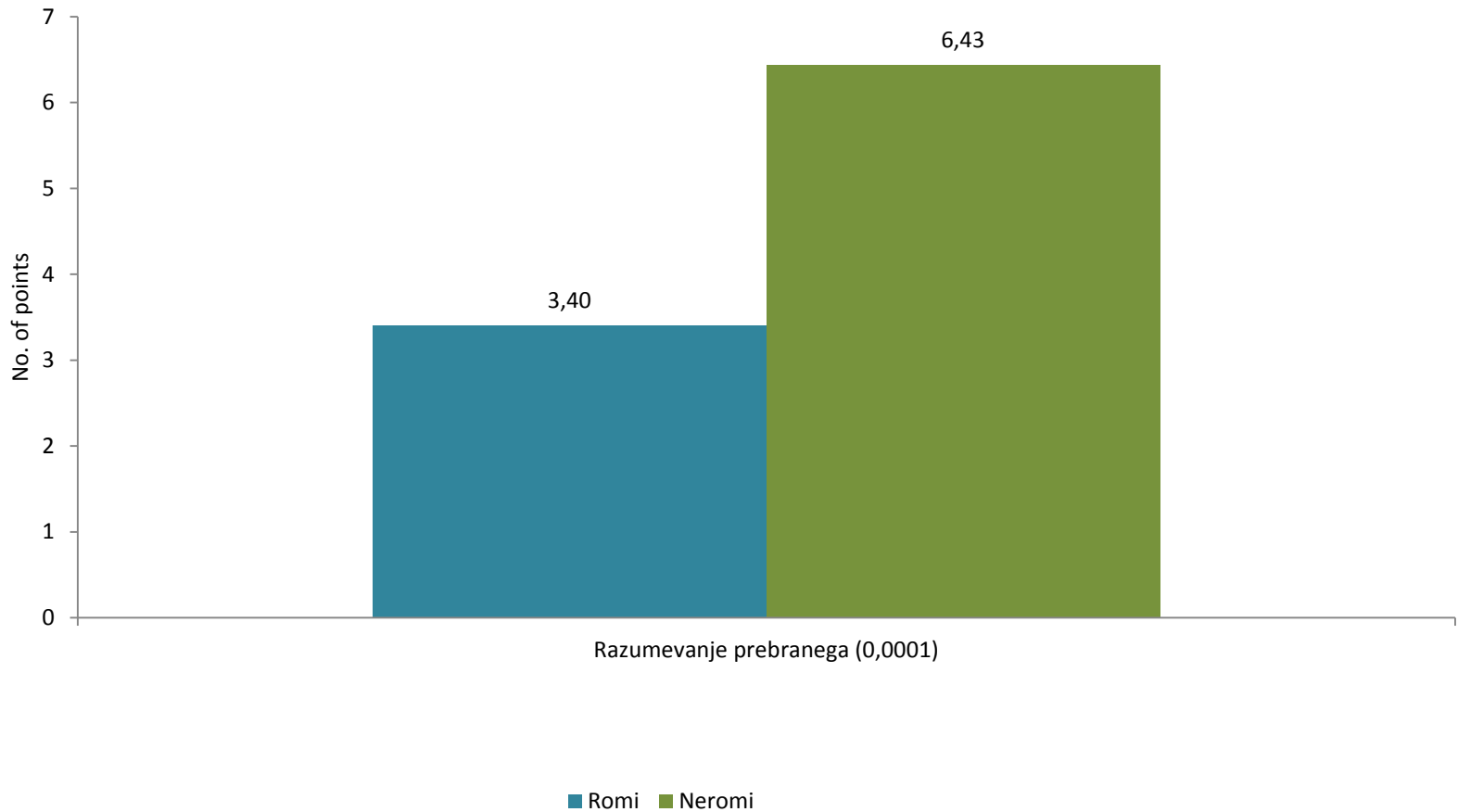
Results:

reading competence / silent reading speed



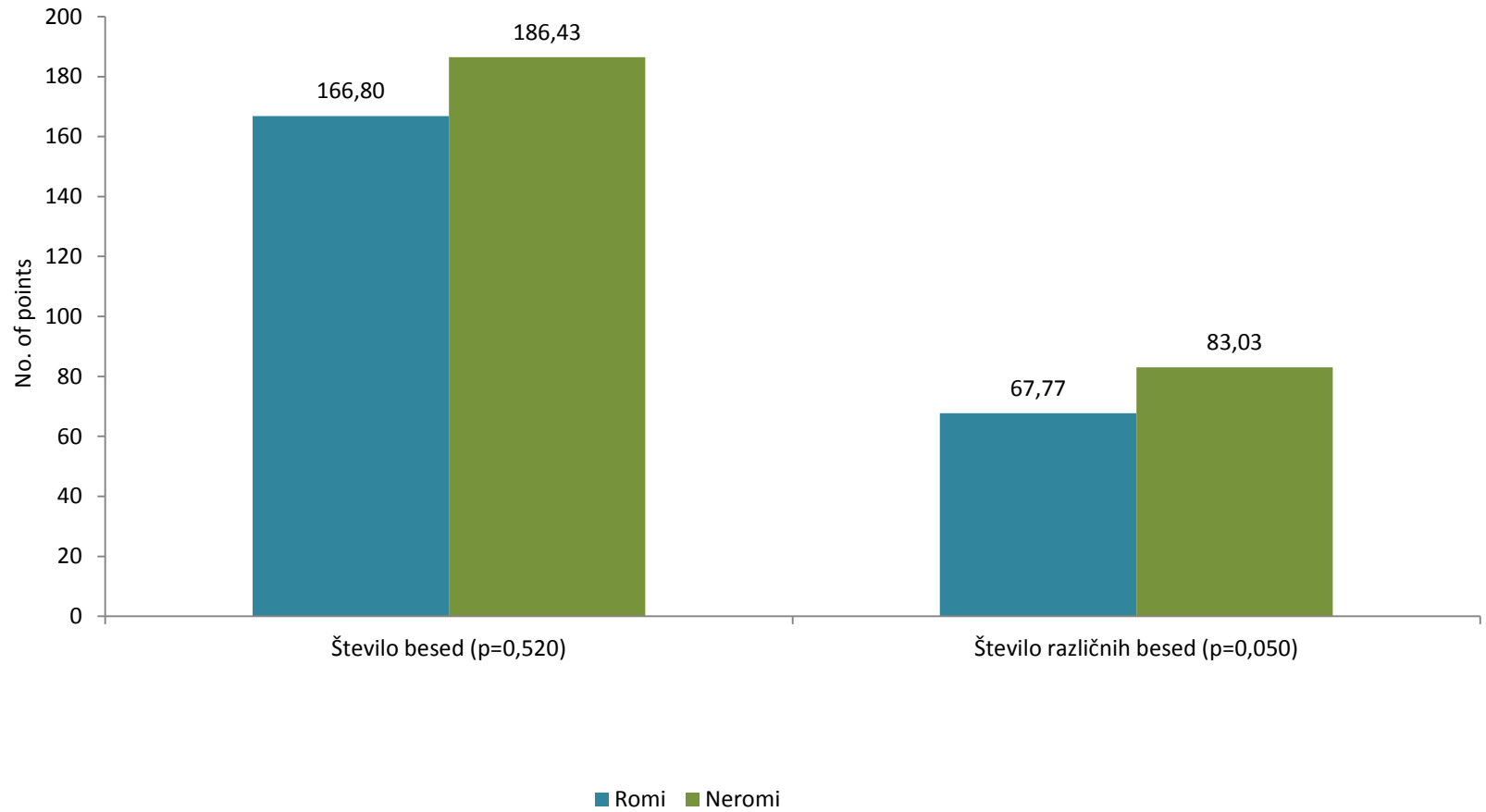
Results:

reading competence/reading comprehension



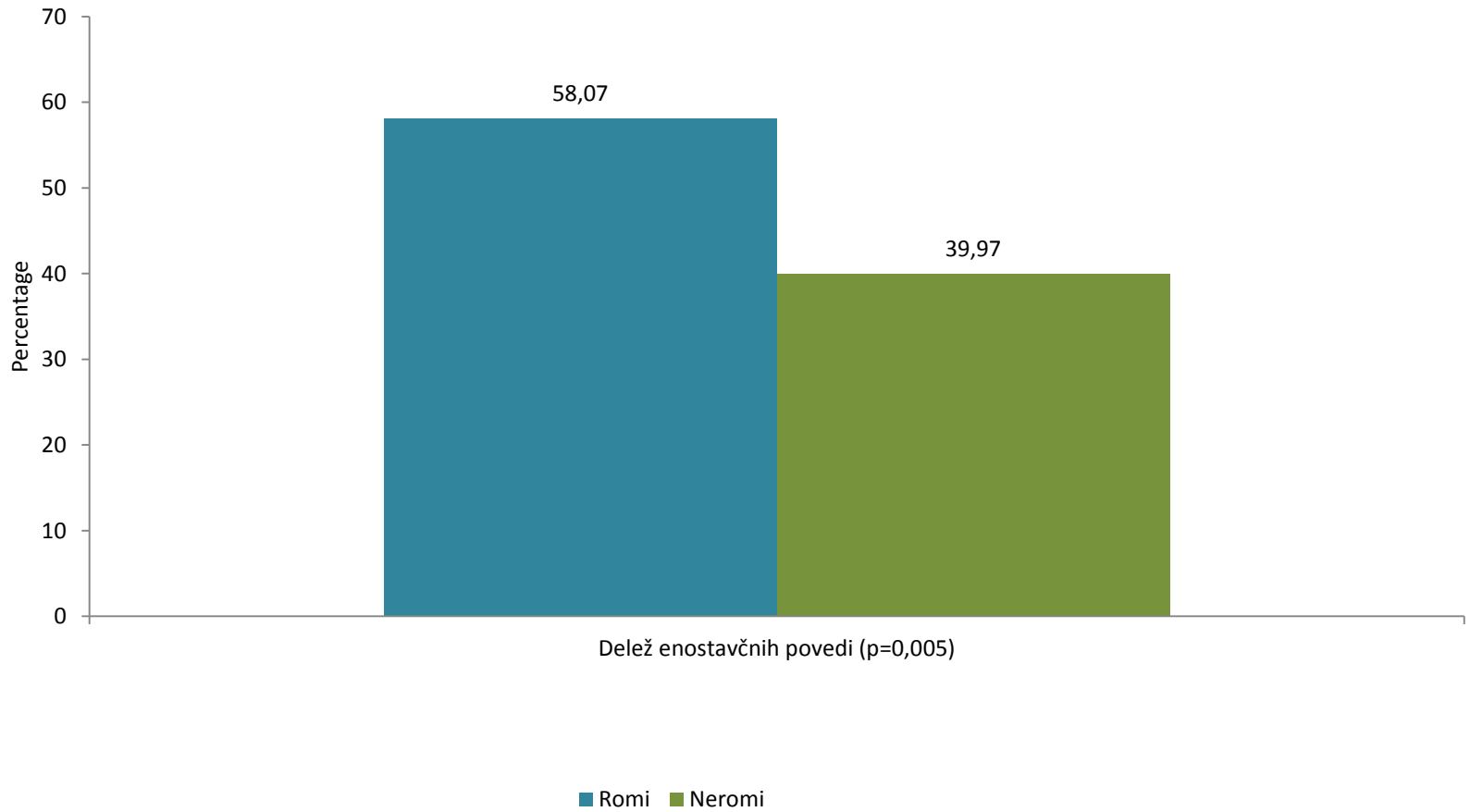
Results:

speaking competence/word count and the number of different words



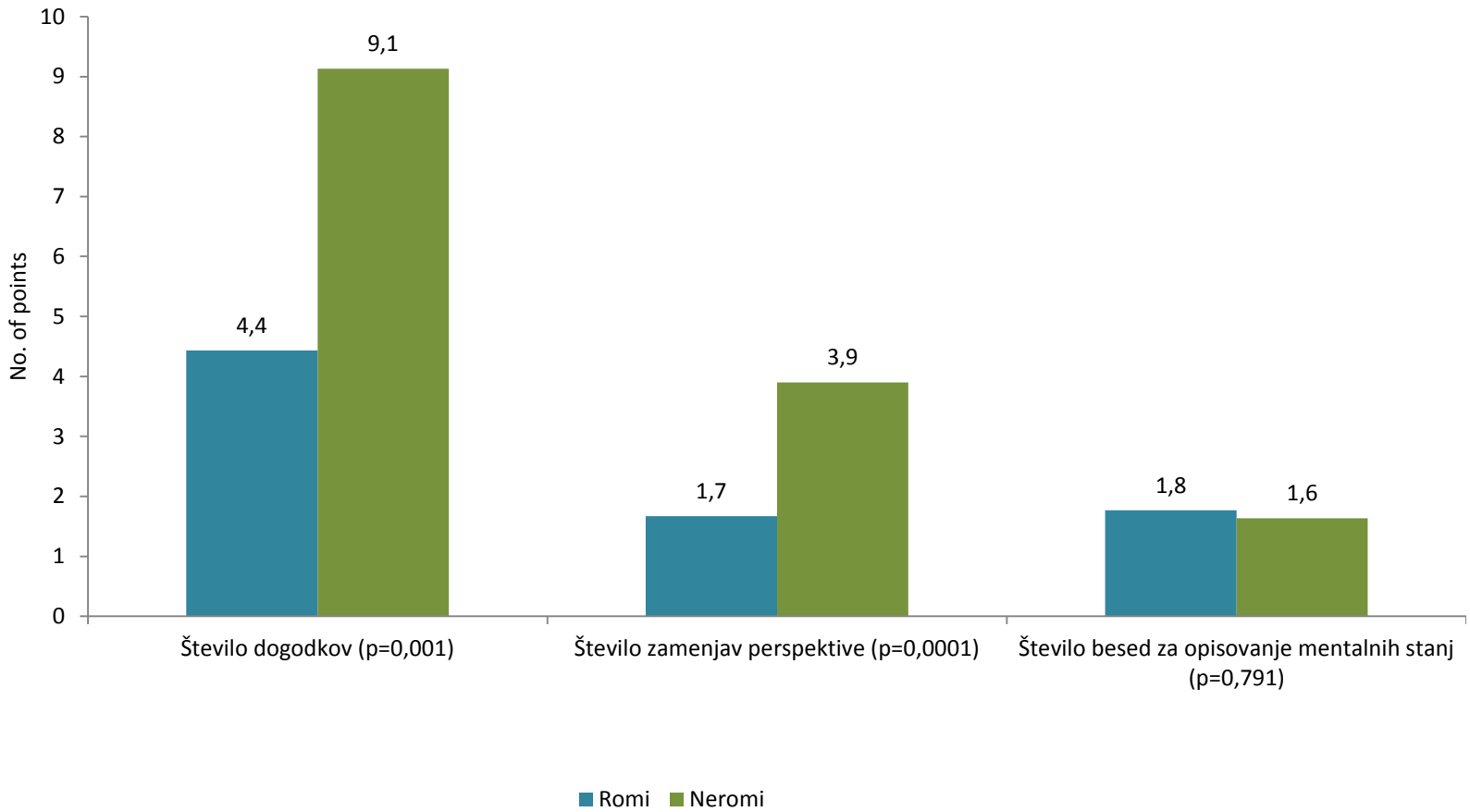
Results:

speaking competence / the proportion of one- clause sentences

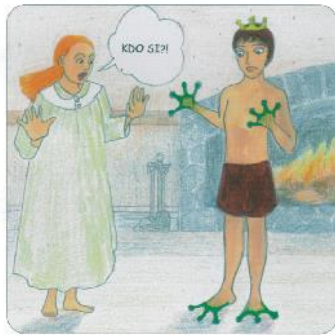


Results:

speaking competence/the number of events,
switching perspectives and the words used to
describe mental states



A demonstration of the individual examples of storytelling



- "Brother of Anica did so to be a frog. Hands green. Legs green.,,
- "Uh, you died. Now I'm going to bury you. Uh, I'm going to bed. Frog, why did you come again? Who did you come with? U, who are you? U let's dance one time, prince? And then when a frog went home, they were all happy. And made a wedding."

Guidelines



More attention should be paid to early literacy training of children

- pre-school compensation programmes (fieldwork)
- additional intervention programmes (after school, in addition to regular literacy teaching)
- training teachers (special knowledge for the literacy training of foreign language speaking children who come from a culturally different and socially underprivileged environment)