

Spanish/English 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 (1979) 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 Linguistic Proficiency or CALP) may take up to 5 to 7 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.

Spanish/English Language History Survey
Student Interview

History

Student was born in _____
Mother's dominant language _____ Father's dominant language _____
Student first learned to speak (circle one: English Spanish)
Student began speaking English at what age: _____
Were there any interruptions in English language development? If so when and for 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 If English, for how long?
Student with parents: Spanish English Both If English, for how long?
Student with siblings: Spanish English Both If English, for how long?
Siblings with student: Spanish English Both If English, for how long?
Others with student: Spanish English Both If English, for how long?
Student with others: Spanish English Both If English, for how long?

Language spoken in the community

Student watches television in English (yes no) How long per day?
Student plays computer games in English (yes no) How long per day?
Student reads books, magazines, newspaper in English (yes no) How often?
Predominant language spoken with others in the neighborhood: _____

Language history in school (may need to be obtained 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 usually speaks (circle one: English Spanish) with peers in school.

Interviewer's assessment of student during interview (describe on the back):

| | |
|--------------------------|-------------------------|
| Understanding directions | Language expression |
| Elaboration/description | 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 long?

Student with parents: Spanish English Both How long?

Student with siblings: Spanish English Both How long?

Siblings with student: Spanish English Both How long?

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

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

Language spoken in the community

Student watches television in English (yes no) How long per day?

Student plays computer games in English (yes no) How long per day?

Student reads books, magazines, newspaper in English (yes no) How often?

Predominant language spoken with others in the neighborhood

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

Most instruction was provided in:

pre-K Spanish _____ English _____ Reading language

kindergarten: Spanish _____ English _____ Reading language

first grade: Spanish _____ English _____ Reading language

second grade: Spanish _____ English _____ Reading language

third grade: Spanish _____ English _____ Reading language

fourth grade: Spanish _____ English _____ Reading language

fifth grade: Spanish _____ English _____ Reading language

sixth grade: Spanish _____ English _____ Reading language

seventh grade: Spanish _____ English _____ Reading language

eight grade: Spanish _____ English _____ Reading language

high school: Spanish _____ English _____ Reading language

Student speaks (English Spanish) 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
Entrevista con los Padres

Historia

¿Donde nació el estudiante? _____
 Idioma de la madre _____ Idioma del padre _____
 Idioma mas fuerte del estudiante _____
 Edad en que el estudianto empezó a hablar inglés _____
 ¿Hubo interrupciones del desarrollo de hablar inglés? _____ ¿Por cuánto tiempo? _____
 ¿Hubo interrupciones en la asistencia a la escuela? _____ ¿Cuándo y por cuánto tiempo? _____

Idioma(s) que se habla(n) en la casa

Los padres con el estudiante: ___ español ___ inglés ___ Los dos
 El estudiante con sus 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

El idioma hablado en la comunidad

¿Ve programas de televisión en inglés? (si no) Más or menos ¿por cuánto tiempo cada día? _____
 ¿Juega con el computador (o Nintendo) en inglés? (si no) ¿Por cuanto tiempo cada día? _____
 ¿Lee libros o revistas en inglés? (si no) ¿Cuánto? _____
 ¿Qué idioma habla el estudiante con los que viven cerca? _____

Historia del idioma hablado en la escuela.

La mayoría de la instrucción fue en:

| | | | | | |
|----------------|---------------|--------------|----------------|---------------|--------------|
| Pre-K | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Kindergarten: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Primer grado: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Segundo grado: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Tercer grado: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Cuarto grado: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Quinto grade: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Sexto grade: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Septimo grade: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Octavo grade: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |
| Colegio: | español _____ | inglés _____ | Lectura: _____ | español _____ | inglés _____ |

El estudiante habla (___ inglés ___ español) con sus compañeros en la escuela

¿Tiene usted alguna preocupación en el desarrollo del lenguaje?

En la escuela

En la casa

Entender instrucciones
 Comunicarse con los otros
 Pronunciar las palabras
 Entender las palabras