

Language Development in Children from Immigrant and Refugee Backgrounds: What Does It Look Like and Why Does It Matter?



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SAC Webinar Series
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Many Thanks to
Johanne Paradis

CHESL Centre

Child English as a Second Language Resource Centre

The CHESL Centre is the outcome of a research program designed to compile resources to assist clinicians and educators in assessing the language development of children learning English as a second language.

We measured ESL children's language performance using standardized language tests, narrative language samples, and parent questionnaires. This data was used to develop CHESL resources that provide information on the oral language skills of ESL children during their first three years learning English in a preschool or primary school classroom.

This website includes:

- An overview of the research project
- Background information on the ESL children who participated
- Instructions on how to conduct narrative sampling
- Parent questionnaires with instructions for administration
- Information on using language calculators to assess the probability that an ESL child has language impairment
- FAQs about bilingualism, ESL development, and linguistic assessment
- Additional resources on bilingual development and language impairment

<https://www.ualberta.ca/linguistics/cheslcentre/index.html>

Activity:
Typical/Atypical
Language
Samples?

- Two children telling the same story.
- After looking through a wordless picture book, children tell a story to go with the images (while viewing each image).
- The child is told that there interlocutor doesn't know the story and is not allowed to see the pictures.

- ENNI – A3

<https://www.ualberta.ca/communications-sciences-and-disorders/resources/clinical-supervisors/edmonton-narrative-norms-instrument/index.html>

Sample of task given during webinar

- The images can be downloaded through the link below.

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Hypothetical Child 1 (4;3)



The animals talked.

Then the giraffe was flying his plane.

Then the elephant got it.

And she flew it into the water.

And he was so mad.

And he said "bad idea".

And then the elephant explained.

And she was trying to get but she couldn't.

And she was trying to get it but she couldn't.

But then she was gonna have a good idea.

So she got a poop net.

And she was going to save it.

And everyone got happy, except for the giraffe he was not going to get happy.

But the elephant said here you go and gave him back his plane.

Then he smiled.

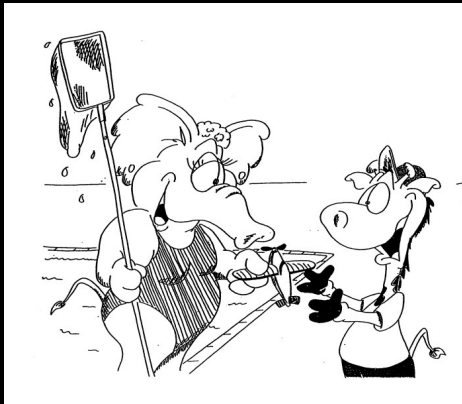
The end!

What do you think?

- How does this story sound for a four-year-old?
- General thoughts?



Hypothetical Child 2 (5;1)



*he said I want to give it to me.
 he was trying to fly.
 he take it back to her
 and he put it in the water.
 and he said he was angry.
 and another elephant
 the girl said it was my fault.
 and this daughter want to catch it.
 and a girl come to catch it.
 and they gived the ball to the boy
 and he was happy.*

What do you think?

- How does this story sound for a five-year-old?
- General thoughts?





Case Study 1 (4;3)

- L1: English

Case Study 2 (5;1)

- L1: Somali
- Exposure to English: 12 months

*Review the narratives with this information.
Any additional comments to add?*

The issue

- Developmental Language Disorders (DLD)
 - Persistent language learning difficulties
 - Absence of other clinical symptoms
- DLDs are very common
 - In a classroom of 30 students, 2 students are likely to have DLD severe enough to hinder academic progress
- Accurate assessment is crucial to ensuring that ALL children receive the supports they need
- An estimated 13% of Canadian children do not speak either English or French as a first language (L1)
 - How do we accurately assess these children for DLD to ensure that they receive the necessary supports and services?

Key questions



What does language development look like in children who come from immigrant and refugee backgrounds?

We need to know what both typical and DLD development look like for this population of children.



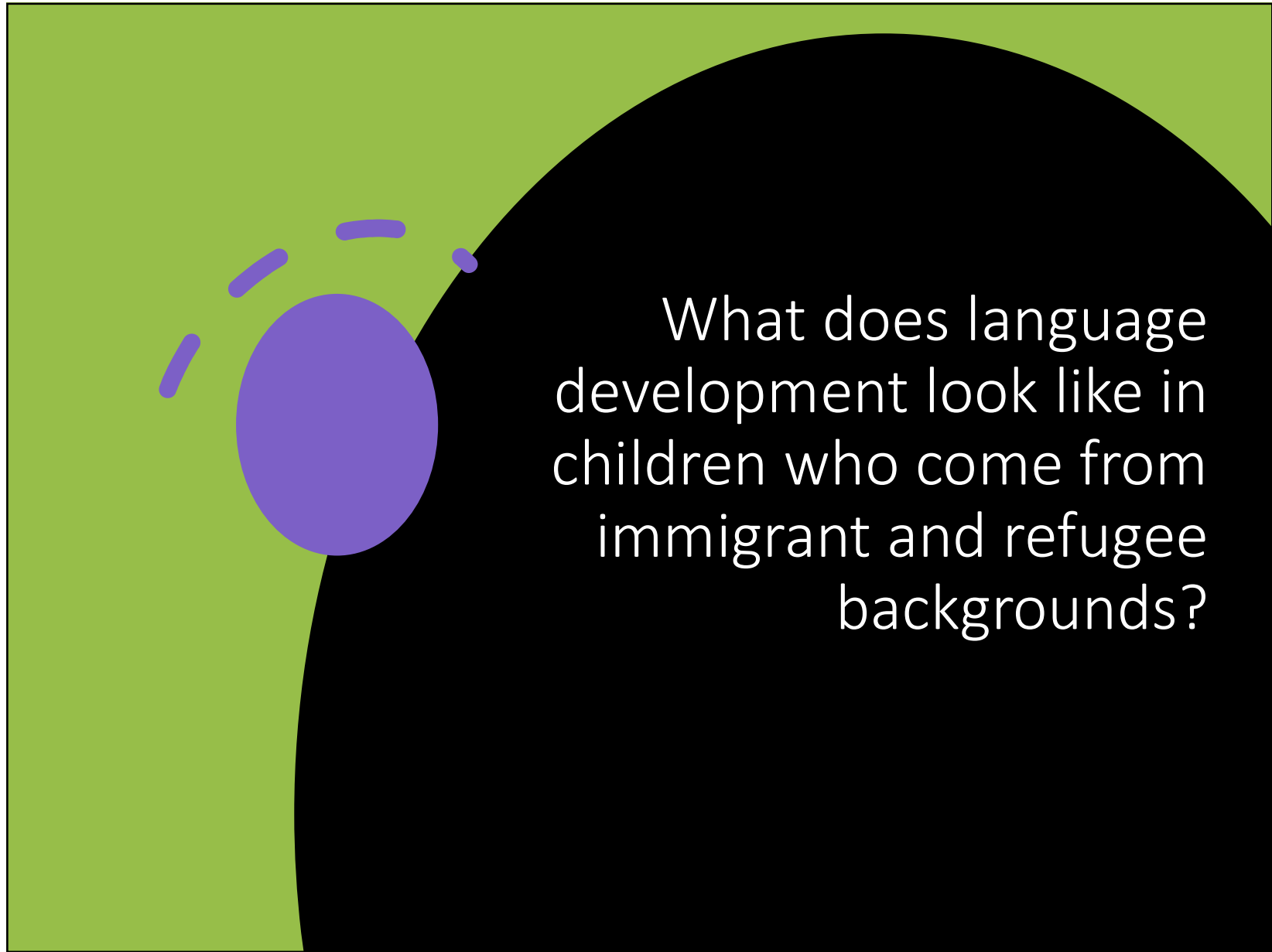
What are some of the challenges to language assessment?

Available measures were not designed for use with this population of children.



How can we accurately assess the language abilities of children from immigrant and refugee backgrounds?

Emerging resources and assessment protocols specifically designed for use with this population.



What does language development look like in children who come from immigrant and refugee backgrounds?

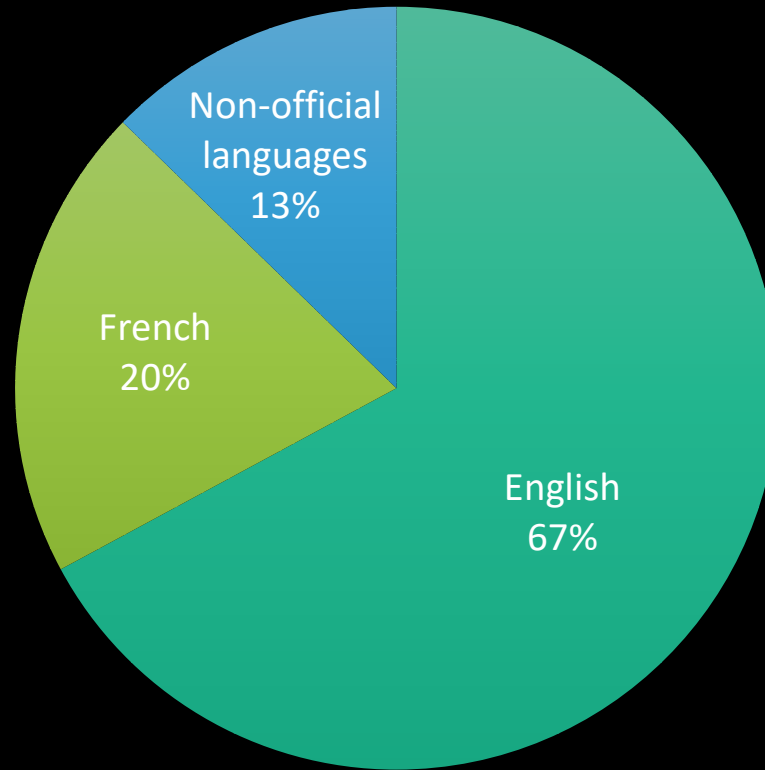
Different kinds of language learners



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Paradis, Genesee & Crago (2011).
Dual Language Development and Disorders.

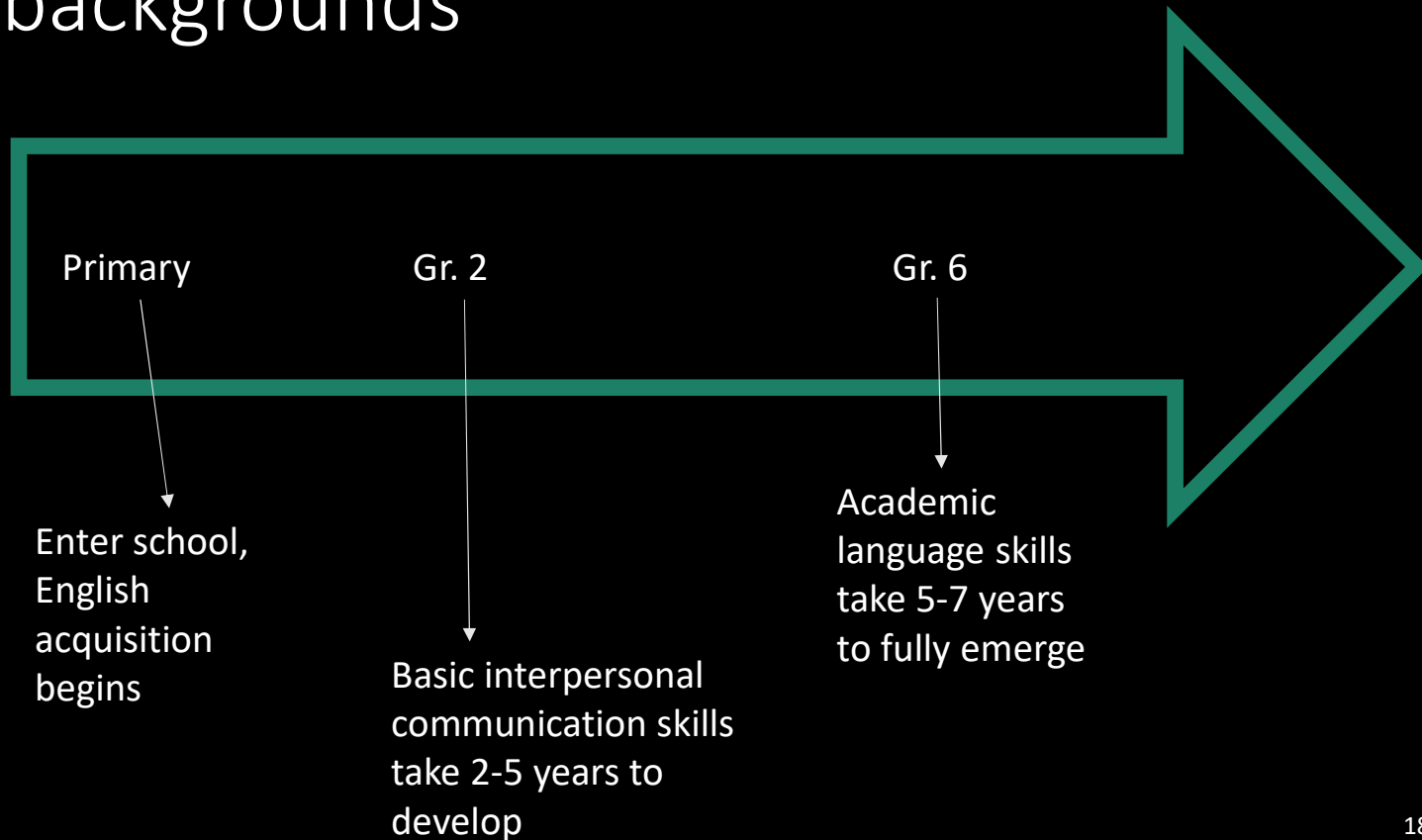
Languages spoken at home



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Government of Canada (2016); Statistics Canada (2006)

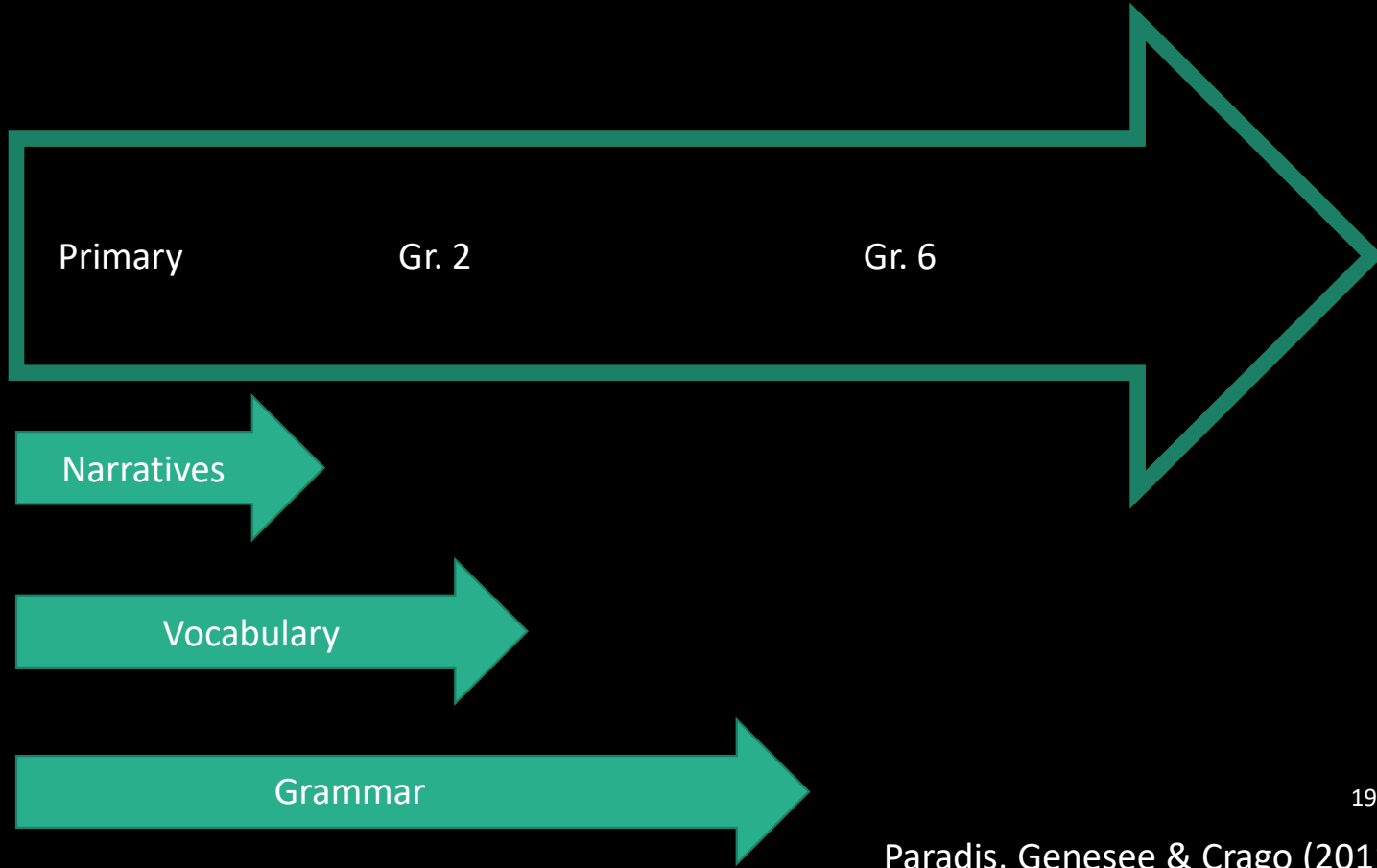
Timeline of English (L2) development for children from immigrant backgrounds

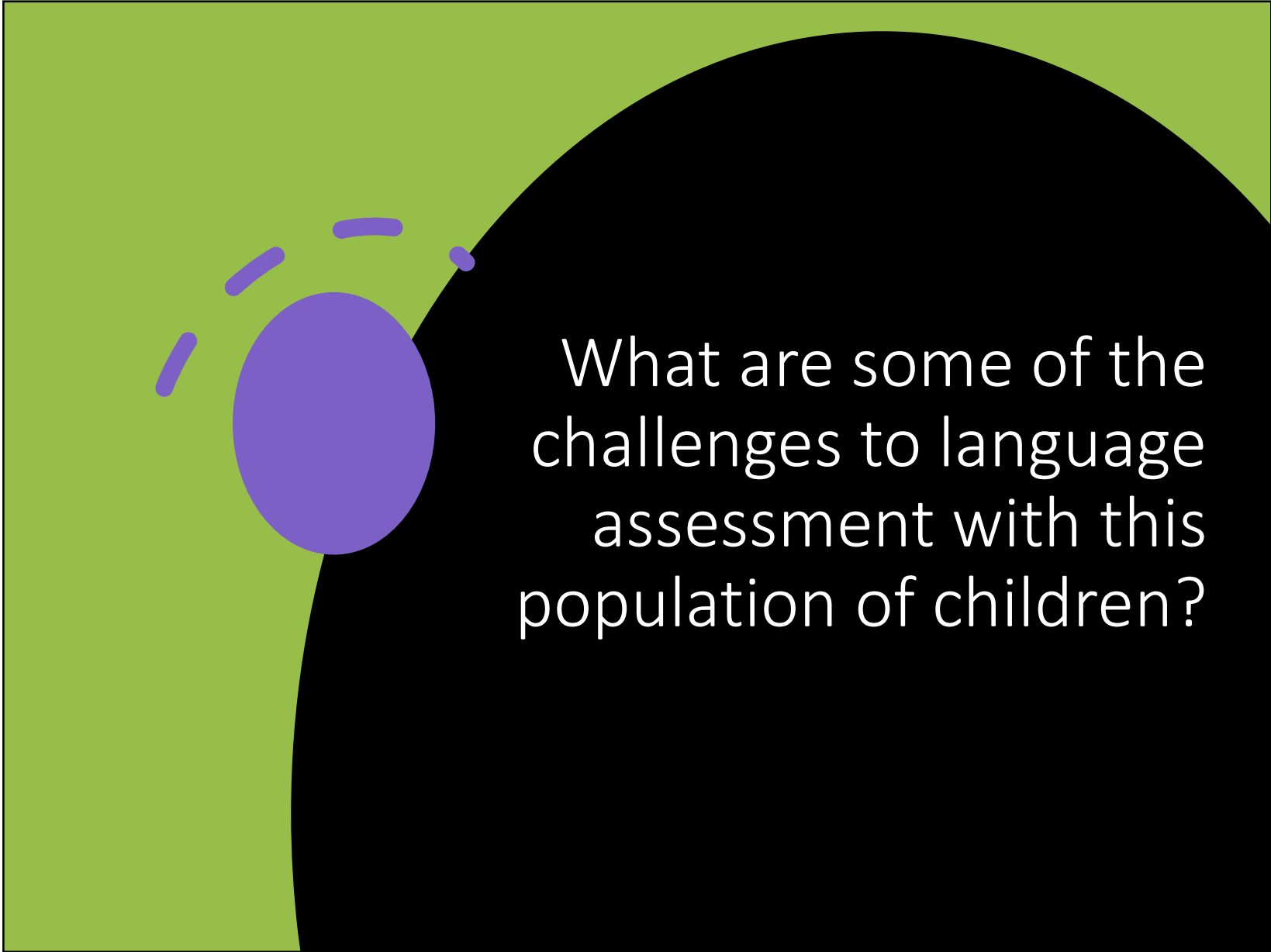


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Paradis, Genesee & Crago (2011)

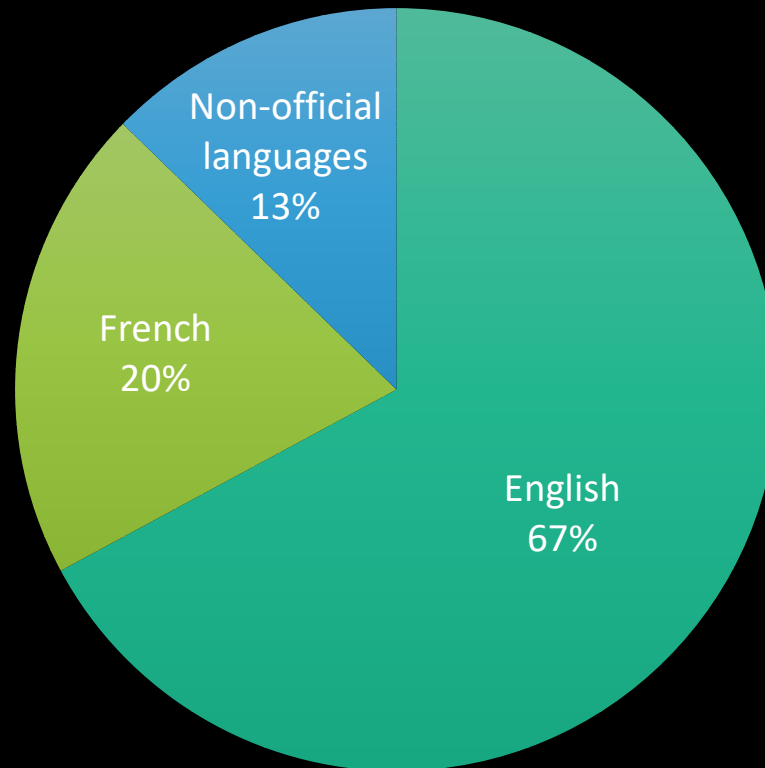
Profile effects: some language skills emerge more quickly than others





What are some of the challenges to language assessment with this population of children?

Many children in Canada do not have comparable language backgrounds to the normed samples of standardized tests



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Statistics Canada (2006)

Differences
between
children from
immigrant and
refugee
backgrounds
and norming
samples

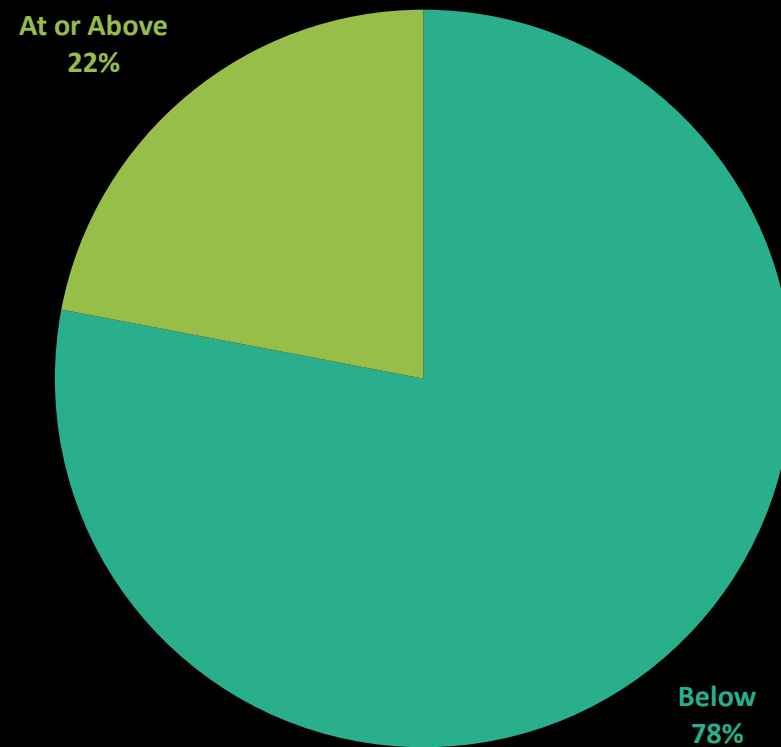
- L1 acquisition occurs primarily at home (no schooling)
 - Assessments (if they exist) in the L1 are usually normed on children who have rich linguistic experiences, including schooling, in that language (e.g., Mandarin-speaking children in China).
- L2 acquisition is in the early stages
 - Assessments are normed on monolingual children who have had several years of experience learning the language.

What risks arise from differences in the learning environment of child L2 learners?

- Over-identification of DLD (Developmental Language Disorder)
 - Child L2 learners, even typically-developing ones, make errors similar to the errors of monolingual children with DLD
- Under-identification of DLD
 - “wait and see”
 - Tasks are not sensitive enough

Example of over-identification:

More than $\frac{3}{4}$ of typically-developing L2 children score as if they have DLD on an English standardized measure of morphology



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Paradis, Schneider & Sorenson Duncan (2013)

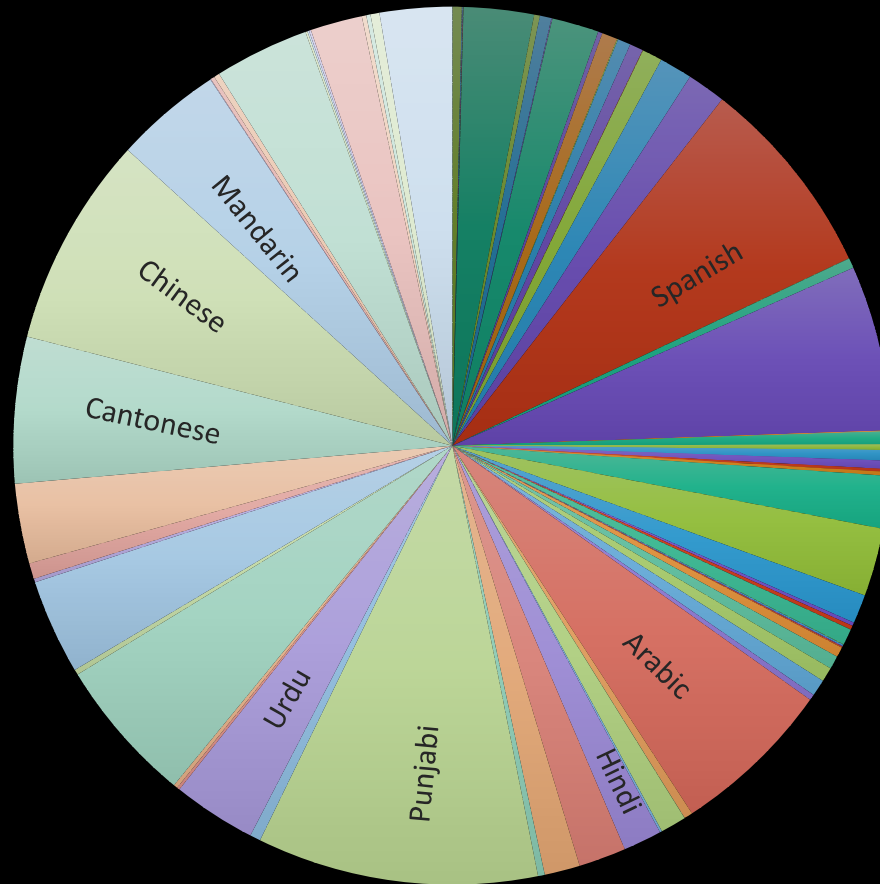
How can we avoid under- or overidentification of DLD?

What are the challenges to implementing existing
recommendations for best practices?

Both SAC
and ASHA
recommend
assessing
the child in
both
languages

- E.g., Bilingual English Spanish Assessment (Peña et al., 2016)
 - Includes measures of pragmatics, morphosyntax and phonology.
 - Normed on Spanish-English bilinguals in the United States

How feasible is L1 assessment, given the linguistic landscape in Canada?



Emphasize
language-
general
over
language-
specific
measures

E.g., nonword repetition tasks (e.g.,
CTOPP – Wagner et al 2013).

(e.g., Paradis et al., 2011; Thordardottir & Brandeker, 2013) 28

Why use nonword repetition (NWR) tasks?

Phonological short-term memory supports
language learning (e.g., vocabulary)

NWR tasks measure phonological short-term memory

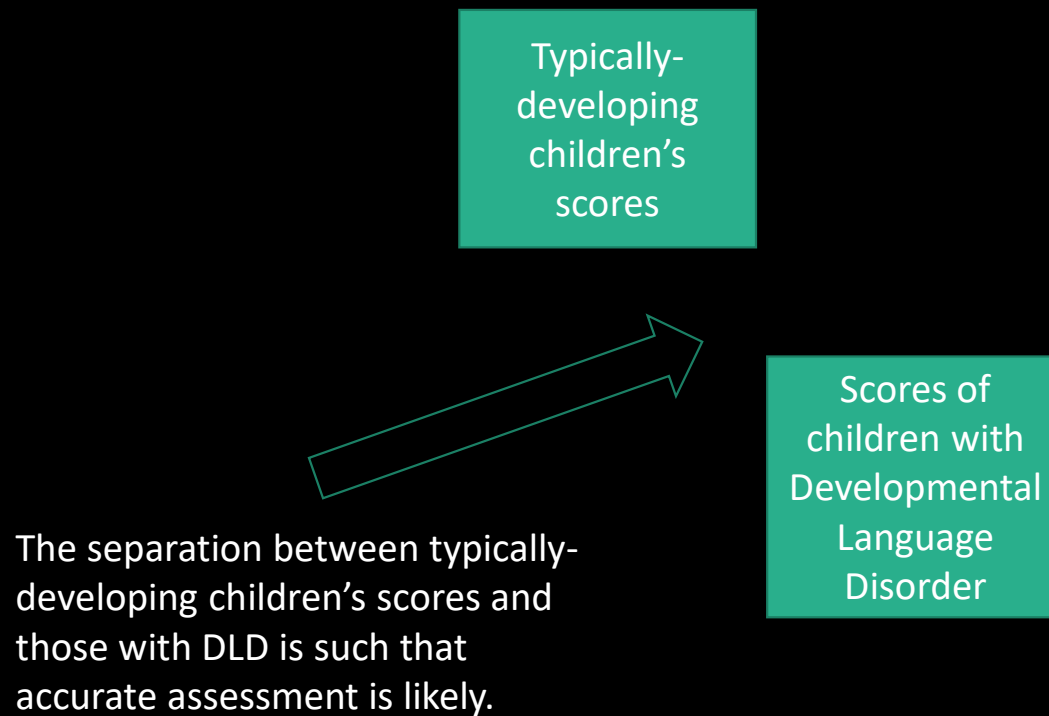
Nonwords are not found in the lexicon

Less accumulated language-
specific knowledge needed

Note: nonwords still conform
to the phonotactics of the
target language

Have been shown to accurately differentiate
between children with typical language
development and those with DLD

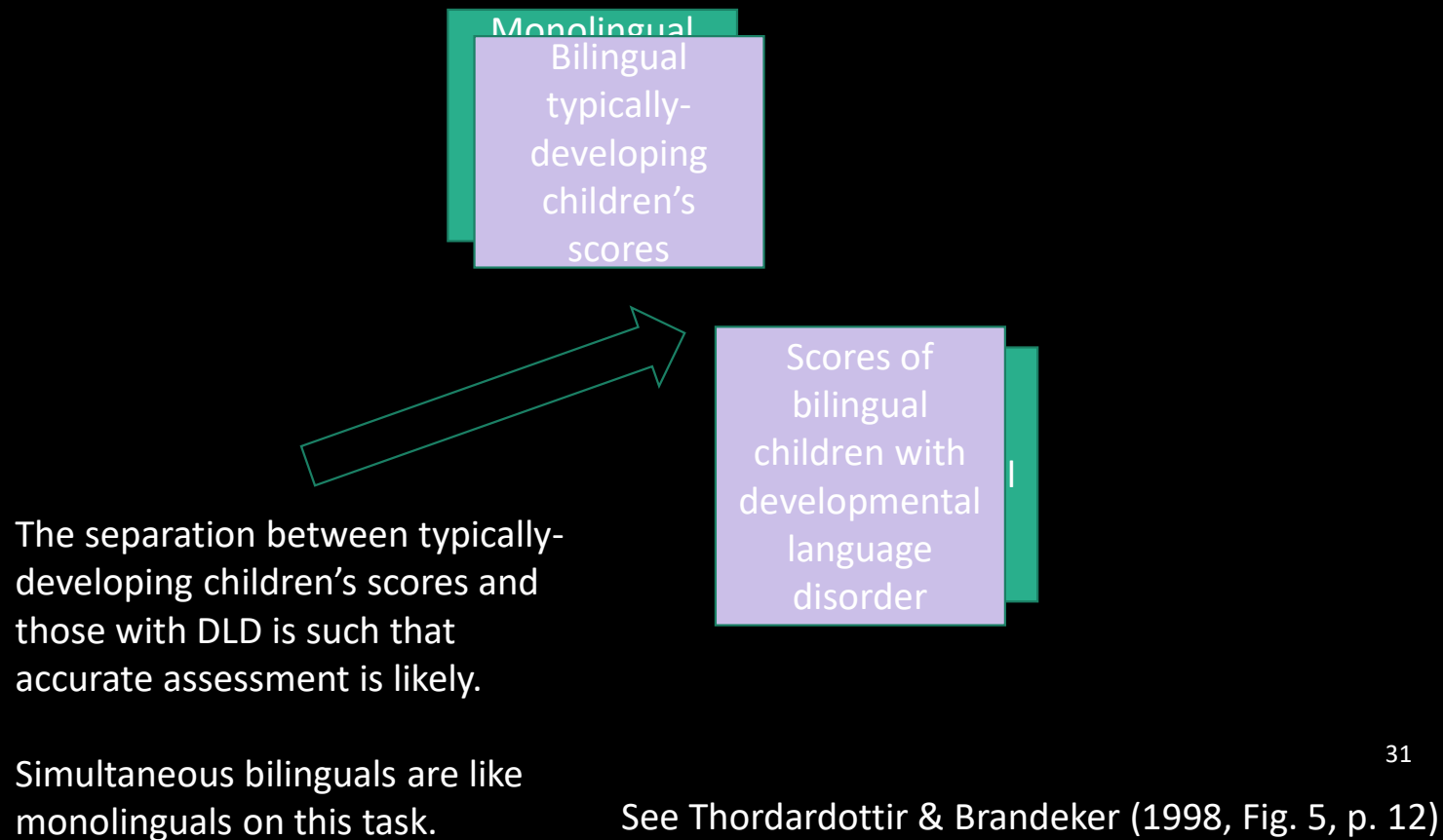
Effectiveness of NWR as a clinical tool: Monolingual populations



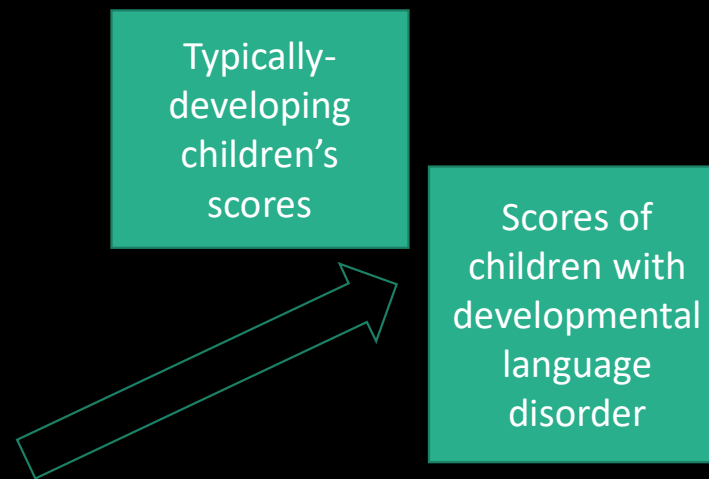
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See Dollaghan & Campbell (1998, Fig. 1, p. 1140)

Effectiveness of NWR as a clinical tool: Simultaneous bilinguals



Effectiveness of NWR as a clinical tool: Child L2 learners



Overlap between scores makes accurate assessment more challenging.

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Gutiérrez-Clellen & Simon-Cereijido (2010)

Do NWR tasks over-identify DLD in child L2 learners?

(using monolingual norms)

JSLHR

Research Article

**English Language Learners' Nonword
Repetition Performance: The Influence
of Age, L2 Vocabulary Size, Length of
L2 Exposure, and L1 Phonology**

Tamara Sorenson Duncan^a and Johanne Paradis^a

Journal of Speech, Language, and Hearing Research • Vol. 59 • 39–48 • February 2016

2 Groups

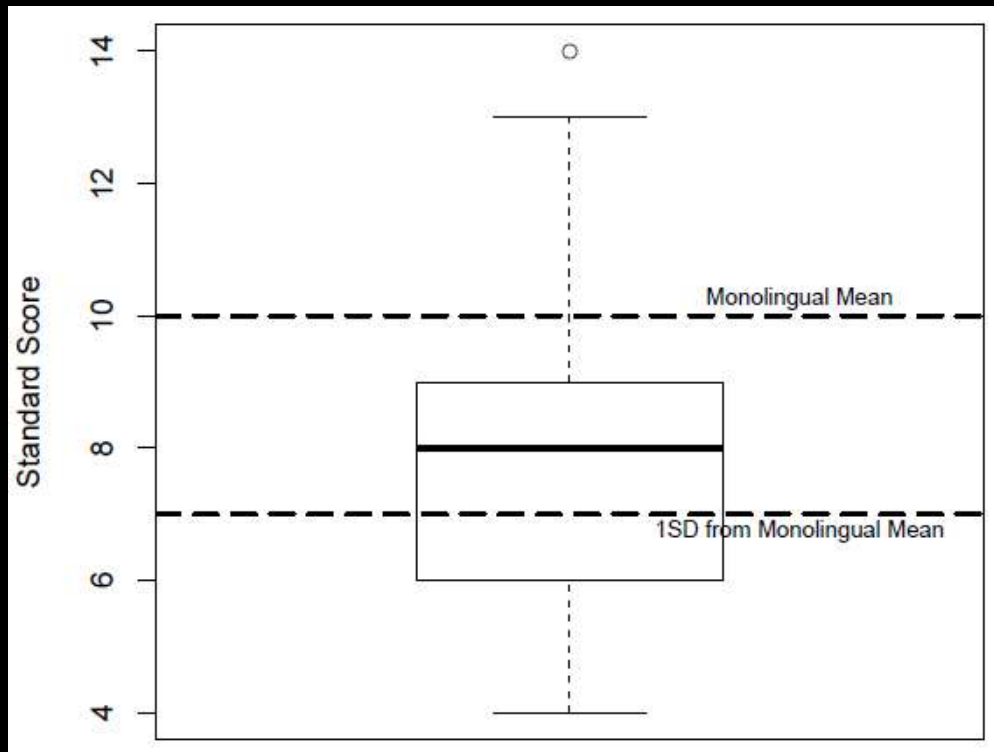
Chinese Speaking Group
(Cantonese, Mandarin)

South Asian Speaking Group
(Hindi, Punjabi, Urdu)

Matched on age, exposure to English, maternal education
No evidence of language delay in the L1

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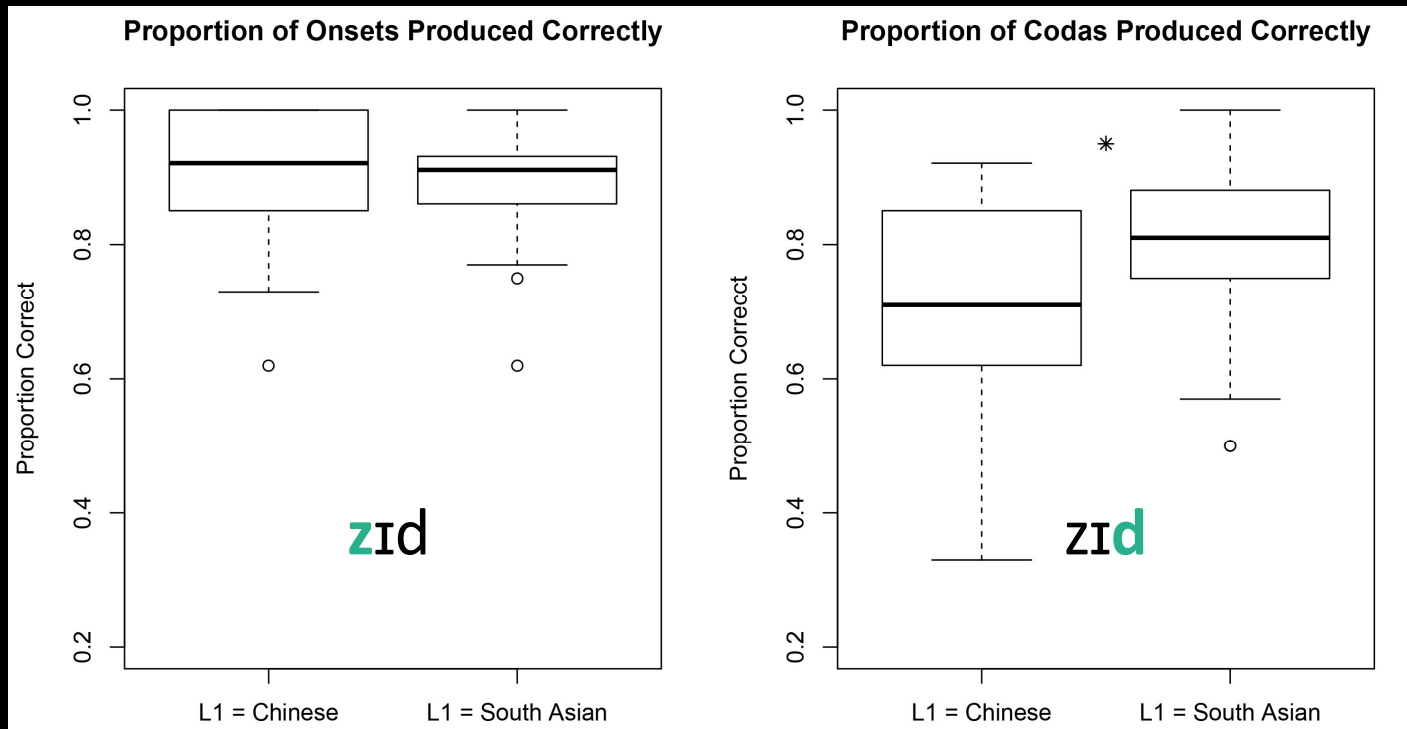
Typically-developing L2 children's performance does not match that of monolingual typically-developing children.



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Sorenson Duncan & Paradis (2016, Fig. 1, p. 43)

L1 effects in coda position

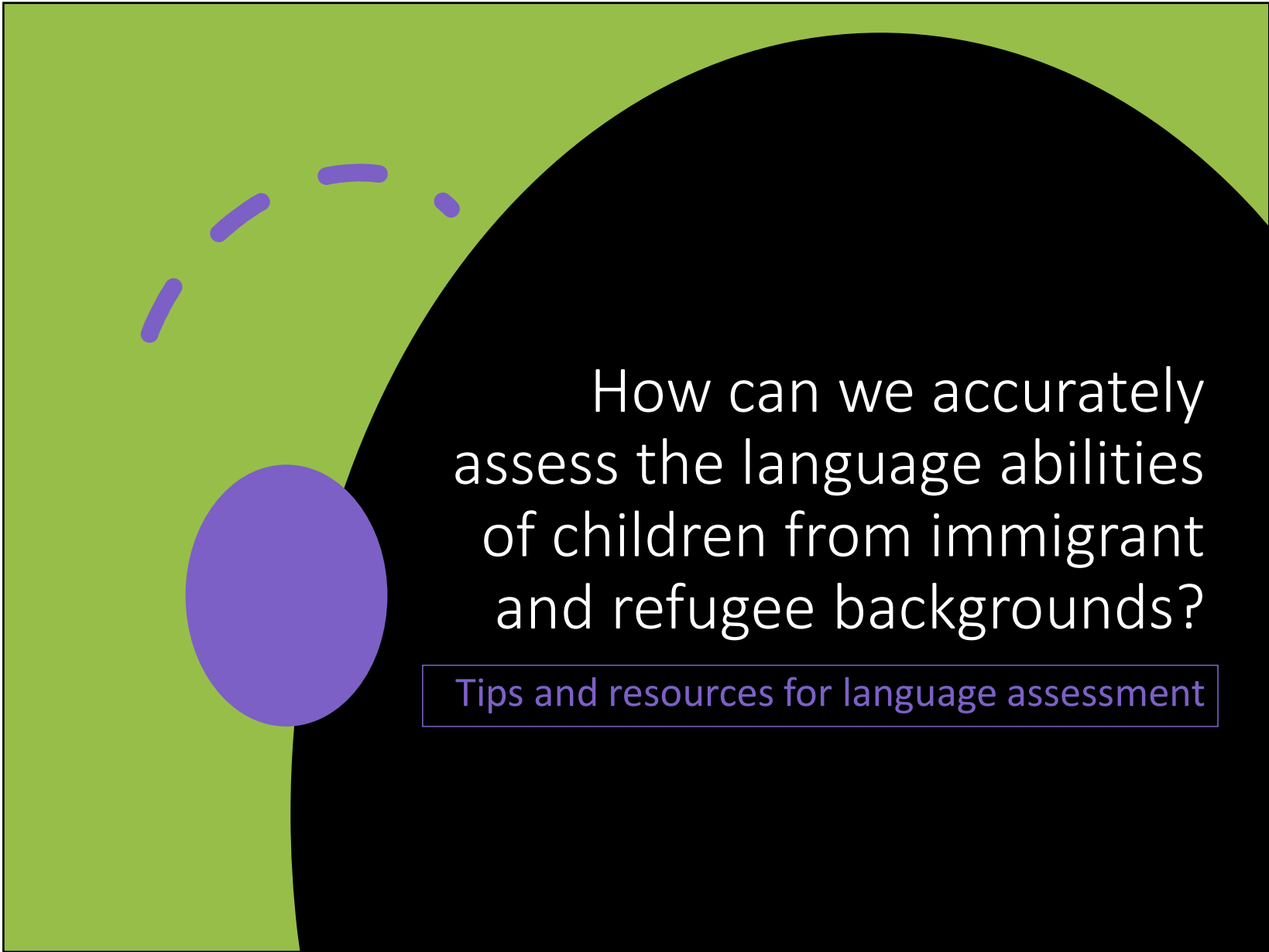


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Summary of L2-TD children's performance on an English NWR task

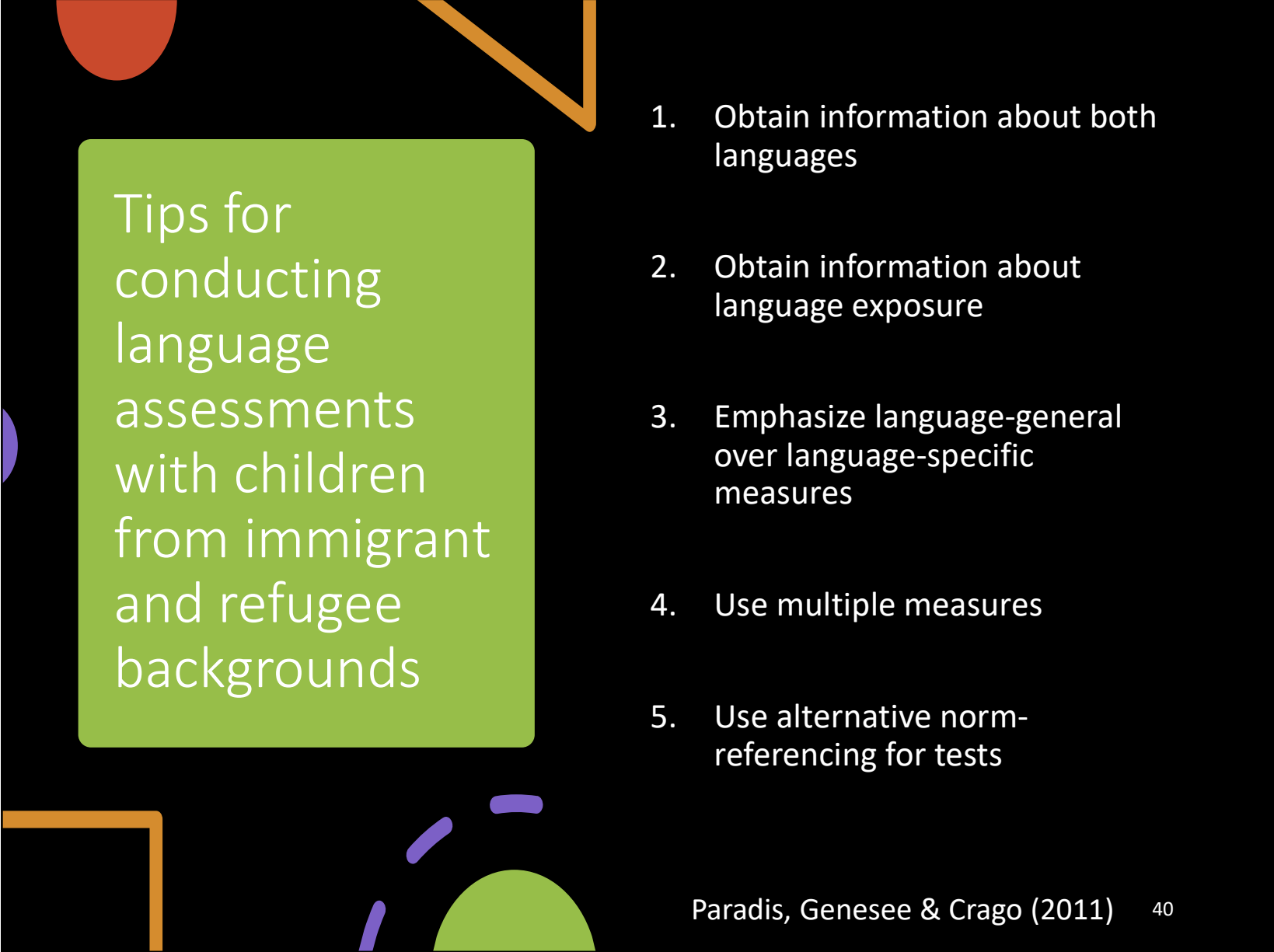
- **29%** of children obtained standard scores of 6 or less (i.e., below the normal range for monolingual children)
- Taking L1 and L2 exposure into account:
 - Chinese Group, low exposure (<18 months): **48%** scored below the normal range for monolingual children.
 - South Asian Group, high exposure (>18 months): **19%** scored below the normal range for monolingual children.

Risk of **over-identification** of DLD if NWR tasks are used uncritically with L2-learning children



How can we accurately assess the language abilities of children from immigrant and refugee backgrounds?

Tips and resources for language assessment



Tips for
conducting
language
assessments
with children
from immigrant
and refugee
backgrounds

1. Obtain information about both languages
2. Obtain information about language exposure
3. Emphasize language-general over language-specific measures
4. Use multiple measures
5. Use alternative norm-referencing for tests

Paradis, Genesee & Crago (2011) 40

1. Obtain information about both languages:
A strategy for obtaining information about L1
development



Available online at www.sciencedirect.com



Journal of
**Communication
Disorders**

Journal of Communication Disorders 43 (2010) 474–497

Assessment of English language learners:
Using parent report on first language development

Johanne Paradis*, Kristyn Emmerzael, Tamara Sorenson Duncan

University of Alberta, Canada

Received 10 September 2009; received in revised form 20 January 2010; accepted 25 January 2010

Journal of Communication Disorders • 2010 • Vol. 43 • 474-497

Alberta Language and Development Questionnaire

- L1 Information
- Structured oral interview with the parents (with the help of an interpreter if needed)
- Purpose: to understand whether they may be evidence of delay or difficulties in the L1.

Paradis, Emmerzael, Sorenson Duncan (2010)

<https://www.ualberta.ca/linguistics/ches/centre/questionnaires#ALDeQ>

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Alberta Language and Development Questionnaire (ALDeQ)©

A. Early Milestones

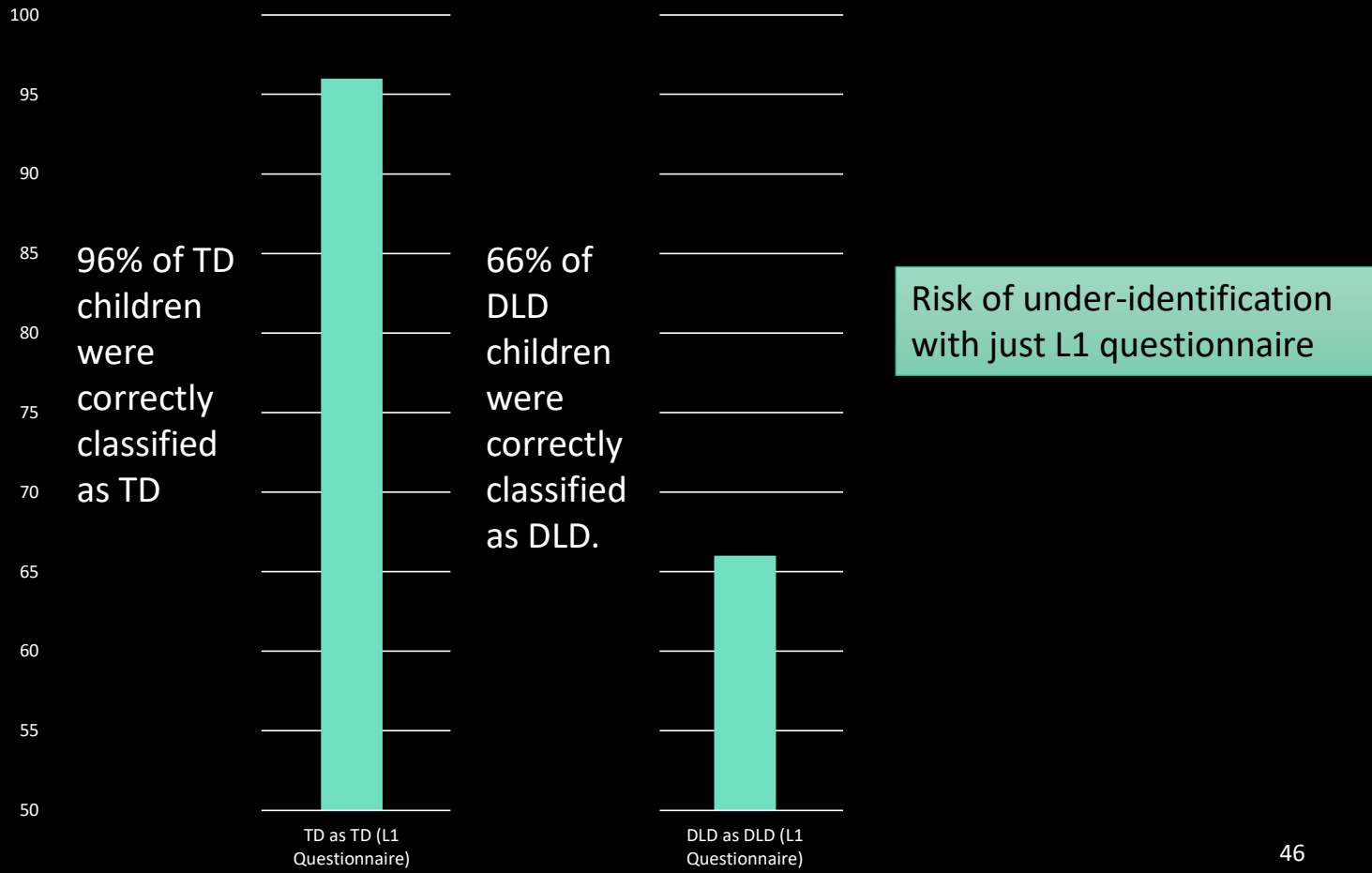
<p>1. When did your child first begin to walk? _____</p>	<p>3 = < 15 months 0 = > 16 months Score: /3</p>
<p>2. How old was your child when he/she first spoke a word? _____</p> <p><i>Examples of the child's first words (with translations):</i></p>	<p>6 = <15 months (infant) 4 = 16-24 months (older toddler) 0 = >25 months (2 years or older) Score: /6</p>
<p>3. How old was your child when he/she began to put words together to make short sentences? _____</p> <p><i>short sentences = two words, example = 'more milk' 'more water'</i></p> <p><i>Examples of short sentences (with translations):</i></p>	<p>6 = <24 months (toddler) 4 = 25 - 30 months (2 to 2 ½ roughly) 0 = > 31 months (closer to age three or older) Score: /6</p>
<p>4. When you think about other children you know at that age, do you think your child was different about when he/she started to use language?</p> <p><i>If parent says CHI is better or quicker, score as number 3. Only score as different if parent says CHI is behind other children.</i></p> <p>3 = not different at all; 2 = a little different; 1 = quite different; 0 = very different</p>	<p>Score: /3</p>
<p>To calculate the subtotal for Section A, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be 18.</p>	<p>SUB TOTAL A</p>

B. Current Abilities in the First Language

**Compare the child to other ELL children, except for question 10*

<p>5. Compared with other children of the same age, how do you think that your child expresses him/herself?</p> <p>0 = not very well; 1 = a little less well; 2 = the same; 3 = very good/better/one of the best</p>	Score: /3
<p>6. Compared with other children of the same age, how do you think your child pronounces words?</p> <p>0 = not very clearly; 1 = sometimes not clear; 2 = same; 3 = very clear, one of the best</p>	Score: /3
<p>7. Is it easy for your family or friends to have a conversation with your child?</p> <p>3 = very easy; 2 = easy enough; 1 = sometimes not easy; 0 = no, very hard</p>	Score: /3
<p>8. Compared with other children of the same age, does your child have difficulty producing correct sentences?</p> <p><i>Example: have appropriate vocabulary, correct grammar, long enough sentences to get the idea across</i></p> <p>3 = no difficulties, maybe better; 2 = same; 1 = some difficulties; 0 = a lot of difficulties</p>	Score: /3
<p>9. Are you satisfied with how your child speaks your mother tongue?</p> <p>3 = completely satisfied; 2 = satisfied; 1 = maybe not satisfied; 0 = not satisfied at all</p>	Score: /3
<p>10. Do you think your child speaks your mother tongue like the children in the home country?</p> <p>0 = not as good as home country; 1 = sort of like home country, with some differences; 2 = mostly yes – close to home country; 3 = yes – better or just like home country</p>	Score: /3
<p>10b. Why are you not satisfied? Why do you think your child is different from children in the home country? Do you think he/she may be losing the mother tongue in favor of English?</p>	

L1 Questionnaire Results



2. Obtain information about language exposure

Some questions to ask:



What languages are used at home with the child?



What language(s) does the parent feel most comfortable to use with the child?



How long has the child been in the L2 environment (e.g., daycare or school)?

3. Emphasize Language General over Language Specific Measures

Summary of L2-TD children's performance on an English NWR task

- **29%** of children obtained standard scores of 6 or less (i.e., below the normal range for monolingual children)
- Paradis et al. (2013) with a larger, but overlapping, sample found **42%** of children with typical development **and 88%** of children with DLD scored below the normal range for monolingual child.
- Much less over-identification than inflectional morphology task (78%)
- Some separation between TD and DLD.

Risk of **over-identification** of DLD if NWR tasks are used uncritically with L2-learning children, so some adaptations are still required.

4. Multiple Measures: Adding in the L2 (English) Measures


JSLHR

Article

Discriminating Children With Language Impairment Among English-Language Learners From Diverse First-Language Backgrounds

Johanne Paradis,^a Phyllis Schneider,^a and Tamara Sorenson Duncan^a

Journal of Speech Language and Hearing Research • 2013 • Vol. 56 • 971-981



What
measures
did we use?

- L1: Parental report via the ALDeQ
- L2: nonword repetition (CTOPP)
- L2: receptive vocabulary (PPVT)
- L2: inflectional morphology (TEGI)
- L2: narrative ability (ENNI)

Participants



Child L2 learners from immigrant backgrounds with diverse L1s.



Children with typical development



Children with DLD (developmental language delay)



Groups matched for exposure, age, L1 typology, mother's education.

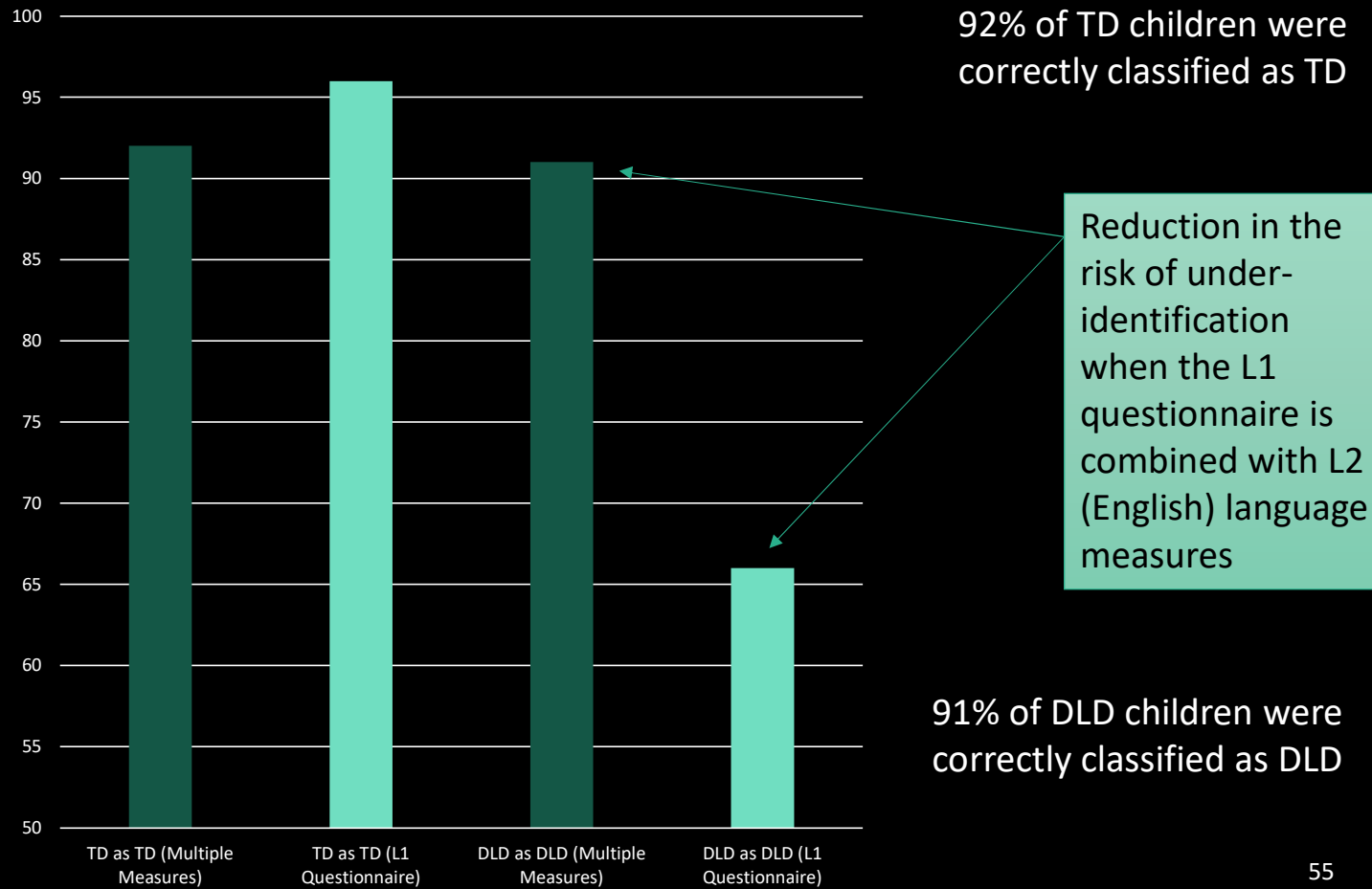


Age: Kindergarten – Gr. 2: TD mean = 5;10; DLD mean = 5;8



Exposure to English: TD mean = 20.49 months; DLD mean = 24.42 months

Multiple measures summary



5. Alternative Norm Referencing

Home / Departments / Linguistics / CHESL Centre

CHESL Centre

Project Overview

- Characteristics of ESL Child Participants
- Narrative Sampling +
- Questionnaires
- Identifying Language Impairment in ESL +
- Frequently Asked Questions
- Additional Resources

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- [Parent questionnaires with instructions for administration](#)
- [Information on using language calculators to assess the probability that an ESL child has language impairment](#)

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Acknowledgments

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Alisha Brown, Kyla Coole, Kristyn Emmerzael, Farzaneh Foroodi-Nejad, Ruiting Jia, Karen Kiddell, Katryna Lysay, Dorothy Pinto, Tamara Sorenson Duncan, James Watson-Gaze, Emily Yiu, and Tatiana Zdorenko.

<https://www.ualberta.ca/linguistics/cheslcentre>

CHESL calculator

Project Overview

Characteristics of ESL Child Participants

Narrative Sampling +

Questionnaires

Identifying Language Impairment in ESL

Calculating Exposure to English

Edmonton Narrative Norms Instrument

Test of Early Grammatical Impairment

Comprehensive Test of Phonological Processing

Identifying Language Impairment in ESL

Page Navigation

[Resources Required to Use the Calculator Sheet](#)

[Reporting the Results of the Calculators](#)

Effective identification of language impairment among ESL children requires comparing an ESL child's test scores to those of other ESL children. The information in this section was obtained by analyzing test scores from ESL children with and without language impairment. For more information, see [Project Overview](#) and [Characteristics of ESL Child Participants](#).

This section describes how to use the Language Development Calculator sheet to estimate the probability that a child has language impairment, based on scores from different combinations of tests. To begin, [download the CHESL Language Development Calculator sheet \(.XLS\)](#).

Resources Required to Use the Calculator Sheet

Each calculator uses a combination of the following scores plus the child's length of exposure to English. Not all test

AutoSave [off] cheslanguagedevelopmentcalculator - Compatibility Mode - Saved to OneDrive

File Home Insert Draw Page Layout Formulas Data Review View Help Tell me what you want to do

Cut Copy Paste Format Painter Clipboard Font Alignment Number Styles Cells

C9 (probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)

Calculators of the probability of language impairment							Values:
Only enter values in the red boxes							
Calculator 1							Exposure Exposure to English in months
exposure	ALDeQ Total	TEGI Screener	ENNI NDW	ENNI A3	MLCU	Nonword Rep	ALDeQ Total Alberta Language Development Questionnaire - total score
							TEGI Screener Test of Early Grammatical Impairment Screener raw score
							ENNI NDW Edmonton Narrative Norms Instrument - Number of Different Words standard score
							ENNI A3 Edmonton Narrative Norms Instrument - A3 story grammar standard score
							MLCU Edmonton Narrative Norms Instrument - Mean Length of Communicative Unit standard score
							Nonword Rep Nonword Repetition standard score
							PPVT Peabody Picture Vocabulary Test standard score
probability	1.00	(probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)					
This combination of test scores showed sensitivity of 91.3% and specificity of 98.6%							
Calculator 2							
exposure	ALDeQ Total	TEGI Screener	ENNI NDW	ENNI A3	MLCU		
probability	1.00	(probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)					
This combination of test scores showed sensitivity of 91.7% and specificity of 98.6%							
Calculator 3							
exposure	ALDeQ Total	ENNI NDW	ENNI A3	MLCU	Nonword Rep		
probability	1.00	(probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)					
This combination of test scores showed sensitivity of 87% and specificity of 98.7%							
Calculator 4							
exposure	ALDeQ Total	TEGI Screener	ENNI NDW	MLCU	Nonword Rep		
probability	1.00	(probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)					
This combination of test scores showed sensitivity of 83.3% and specificity of 99.4%							
Calculator 5							
exposure	ALDeQ Total	TEGI Screener	ENNI A3	Nonword Rep			

CHESL calculator

- Compares the individual child's score with our sample.
- Probability will be calculated:
 - 0.50-1.00 probable DLD
 - 0.00-0.49 probable typical language development

Case Studies:

Do you suspect any of these children have DLD?

	Case Study 1	Case Study 2	Case Study 3
Age	5;11	5;6	6;3
Months of Exposure	33 months (almost 3 years)	31 months (just over 2.5 years)	19 months (just over 1.5 years)
First Language	Cantonese	Cantonese	Cantonese
L1 Parent Report (ALDEQ)	0.51/1.00	0.86/1.00	0.68/1.00
L2 Inflectional Grammar (TEGI)	0.00/1.00 Below Criteria	0.00/1.00 Below Criteria	0.86/1.00 Below Criteria
L2 Story Grammar (ENNI)	Raw Score: 26 Standard Score: 13	Raw Score: 23 Standard Score: 11	Raw Score: 24 Standard Score: 10
L2 Nonword Repetition (CTOPP)	Raw Score: 1 Standard Score: 4	Raw Score: 4 Standard Score: 7	Raw Score: 9 Standard Score: 10

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Case Studies

Calculator 5				
exposure	ALDeQ Total	TEGI Screene	ENNI A3	Nonword Rep
33	0.51	0	13	4
probability	0.98 (probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)			
This combination of test scores showed sensitivity of 83.3% and specificity of 99.3%				

	Case Study 1
Age	5;11
Months of Exposure	33 months (almost 3 years)
First Language	Cantonese
L1 Parent Report (ALDEQ)	0.51/1.00
L2 Inflectional Grammar (TEGI)	0.00/1.00 Below Criteria
L2 Story Grammar (ENNI)	Raw Score: 26 Standard Score: 13
L2 Nonword Repetition (CTOPP)	Raw Score: 1 Standard Score: 4

Case Studies

Calculator 5				
exposure	ALDeQ Total	TEGI Screene	ENNI A3	Nonword Rep
31	0.86	0	11	7
probability 0.01 (probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)				
This combination of test scores showed sensitivity of 83.3% and specificity of 99.3%				

Age
Months of Exposure
First Language
L1 Parent Report (ALDEQ)
L2 Inflectional Grammar (TEGI)
L2 Story Grammar (ENNI)
L2 Nonword Repetition (CTOPP)

Case Study 2
5;6
31 months (just over 2.5 years)
Cantonese
0.86/1.00
0.00/1.00 Below Criteria
Raw Score: 23 Standard Score: 11
Raw Score: 4 Standard Score: 7

Case Studies

Calculator 5					
	exposure	ALDeQ Total	TEGI Screene	ENNI A3	Nonword Rep
	19	0.68	0.86	10	10
probability	0.00	(probability of .50-1.0 = probable language impairment, .00-.49 = probable typical language development)			
<i>This combination of test scores showed sensitivity of 83.3% and specificity of 99.3%</i>					

Age
Months of Exposure
First Language
L1 Parent Report (ALDEQ)
L2 Inflectional Grammar (TEGI)
L2 Story Grammar (ENNI)
L2 Nonword Repetition (CTOPP)

Case Study 3
6;3
19 months (just over 1.5 years)
Cantonese
0.68/1.00
0.86/1.00 Below Criteria
Raw Score: 24 Standard Score: 10
Raw Score: 9 Standard Score: 10

Conclusion

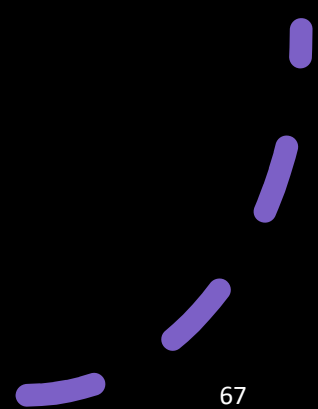
- What does language development look like in children who come from immigrant and refugee backgrounds?
 - Protracted language development
 - Heavily influenced by the language learning context (e.g., amount of exposure)

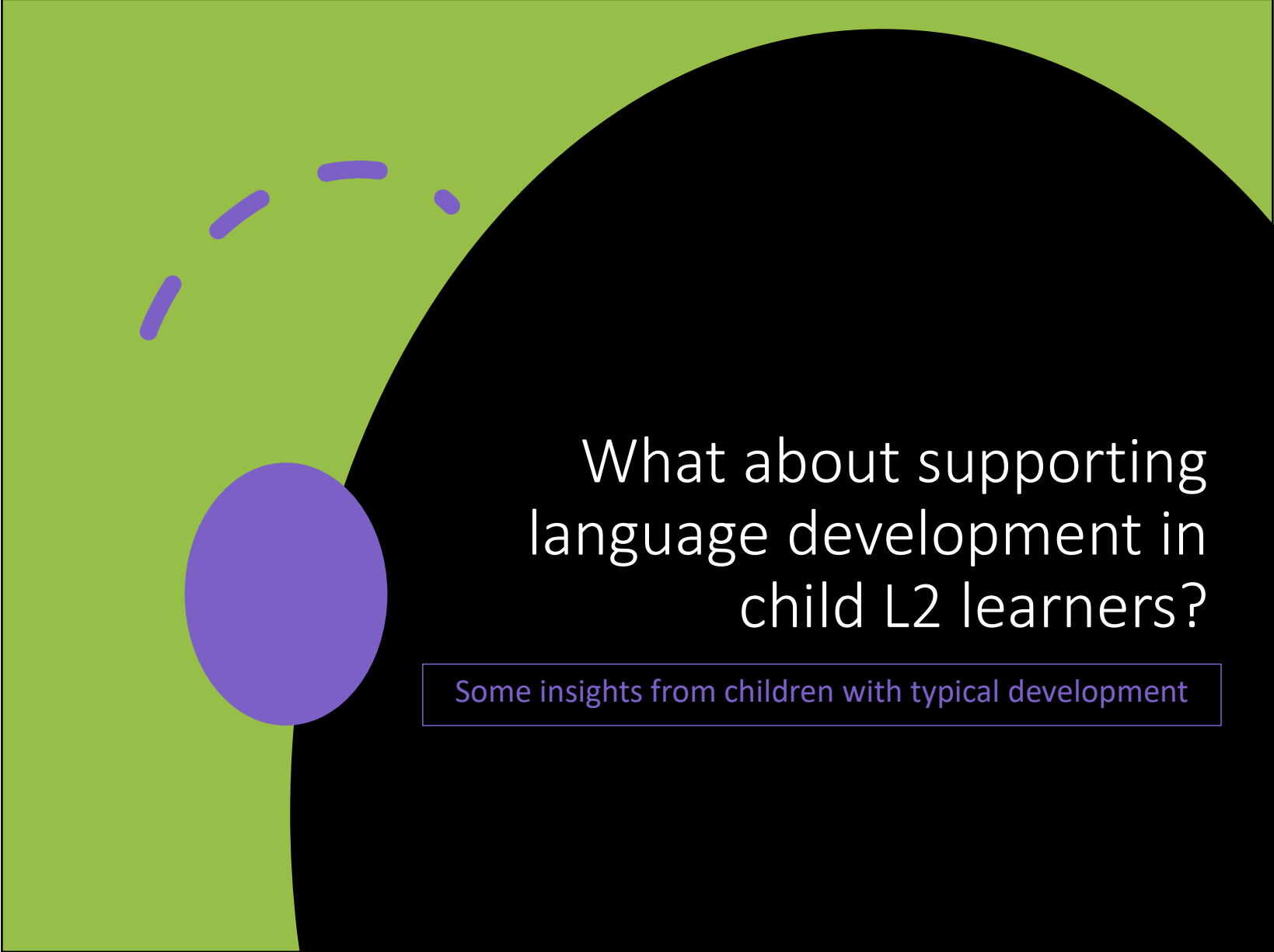
Conclusion

- What are some of the challenges to language assessment with this population of children?
 - Assessments were not designed for use with this population
 - Overlap between typically-developing L2-learning children and monolingual children with DLD.
 - Risk of over-identification based on L2 assessments
 - Risk of under-identification from “wait and see” policies

Conclusion

- What resources are available to assist in overcoming these challenges?
 - CHESL centre has online resources that are freely accessible





What about supporting language development in child L2 learners?

Some insights from children with typical development

Journal of Child Language (2020), 1–24
doi:10.1017/S0305000919000977

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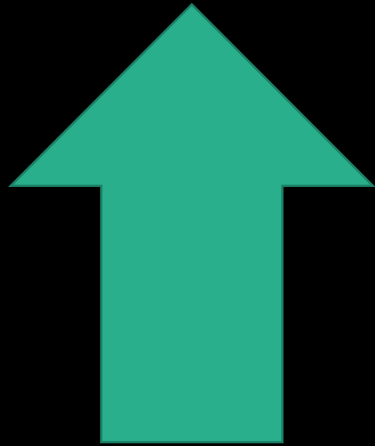
ARTICLE

Home language environment and children's second language acquisition: the special status of input from older siblings

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Children who heard more English
(and thus less L1) input from their
mothers.



Had comparable story-telling,
morphological and lexical
abilities as their peers who
heard less English.

Special Issue Article

The
International
Journal of
Bilingualism

How does maternal education influence the linguistic environment supporting bilingual language development in child second language learners of English?

International Journal of Bilingualism
2020, Vol. 24(1) 46–61
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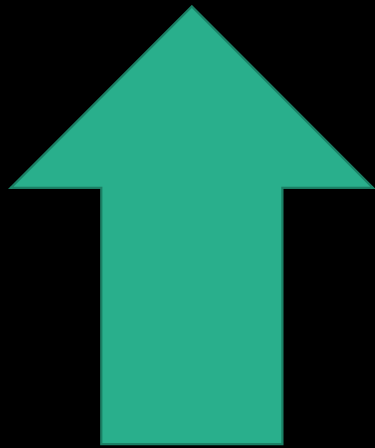


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Children who heard more English
(and thus less L1) input from their
mothers.



Had lower L1 abilities.

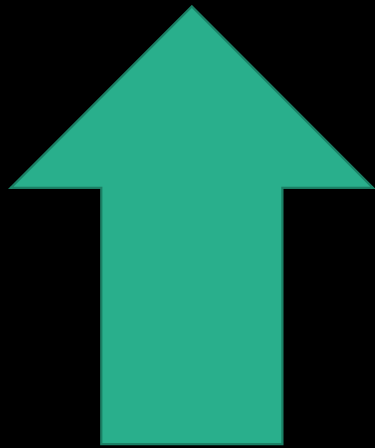
More English input at home may not lead to gains in English abilities, and it might hurt L1 development.

Be cautious about advising parents to switch to English.

Using Television to Boost Native-Speaker Input for L2-Learning Children: A Cautionary Tale

Tamara Sorenson Duncan & Johanne Paradis

BUCLD 43: Proceedings of the Boston University Conference on Language Development, p. 639-652.



Children who watched more English-medium television



Had lower English language scores compared to those children who spent less time watching tv.

More English-medium
television was not
connected to increases
in English abilities.

Young children likely need a more interactive format for
language learning.

Acknowledgements

- **The families and children**
- Edmonton Public Schools
- Toronto Catholic School District
- Multicultural Health Brokers Co-operative

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Thank you!



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<https://carleton.ca/slals/people/sorenson-duncan-tamara/>

This is the interview protocol that we used to obtain information about L1 development.

You'll need the scores from this to use the CHESL Calculator.

Alberta Language and Development Questionnaire (ALDeQ)©

A. Early Milestones

1. When did your child first begin to walk? _____	3 = < 15 months 0 = > 16 months Score: /3
2. How old was your child when he/she first spoke a word? _____ <i>Examples of the child's first words (with translations):</i>	6 = <15 months (infant) 4 = 16-24 months (older toddler) 0 = >25 months (2 years or older) Score: /6
3. How old was your child when he/she began to put words together to make short sentences? _____ <i>short sentences = two words, example = 'more milk' 'more water'</i> <i>Examples of short sentences (with translations):</i>	6 = <24 months (toddler) 4 = 25 - 30 months (2 to 2 ½ roughly) 0 = > 31 months (closer to age three or older) Score: /6
4. When you think about other children you know at that age, do you think your child was different about when he/she started to use language? <i>If parent says CHI is better or quicker, score as number 3. Only score as different if parent says CHI is behind other children.</i>	
3 = not different at all; 2 = a little different; 1 = quite different; 0 = very different	Score: /3
To calculate the subtotal for Section A, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18	SUB TOTAL A /

B. Current Abilities in the First Language

**Compare the child to other ELL children, except for question 10*

<p>5. Compared with other children of the same age, how do you think that your child expresses him/herself?</p> <p>0 = not very well; 1 = a little less well; 2 = the same; 3 = very good/better/one of the best</p>	<p>Score: /3</p>
<p>6. Compared with other children of the same age, how do you think your child pronounces words?</p> <p>0 = not very clearly; 1 = sometimes not clear; 2 = same; 3 = very clear, one of the best</p>	<p>Score: /3</p>
<p>7. Is it easy for your family or friends to have a conversation with your child?</p> <p>3 = very easy; 2 = easy enough; 1 = sometimes not easy; 0 = no, very hard</p>	<p>Score: /3</p>
<p>8. Compared with other children of the same age, does your child have difficulty producing correct sentences?</p> <p><i>Example: have appropriate vocabulary, correct grammar, long enough sentences to get the idea across</i></p> <p>3 = no difficulties, maybe better; 2 = same; 1 = some difficulties; 0 = a lot of difficulties</p>	<p>Score: /3</p>
<p>9. Are you satisfied with how your child speaks your mother tongue?</p> <p>3 = completely satisfied; 2 = satisfied; 1 = maybe not satisfied; 0 = not satisfied at all</p>	<p>Score: /3</p>
<p>10. Do you think your child speaks your mother tongue like the children in the home country?</p> <p>0 = not as good as home country; 1 = sort of like home country, with some differences; 2 = mostly yes – close to home country; 3 = yes – better or just like home country</p>	<p>Score: /3</p>
<p>10b. Why are you not satisfied? Why do you think your child is different from children in the home country? Do you think he/she may be losing the mother tongue in favor of English?</p>	
<p>To calculate the subtotal for Section B, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18</p>	<p>SUB TOTAL B</p> <p>/</p>


C. Behaviour Patterns and Activity Preferences

<p>11. Does your child like to read books or have books read to them?</p> <p>0 = never; 1 = rarely; 2 = sometimes; 3 = very much</p>	<p>Score: /3</p>
<p>12. How does your child read and write (in the mother tongue) compared with other children his/her age?</p> <p><i>If young, read & write = numbers and alphabet/characters and some word recognition. If never been taught, omit this question</i></p> <p>0 = noticeably worse than other children; 1 = not as well as other children; 2 = same as other children; 3 = very well, maybe better</p>	<p>Score: /3</p>
<p>13. What kind of activities does he/she like to do?</p> <p>3 = Language games (ex. reading, writing, playing school)</p> <p>2 = Cognitive games (ex. puzzles, drawing, mind games, computer games, cars)</p> <p>1 = Physical games (ex. soccer, baseball, swimming)</p> <p>0 = Other (ex. television, video games, dress-up, or childish games for age)</p>	<p>(if the parent indicates more than one category, take the total of the scores divided by the number of scores, then round up the answer if necessary)</p> <p>Score: /3</p>
<p>14. How quickly / how easily does your child learn new things?</p> <p><i>Examples: sports; words; games/puzzles; with new toys (learn the rules of a team sport like soccer, put legos together, computer games)</i></p> <p><i>Examples of child learning new things:</i></p> <p>3 = same day/immediately; 2 = a few tries; 1 = needs help and time to learn it; 0 = long time/sometimes never learns it</p>	<p>Score: /3</p>
<p>15. What are the activity patterns shown by your child?</p> <p><i>Explanation: Activities = games, eating, watching TV, playing with toys/crafts, music, dancing. Starts one or more of these and does she/he finish what she/he starts?</i></p> <p>3 = one activity at a time and finishes it; 2 = one or two activities at a time, and finishes one; 1 = two to four activities at a time and finishes one;</p> <p>0 = more than two/many activities at a time, and seldom finishes any of them</p>	

	Score: /3
--	------------------

16. Does your child get frustrated when he/she cannot communicate his/her ideas?	
3 = not at all; 2 = sometimes; 1 = often; 0 = frequently	Score: /3
To calculate the subtotal for Section C, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 18	SUB TOTAL C /

D. Family History

17a. Can you tell us about your relatives? What kind of education and professions do they have in the home country?	
<i>The purpose of this question is to provide a context for interpreting responses to question 17b</i>	
17b. Did all the members of your family finish high school? If they say no, then why?	3 = Yes 0 = No Score: /3  If parent gives a reason that is environmental or external (ex. war or lack of funds, accessibility) do not score this question

19. Is there anyone among the child's immediate family or other relatives who had difficulties learning to read and write, in speaking and pronunciation, slow to learn to talk? Can you explain?

If parent is open to more detailed questions, and they seem to have a history, then go on using the bottom portion as a guide, either from what they volunteer as descriptions, or by asking the questions directly. You need not ask all of them

	brother or sister	father	mother	relatives of the father	relatives of the mother
Difficulties in school or learning	Y N	Y N	Y N	Y N	Y N
Language or pronunciation problems, like in sentences, words, and grammar or stuttering	Y N	Y N	Y N	Y N	Y N
Special education classes	Y N	Y N	Y N	Y N	Y N
Speech and language therapy	Y N	Y N	Y N	Y N	Y N
Problems following directions or understanding questions	Y N	Y N	Y N	Y N	Y N
Problems reading or learning to read	Y N	Y N	Y N	Y N	Y N
Difficulty learning English	Y N	Y N	Y N	Y N	Y N
Repeated one or more grades in school	Y N	Y N	Y N	Y N	Y N

To calculate the subtotal for Section D, add the total possible score for all questions answered as the denominator. Then add the scores for the parent's responses as the numerator. If all questions were answered, the denominator would be: 9

Score: /6

Positive family history?
 6 = No indication
 3 = Yes, possibly
 0 = Yes, definitely

Note: for a score of 6 the parent must indicate there is no history, if the parent is uncomfortable answering this question or does not know the answer, do not score the question.

STOP If parent gives a reason that is environmental or external (ex. trauma or surgery) do not consider these responses for positive family history

SUB TOTAL D
 /

Calculating the ALDeQ Total Score: Add all numerators and denominators from sections, and calculate a proportion between 0 and 1.0

Section A = / (18)
 Section B = / (18)
 Section C = / (18)
 Section D = / (9)
 Total = / = _____

Norming sample characteristics: 179 English language learners in Canadian cities with a mean age of 70 months (1 standard deviation range = 63 to 77 months), and an average of 17 months exposure to English in preschool or school (1 standard deviation range = 7 to 27 months).

Score Interpretation: An ALDeQ Total Score that is -1.25 standard deviations or lower indicates the child's first language development profile is more consistent with children who have language impairment than children who have typical language development.

ALDeQ Total Score Mean	1 sd range	Score -1.25 sds	Score -1.5 sds	Score -2 sds	Score -2.5 sds	Score -3 sds
.81	.69-.93	.66	.63	.57	.51	.45

Note. "sd" = standard deviation



If a child's score is -1.25 standard deviations or lower, it is advisable to calculate and check the section scores, and the parents' answer to question 10b. If the child has scores for sections A, C and D in the 1 sd range, but section B scores are low, and parents indicated first language loss could be taking place, then it is possible the low ALDeQ Total Score is not suggestive of the presence of language delay/impairment.

Mean Score A	Score -1 sd A	Mean Score B	Score -1 sd B	Mean Score C	Score -1 sd C	Mean Score D	Score -1 sd D
.90	.72	.70	.44	.82	.69	.85	.57

This is the interview protocol we used to obtain information about the child's language learning environment. You might find the questions helpful for obtaining background information about each child on your caseload. For the purposes of the CHESL calculator, you only need to know how long the child has been in an English-speaking daycare or school.

ALBERTA LANGUAGE ENVIRONMENT QUESTIONNAIRE (ALEQ)

Name / Participant Code: _____

Date of birth of target child: _____

Gender of target child: _____

Date of interview: _____

Interpreter or broker (*if any*) / Research Assistant: _____*“target child” – can use the child’s name in the oral interview*

<u>Age at Test</u>			<u>Age of Arrival</u>			<u>Months of Exposure</u>		
	Year	Month	Day		Year	Month	Day	<i>Copy from page 8</i>
Date of Testing	_____	_____	_____	Date of Arrival	_____	_____	_____	
Date of Birth	_____	_____	_____	Date of Birth	_____	_____	_____	
Chronological age	_____	_____	_____	Chronological age	_____	_____	_____	

A. Questions to the target child’s MOTHER:

- 1a. How many years have you been in Canada? _____
Approximate date of arrival (month/year)? _____
- Converts to months:
- 1b. Did the target child come to Canada at the same time? Yes No

If not, when did the target child come to Canada?

Note: If mother/parents came to Canada before the child was born, was the child born in Canada? Yes No
- Date of Arrival (use to calculate age of arrival above):

2. How much English do you speak? (Parental self-rating)

0	1	2	3	4
Not Fluent in English	Limited Fluency in English	Somewhat Fluent in English	Quite Fluent in English	Very Fluent in English
No understanding or speaking ability	Some understanding and can say short, simple sentences	Good understanding and can express myself on many topics	Can understand and use English adequately for work and most other situations	Understand almost everything. Very comfortable expressing myself in English in all situations
	<i>e.g.</i> can answer the phone in English	<i>e.g.</i> can go to the doctor and explain what is wrong	<i>e.g.</i> can communicate effectively with teachers at parent teacher interviews; could work in the service-industry; can follow movies or television shows	

Comments/descriptions of the abilities in English:

3. What language(s) do you speak with the target child?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use
Score (on page 7)

4. What language(s) does the target child speak with his/her mother?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use
Score (on page 7)

5. What language do you speak *most often* with the other people in your home?

Score: /4

0	4
Most Mother Tongue	Mostly English

Enter as a variable in the
Data File

6a. Do you work outside the home? Yes No
Or are you a student?

6b. If yes, is the language of the workplace/school English?

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Score: /4

7. How many years of education do you have (including home country and Canada)?

Education	Completed?		Years of School
Primary	Yes	No	6
Secondary	Yes	No	6
College	Yes	No	2
University – Degree	Yes	No	4
University – Master	Yes	No	2
University – PhD	Yes	No	4

Please note any other
educational
experiences here:

B. Questions to the target child's FATHER

8. How many years have you been in Canada? _____

Approximate date of arrival (month/year)?

9. How much English do you speak? (Parental self-rating)

0 Not Fluent in English	1 Limited Fluency in English	2 Somewhat Fluent in English	3 Quite Fluent in English	4 Very Fluent in English
No understanding or speaking ability	Some understanding and can say short, simple sentences	Good understanding and can express myself on many topics	Can understand and use English adequately for work and most other situations	Understand almost everything. Very comfortable expressing myself in English in all situations
	<i>e.g.</i> can answer the phone in English	<i>e.g.</i> can go to the doctor and explain what is wrong	<i>e.g.</i> can communicate effectively with teachers at parent teacher interviews; could work in the service-industry; can follow movies or television shows	

Comments/descriptions of the abilities in English:

10. What language(s) do you speak with the target child?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use Score (on page 7)

11. What language(s) does the target child speak with his/her father?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use Score (on page 7)

12. What language do you speak *most often* with the other people in your home?

0	4
Most Mother Tongue	Mostly English

Score: /4

Enter as a variable in the
Data File

13a. Do you work outside the home? Yes No
Or are you a student?

13b. If yes, is the language of the workplace/school English?

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Score: /4

14. How many years of education do you have (in home country and in Canada)?

Education	Completed?		Years of School
Primary	Yes	No	6
Secondary	Yes	No	6
College	Yes	No	2
University – Degree	Yes	No	4
University – Master	Yes	No	2
University – PhD	Yes	No	4

Please note any other
educational
experiences here:

C. Questions to parents about OTHER FAMILY MEMBERS in the home

15a. Are there other adult relatives in the home? For example, a grandmother?

Yes No

15b. If yes, how many? _____

16. If yes, is one of these adults the child's primary caregiver?

Yes No

If yes, proceed to question 17 and 18. If no, skip to question 19.

17. If yes, what language(s) does the primary caregiver speak with the target child?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use Score (on page 7)

18. If applicable, what language(s) does the target child speak with the primary caregiver?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use Score (on page 7)

19a. If there are other adults in the home (who are not the primary caregiver), do they regularly interact with the target child? Yes No

Score: /4

19b. If yes, what language(s) does the adult relative(s) speak with the target child?

Include in Language Use Score (on page 7)

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

If there is more than one adult in this category, record a value for each adult.

20. If applicable, what language(s) does the target child speak with the adult relative(s) (who are not the primary care giver)?

Score: /4

0	1	2	3	4
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never

Include in Language Use Score (on page 7)

If there is more than one adult in this category, record a value for each adult.

21. Does the target child have brothers or sisters? <i>If yes, answer questions 22-27</i>	Yes	No										
22. Sibling 1:	Older	Younger										
Gender:	M	F										
Date of Birth:	_____											
23. What language(s) does Sibling 1 speak with the target child?	Score: /4											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;">0</td> <td style="width: 20%; padding: 5px;">1</td> <td style="width: 20%; padding: 5px;">2</td> <td style="width: 20%; padding: 5px;">3</td> <td style="width: 20%; padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">ENG never MT always</td> <td style="padding: 5px;">ENG seldom MT usually</td> <td style="padding: 5px;">ENG 50% MT 50%</td> <td style="padding: 5px;">ENG usually MT seldom</td> <td style="padding: 5px;">ENG almost always MT almost never</td> </tr> </table>	0	1	2	3	4	ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never		
0	1	2	3	4								
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never								
24. What language(s) does the target child speak with Sibling 1 ?	Score: /4											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;">0</td> <td style="width: 20%; padding: 5px;">1</td> <td style="width: 20%; padding: 5px;">2</td> <td style="width: 20%; padding: 5px;">3</td> <td style="width: 20%; padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">ENG never MT always</td> <td style="padding: 5px;">ENG seldom MT usually</td> <td style="padding: 5px;">ENG 50% MT 50%</td> <td style="padding: 5px;">ENG usually MT seldom</td> <td style="padding: 5px;">ENG almost always MT almost never</td> </tr> </table>	0	1	2	3	4	ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never		
0	1	2	3	4								
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never								
25. Sibling 2:	Older	Younger										
Gender:	M	F										
Date of Birth:	_____											
26. What language(s) does Sibling 2 speak with the target child?	Score: /4											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;">0</td> <td style="width: 20%; padding: 5px;">1</td> <td style="width: 20%; padding: 5px;">2</td> <td style="width: 20%; padding: 5px;">3</td> <td style="width: 20%; padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">ENG never MT always</td> <td style="padding: 5px;">ENG seldom MT usually</td> <td style="padding: 5px;">ENG 50% MT 50%</td> <td style="padding: 5px;">ENG usually MT seldom</td> <td style="padding: 5px;">ENG almost always MT almost never</td> </tr> </table>	0	1	2	3	4	ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never		
0	1	2	3	4								
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never								
27. What language(s) does the target child speak with Sibling 2?	Score: /4											
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 20%; padding: 5px;">0</td> <td style="width: 20%; padding: 5px;">1</td> <td style="width: 20%; padding: 5px;">2</td> <td style="width: 20%; padding: 5px;">3</td> <td style="width: 20%; padding: 5px;">4</td> </tr> <tr> <td style="padding: 5px;">ENG never MT always</td> <td style="padding: 5px;">ENG seldom MT usually</td> <td style="padding: 5px;">ENG 50% MT 50%</td> <td style="padding: 5px;">ENG usually MT seldom</td> <td style="padding: 5px;">ENG almost always MT almost never</td> </tr> </table>	0	1	2	3	4	ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never		
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ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never								
(Continue with 35-40 until all siblings are included – see Appendix)												
<p>Enter the following Variables into the Data File:</p> <p>Birth Order: 0 – only child; 1 – first born; 2 – second born, etc. _____</p> <p>Family Size: Total Number of siblings _____</p> <p>Number of Older Siblings _____</p>												

Language Use in the Home:

NOTE: Higher scores (greater than 0.5) indicate more of a shift towards English use in the home. Lower scores (less than 0.5) indicate maintenance of the Mother Tongue.

	SCORE	EXAMPLE		SCORE	EXAMPLE
Mother to Child (Question 3)		1	Child to Mother (Question 4)		3
Father to Child (Question 10)		1	Child to Father (Question 11)		3
Other Adult to Child (Primary Caregiver) (Question 17)		NA	Child to Other Adult (Primary Caregiver) (Question 18)		NA
Other Adult to Child * (not Primary Caregiver) (Question 19b)		NA	Child to Other Adult * (not Primary Caregiver) (Question 20)		NA
Sibling 1 to Child ** (Question 23)		3	Child to Sibling 1 ** (Question 24)		4
Sibling 2 to Child ** (Question 26)		NA	Child to Sibling 2 ** (Question 27)		NA
Additional Sibling(s) to Child **/** (Appendix)		NA	Child to Additional Sibling(s) **/** (Appendix)		NA
TOTAL:			TOTAL:		
<i>Sum of scores</i> <i>Number of scores x 4</i>		5/12	<i>Sum of scores</i> <i>Number of scores x 4</i>		10/12

To Calculate Language Use in the Home:

Add both totals together and then divide to get a proportion score:

$$\begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} + \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \square \\ \hline \end{array} = \square$$

Example:

$$\begin{array}{|c|} \hline 5 \\ \hline \square \\ \hline \end{array} + \begin{array}{|c|} \hline 10 \\ \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline 15 \\ \hline \square \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline 12 \\ \hline \square \\ \hline \end{array} + \begin{array}{|c|} \hline 12 \\ \hline \square \\ \hline \end{array} = \begin{array}{|c|} \hline 24 \\ \hline \square \\ \hline \end{array} = \square$$

* include a score for each additional adult

** do not include siblings who are less than 2 years of age.

*** include a score for each additional sibling

D. Questions to parents about the TARGET CHILD

28. What school does the target child currently attend?

Does the target child currently go to a daycare or have a babysitter?

How much English exposure does your child receive each day?

Here are some possible places your child might receive English input. You can indicate more than one. Indicate what languages are spoken at the babysitter's, daycare, and/or school.

- Language?**
- preschool/daycare/babysitter full-time _____
 - preschool/daycare/babysitter part-time hours per week? _____
 - after or before school child care hours per week? _____
 - junior or senior kindergarten: half day full day _____
 - grade _____

This scale is meant to quantify the above information, please circle the most appropriate value (to represent the proportion of English the child hears each day, outside of the home. The examples below are meant as guidelines only):

0.00	0.25	0.50	0.75	1.00
e.g. The child is enrolled in a full-day program where 100% of the school is not in English, e.g., first language or French immersion	e.g. The child is enrolled in a bilingual half-day Kindergarten program	e.g. The child is enrolled in a bilingual Grade 1 program or in an English-only half-day Kindergarten program	Use as appropriate	e.g. The child is enrolled in English-only Grade 1 program or an English-only Kindergarten program and then goes to daycare (in English)

29. At what age did the target child start receiving consistent and significant exposure to English?

consistent and significant = English-language daycare or babysitter full-time or at least three days per week or equivalent part-time. English-language school of any kind counts as consistent and significant exposure.

Age = _____ Date of entry into program (month/year) = _____

<u>Age of Exposure</u>	<u>Months of Exposure</u>		
	Year	Month	Day
Date of Exposure	_____	_____	_____
Date of Birth	_____	_____	_____
Age of Exposure	_____	_____	_____
Additional Information:			

(1) Convert Age of Exposure to Months:
 (2) Convert Age at Test to Months (page 1):
 (3) Subtract: Age at Test – Age of Exposure

Please note any interruptions to the target child's exposure to English (e.g. an extended trip to the home country where the child did not receive English input). For children with interrupted periods of 6 months or more, adjust their months of exposure accordingly. For children who had very little exposure to English before the interruption (e.g. less than 6 months), calculate their Age of Exposure from their return to an English-speaking environment.

30. What literacy and other language activities does the target child do each week?
 (Please circle all that apply)

Reading: includes having books read to them/looking at books. Most younger children will not know how to read themselves.

Computer: includes internet, games, storybooks on CD-ROMs, etc. (include only those computer activities that involve language)

Movies: video or DVD (on computer or television)

Extra-curricular: outside of school

Activities	ENGLISH			MOTHER TONGUE		
	everyday	at least once a week	almost never/never	everyday	at least once a week	almost never/never
a. Reads books or magazines	2	1	0	2	1	0
b. Uses a computer	2	1	0	2	1	0
c. Watches TV or movies	2	1	0	2	1	0
d. Storytelling	2	1	0	2	1	0
e. Singing Songs	2	1	0	2	1	0
TOTAL (by column):						
TOTAL (by Language):	/10			/10		

Comments on Activities:

(Please note what type of storytelling the child does. For example, does the child come home from school and relay the day's events? Or does the child tell fictional stories? If the child tells fictional stories, does he/she use picture books when telling the story?)

31a. What literacy and other language activities (that relate specifically to the MT) does the target child do each week? For example, a weekend language school in the MT or religious services.

How often:

- 4 = Child is registered in a full-time bilingual program at school (e.g. Grade 1)
- 3 = Child is registered in a part-time bilingual program at (e.g. Kindergarten)
- 2 = Child attends mother tongue classes outside of school (more than one day/week)
- 1 = Child attends mother tongue classes outside of school (once a week)
- 0 = Child receives little or no formal instruction in his/her mother tongue

MT score:
/4

<p>31b. Does your child attend any extra-curricular activities?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 25%;"></td> <td style="width: 15%; text-align: center;">every day</td> <td style="width: 15%; text-align: center;">At least once a week</td> <td style="width: 15%; text-align: center;">almost never/never</td> </tr> <tr> <td>English:</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> <tr> <td>Mother Tongue:</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> </tr> </table>		every day	At least once a week	almost never/never	English:	2	1	0	Mother Tongue:	2	1	0	<p>ENG Score: / 2</p> <p>MT Score: / 2</p>
	every day	At least once a week	almost never/never										
English:	2	1	0										
Mother Tongue:	2	1	0										
<p>32. What are the languages spoken between your child and the friends he/she plays with regularly?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 100%;"> <tr> <td style="width: 20%; text-align: center;">0</td> <td style="width: 20%; text-align: center;">1</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">ENG never MT always</td> <td style="text-align: center;">ENG seldom MT usually</td> <td style="text-align: center;">ENG 50% MT 50%</td> <td style="text-align: center;">ENG usually MT seldom</td> <td style="text-align: center;">ENG almost always MT almost never</td> </tr> </table>	0	1	2	3	4	ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never	<p>ENG Score: 4. ENG always 3. ENG usually 2. ENG 50% 1. ENG seldom 0. ENG never</p> <p>ENG Score: / 4</p> <p>MT score: REVERSE SCALE 4. MT always 3. MT usually 2. MT 50% 1. MT seldom 0. MT almost never</p> <p>MT Score: / 4</p>		
0	1	2	3	4									
ENG never MT always	ENG seldom MT usually	ENG 50% MT 50%	ENG usually MT seldom	ENG almost always MT almost never									

Calculating Richness Scores:

Sum the numerators and denominators for each score and then divide the resulting fraction to generate the Richness Scores.

<u>English Richness Score</u>		<u>Mother Tongue Richness Score</u>	
Question 30	$\frac{\quad}{10}$	Question 30	$\frac{\quad}{10}$
Question 31b	$\frac{\quad}{2}$	Question 31a	$\frac{\quad}{4}$
Question 32	$\frac{\quad}{4}$	Question 31b	$\frac{\quad}{2}$
		Question 32	$\frac{\quad}{4}$
Total:	$\frac{\quad}{16}$	Total:	$\frac{\quad}{20}$

CHESL Centre

Child English as a Second Language Resource Centre

The CHESL Centre is the outcome of a research program designed to compile resources to assist clinicians and educators in assessing the language development of children learning English as a second language.

We measured ESL children's language performance using standardized language tests, narrative language samples, and parent questionnaires. This data was used to develop CHESL resources that provide information on the oral language skills of ESL children during their first three years learning English in a preschool or primary school classroom.

This website includes:

- [An overview of the research project](#)
- [Background information on the ESL children who participated](#)
- [Instructions on how to conduct narrative sampling](#)
- [Parent questionnaires with instructions for administration](#)
- [Information on using language calculators to assess the probability that an ESL child has language impairment](#)
- [FAQs about bilingualism, ESL development, and linguistic assessment](#)
- [Additional resources on bilingual development and language impairment](#)

For more information please visit:

<https://www.ualberta.ca/linguistics/cheslcentre/index.html>

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