

Activity #7

Questionnaires - Examples

Language Background and Use

Name/Relation	Age	Birthplace	Occupation	Home language (dialect)	Years of schooling	Type/language of schooling
Child						
Mother						
Father						
Sibling						
Sibling						

Is child taken care of by other? Y N

If Y, who, how many hours, what language _____

Does child go to school? Y N

If Y, where, how many hours, languages at school _____

Does child watch TV? Y N

If Y, how many hours a day, what language _____

In informant's opinion, what percentage of time is child exposed to L1? _____

What percentage of time is child exposed to English? _____

In evaluator's opinion, are there dialects being spoken in the household? Y N

If Y, which one (African American, Hispanicized English, code-switching)

What type of bilingual child is this child?

Simultaneous/Sequential

Receptive (understands English but does not speak it)

Parent rating of child's proficiency and use

Now, I am going to ask you to rate your child's "proficiency" and "use" in each language he/she speaks. Please read/listen carefully to the following descriptions, and then please tell me to which one they belong. *(Give the handout with the descriptions to the interviewee. The numbers below are for the examiner's use only and are not included on the handout.)*

PROFICIENCY (How well one speaks the indicated language).

0-Cannot speak English, has a few words or phrases, cannot produce sentences, only understands a few words.

1-Cannot speak English, has a few words or phrases, understands the general idea of what is being said.

2-Can speak with many grammatical errors, knows a few words, understands the general idea of what is being said.

3-Can speak with some grammatical errors, knows some social and academic vocabulary, understands most of what is said.

4-Native-like proficiency with no grammatical errors, good vocabulary, understands everything that is said.

DK-Don't Know

USE AT HOME (How much one uses each language).

0-Never speaks English at home, never hears it at home.

1-Never speaks English at home, hears it very little at home.

2-Speaks English a little at home, hears it sometimes at home.

3-Speaks English sometimes at home, hears it most of the time at home.

4-Speaks English all of the time at home, hears it all of the time at home.

DK-Don't Know

Child's *Proficiency* in: Spanish _____, English _____

Child's *Use* in: Spanish _____, English _____

Clasificación de la habilidad y el uso del niño del lenguaje de acuerdo a los padres

Ahora, quiero que me diga qué tan bien (habilidad), y cuánto (uso) habla el español y el inglés su niño. Por favor lea/escuche atentamente las siguientes categorías, y dígame cuál es la más indicada.

(Give the handout with the descriptions to the interviewee. The numbers below are for the examiner's use only and are not included on the handout.)

HABILIDAD (Qué tan bien habla cada idioma)

0-No puede hablar en español, sabe pocas palabras, no puede producir oraciones, sólo entiende pocas palabras.

1-No puede hablar en español, sabe sólo unas pocas palabras, apenas entiende lo que se le dice.

2-Le cuesta hablar en español, tiene poco vocabulario, pero entiende lo que se le dice.

3-Puede hablar en español con algunos errores, conoce un poco de vocabulario que se usa en la escuela, entiende casi todo lo que se le dice.

4-Habla en español sin errores, tiene buen vocabulario, entiende todo lo que se le dice.

NS-No Sé

USO (Cuánto habla en cada idioma)

0-Nunca habla en español en la casa, nunca lo escucha en la casa.

1-Nunca habla en español en la casa, lo escucha un poco en la casa.

2-Habla un poco de español en la casa, a veces lo escucha en la casa.

3-A veces habla en español en la casa, casi siempre lo escucha en la casa.

4-Siempre habla en español, siempre lo escucha en la casa.

NS-No Sé.

Habilidad en: Español _____ , Inglés _____ del niño.

Uso en: Español _____ , Inglés _____ por el niño.

PROFICIENCY

(How well one speaks each language)

- Cannot speak English, has a few words or phrases, cannot produce sentences, only understands a few words.
- Cannot speak English, has a few words or phrases, understands the general idea of what is being said.
- Can speak with many grammatical errors, knows a few words, understands the general idea of what is being said.
- Can speak with some grammatical errors, knows some social and academic vocabulary, understands most of what is said.
- Native-like proficiency with no grammatical errors, good vocabulary, understands everything that is said.
- Don't Know

USE AT HOME

(How much one uses each language)

- Never speaks English at home, never hears it at home.
- Never speaks English at home, hears it very little at home.
- Speaks English a little at home, hears it sometimes at home.
- Speaks English sometimes at home, hears it most of the time at home.
- Speaks English all of the time at home, hears it all of the time at home.
- Don't Know

HABILIDAD

(Qué tan bien habla cada idioma)

- No puede hablar en español, sabe pocas palabras, no puede producir oraciones, sólo entiende pocas palabras.
- No puede hablar en español, sabe sólo unas pocas palabras, apenas entiende lo que se le dice.
- Le cuesta hablar en español, tiene poco vocabulario, pero entiende lo que se le dice.
- Puede hablar en español con algunos errores, conoce un poco de vocabulario que se usa en la escuela, entiende casi todo lo que se le dice.
- Habla en español sin errores, tiene buen vocabulario, entiende todo lo que se le dice.
- No sé.

USO

(Cuánto habla en cada idioma)

- Nunca habla en español en la casa, nunca lo escucha en la casa.
- Nunca habla en español en la casa, lo escucha un poco en la casa.
- Habla un poco de español en la casa, a veces lo escucha en la casa.
- A veces habla en español en la casa, casi siempre lo escucha en la casa.
- Siempre habla en español, siempre lo escucha en la casa.
- No sé.

Some examples

Only Spanish is spoken at home. J did not respond to English. He and his mother are monolingual/Spanish speakers, and they speak the standard Mexican dialect of Spanish.

A lives in a Spanish home environment. He communicates with both parents and uncles in Spanish and some English words. Spanish is reported to be his first (or primary) language and his mother estimated that he is currently exposed to Spanish 40% of the day. During the rest of the day (60%) he is exposed to English at school. He received early intervention speech and language services in Spanish at Hospital. A was reportedly first exposed to English when he started preschool. From that point on, he reportedly did not receive any consistent Spanish support at school.

G lives in a Spanish and English home environment. Spanish is reported to be his first (or primary) language and his mother estimated that he is currently exposed to Spanish 40% of the week days and 80% of the week-end days. During the rest of the weekdays (60%) he is exposed to English at school. During the week-end he is exposed to English on approximately 20% of the time. The parents communicate mostly in Spanish with G and his brothers tend to use more English. Currently, he attends an English-only kindergarten class. He does not receive any Spanish support at school.

J lives in a Spanish and K'iche' home environment. Her parents communicate between each other and with the child in the two languages. Ms. M estimated that J is exposed to Spanish 50% of the time, and to K'iche' the rest of the time when she's at home. At school, she is exposed to English and Spanish. According to the mother, J's teacher reported that the child understands more Spanish than English, as evidenced by more responses to Spanish commands in comparison to English commands. Ms. M stated that J understands more Spanish than any of the other two languages. She reportedly follows basic commands in Spanish and K'iche' (e.g., Dame – give me). A few food items (e.g., agua – water) and basic kinship terms (e.g., mamá, papá – mom, dad) are understood in Spanish only. English exposure began with Early Intervention services at age 6 months. J received speech and language therapy, occupational therapy, and physical therapy in English once a week until age 3 years. She also received infant stimulation in Spanish and English once a week. Services were provided in the home.