

Language History Survey

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Understanding the language history of students whose first language is not English is essential to providing good instructional programming. Cummins (1984) estimates that while conversational skills in a second language may emerge after only a few months to a year of exposure, deeper understanding and grasp of a second language (Cognitive Academic Language Proficiency or CALP) may take up to five to seven years. Unfortunately, it is often difficult to obtain a clear understanding of an individual student's exposure in his or her first or second language. Obtaining a clear and accurate language history of students with limited English proficiency is a significant challenge in the process of understanding educational needs.

The Language History Survey is a semi-structured interview that may be useful in collecting information in order to understand important aspects of a student's language background. The interview may be used to determine exposure of various language experiences (i.e., communication at home, classroom instruction, and various forms of media) throughout the student's development. Understanding the quality and quantity of exposure in the second language may help educators to gauge more appropriate expectations for students who have limited English proficiency and can be useful in distinguishing whether various intellectual, academic, social or communication weaknesses are due to developmental weaknesses (i.e., language related disabilities) or whether insufficient exposure to the second language is a primary cause for student difficulties.

Cummins, J. (1984). Bilingualism and Special Education: Issues in Assessment and Pedagogy. Clevedon, England: Multilingual Matters.

Language History Survey Parent Interview

History

Student was born in _____

Mother's dominant language _____ Father's dominant language _____

Student first learned to speak _____

Student began speaking English at what age _____

Were there any interruptions in English language development? If so when and how long?

Were there any interruptions in schooling resulting in poor attendance? When?

Predominant language spoken in home (circle):

Parents with student: First language English Both How much?

Student with parents: First language English Both How much?

Student with siblings: First language English Both How much?

Siblings with student: First language English Both How much?

Others in household with student: First language English Both How much?

Student with others in the household: First language English Both How much?

Language spoken in the community

Student watches television in English/First language/both How much per day?

Student plays computer games in English/First language/both How much per day?

Student reads books, magazines, newspaper in English/First language/both How often?

Predominant language spoken with others in the neighborhood:

Language history in school (may need to obtain from records)

Estimate (in percent) the amount of instruction provided in English/First language for each grade level. Then circle the language of reading instruction for each year:

Pre-K First language _____ English _____ Reading: English First language Both

Kindergarten: First language _____ English _____ Reading: English First language Both

First grade: First language _____ English _____ Reading: English First language Both

Second grade: First language _____ English _____ Reading: English First language Both

Third grade: First language _____ English _____ Reading: English First language Both

Fourth grade: First language _____ English _____ Reading: English First language Both

Fifth grade: First language _____ English _____ Reading: English First language Both

Sixth grade: First language _____ English _____ Reading: English First language Both

Seventh grade: First language _____ English _____ Reading: English First language Both

Eight grade: First language _____ English _____ Reading: English First language Both

High school: First language _____ English _____ Reading: English First language Both

Student speaks (English First language Both) with peers in school.

Do you have any concerns about your child's language development?

In school

At home

Understanding directions

Communicating with others

Pronunciation of words

Knowing what words mean

Spanish Language Survey Parent Interview

History

Student was born in _____

Mother's dominant language _____ Father's dominant language _____

Student first learned to speak _____

Student began speaking English at what age _____

Were there any interruptions in English language development? If so when and how long?

Were there any interruptions in schooling resulting in poor attendance? When?

Predominant language spoken in home (circle):

Parents with student: Spanish English Both How much?

Student with parents: Spanish English Both How much?

Student with siblings: Spanish English Both How much?

Siblings with student: Spanish English Both How much?

Others in household with student: Spanish English Both How much?

Student with others in the household: Spanish English Both How much?

Language spoken in the community

Student watches television in English/Spanish/both How much per day?

Student plays computer games in English/Spanish/both How much per day?

Student reads books, magazines, newspaper in English/Spanish/both How often?

Predominant language spoken with others in the neighborhood:

Language history in school (may need to obtain from records)

Estimate (in percent) the amount of instruction provided in English/Spanish for each grade level.

Then circle the language of reading instruction for each year:

Pre-K Spanish _____ English _____ Reading: English Spanish Both

Kindergarten: Spanish _____ English _____ Reading: English Spanish Both

First grade: Spanish _____ English _____ Reading: English Spanish Both

Second grade: Spanish _____ English _____ Reading: English Spanish Both

Third grade: Spanish _____ English _____ Reading: English Spanish Both

Fourth grade: Spanish _____ English _____ Reading: English Spanish Both

Fifth grade: Spanish _____ English _____ Reading: English Spanish Both

Sixth grade: Spanish _____ English _____ Reading: English Spanish Both

Seventh grade: Spanish _____ English _____ Reading: English Spanish Both

Eight grade: Spanish _____ English _____ Reading: English Spanish Both

High school: Spanish _____ English _____ Reading: English Spanish Both

Student speaks (English Spanish Both) with peers in school.

Do you have any concerns about your child's language development?

In school

At home

Understanding directions

Communicating with others

Pronunciation of words

Knowing what words mean

Spanish Language Survey Parent Interview (Spanish)

Historia

Adonde nació el estudiante _____

Idioma de la madre _____ Idioma del Padre _____

Primer idioma del estudiante _____

Edad en que el estudianto empezó hablar Inglés _____

¿Había interrupciones del desarrollamiento de hablar Inglés? ¿Por cuánto tiempo? _____

¿Había interrupciones en la asistencia de escuela? ¿Cuando y por cuánto tiempo?

Idioma que se hablan en la casa

Los padres con el estudiante: ___ Español ___ Inglés ___ Los dos

El estudiante con los padres: ___ Español ___ Inglés ___ Los dos

El estudiante con sus hermanos: ___ Español ___ Inglés ___ Los dos

Los hermanos con el estudiante: ___ Español ___ Inglés ___ Los dos

Otra gente en la casa con el estudiante: _____ ___ Español ___ Inglés ___ Los dos

El estudiante con otra gente en la casa: ___ Español ___ Inglés ___ Los dos

La idioma hablado en la comunidad

¿Se escucha al televisor en Inglés? (si no) Más o menos ¿por cuánto tiempo cada día? _____

¿Juega con el computador (o Nintendo) en Inglés? (si no) ¿Por cuánto tiempo cada día? _____

¿Lea libros o revistas en Inglés? (si no) ¿Cuanto? _____

¿Que idioma se hable el estudiante con los que viven cerca? _____

Historia de la idioma hablado en escuela.

La mayoría de instrucción fue en:

Pre-K _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Kindergarten _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Primer grado: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Según grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Tercer grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Cuarto grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Quinto grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Sexto grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Séptimo grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Octavo grade: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

Colegio: _____ Español ___ Inglés Lectura: _____ Español ___ Inglés ___ Los dos

El estudiante hable (___ Inglés ___ Español) con sus compañeros en escuela

¿Tenga usted cualquier preocupación del desarrollamiento de lenguaje?

En escuela

En la casa

Entender instrucciones

Comunicar con otros

Pronunciar las palabras

Entender las palabras