⚠ **If all or part of this questionnaire is used in research, it must be referenced appropriately. This questionnaire is designed to be given <u>as an oral interview</u> and would need to be adapted if administered using another procedure.**

Reference: Paradis, J., Soto-Corominas, A., Chen, X. & Gottardo, A. (2020). How language environment, age and cognitive capacity support the bilingual development of Syrian refugee children recently arrived in Canada. *Applied Psycholinguistics*.

Contact Professor Johanne Paradis (jparadis@ualberta.ca) prior to using (part of) this questionnaire to obtain more reference details.

Alberta Language Environment Questionnaire (ALEQ) - 4

Child code: _____ Date of Interview: _____(Y-M-D) Interviewer & city: _____

1. Basic Information and education

1.1 What is your child's **<u>Date of Birth</u>**? _____ (Y-M-D)

1.2 **<u>Gender</u>** of child: (no need to ask)   male □   female □

1.3 When did your family arrive in Canada? _____ (Y-M-D)

1.4 When did your child start school in Canada? _____ (Y-M-D)

1.5 What grade did your child start school in Canada? (circle one)   JK SK 1 2 3 4 5 6 Other: _____

1.6 What **<u>Grade</u>** is your child in now? (circle one)   JK SK 1 2 3 4 5 6 Other: _____

1.7 What is the language of your child's school? (**School Language**)   English □   Arabic □

1.8 Did your child attend school before arriving in Canada? Yes □ No □.

1.9 If yes, how many years of **<u>school in Arabic</u>**? _____   Which grades? _____

1.10 Did your child attend school in a language other than Arabic before coming to Canada? Yes □ No □.

1.11 Where was the location of the schooling? _____

1.12 What is your **home country**? _____

1.13 Did your family spend time in another country before coming to Canada?   Yes □ No □.

If yes, which country and how much time? _____

1.14 Did your family spend time in a **refugee camp** before coming to Canada?   Yes □ No □.

If yes, where and how much time? _____

1.15 Does your family practice a religion? Muslim_____ Christian _____No religion_____

Notes: Document any details about family's pre-migration experiences beyond these questions

Age at Test			**Age of Arrival**			**Length of English School**	**Length of Arabic School**
	Year Month Day			Year Month Day		-Count in *months* from entry date (1.4) to date of interview	- Count in months based on 1.9
Date of Interview	_____ ____ ____		Date of Arrival	_____ ____ ____		-School year = 10 months	-School year = 10 months
- Date of Birth	_____ ____ ____		- Date of Birth	_____ ____ ____		- If JK and SK are half days, cut months in half	-Adjust the number according to answers to 1.10 and to 1.7 and interview date
= Age at Test	_____ ____ ____		= Age of Arrival	_____ ____ ____		-Adjust based on answer to 1.7	

2. Child Language Development History

2.1 How old was your child when he/she first spoke a word?

1	2	3
About 11- 15 months (infant)	About 16-24 months (toddler)	Older than 24 months (child)

2.2 How old was your child when he/she began to put words together to make short sentences?
    Example: *more milk*, *my ball*

1	2	3
About 16-24 months (toddler)	About 25-30 months (2 to 2 ½)	Older than 2 ½ / 3 years or older

2.3 Right now, compared to other children the same age as your child, how well does your child express himself/herself in Arabic?

1	2	3
Very good / better than some other children	Good/about the same as other children	Not very well / not as good as other children

2.4 Have you ever been concerned about your child's Arabic language development?

1	2	3
No	Maybe a little	Yes

2.5 Has your child been diagnosed by a doctor or another medical professional with any of these problems? Speech and language delays / Hearing loss or ear infections / Autism Spectrum Disorder / Learning disability / Behaviour problems

1	2	3
No	Suspected but not diagnosed	Yes

If yes, please specify which:

If yes, did your child receive therapy or treatment?

Notes:

Language Development: Add numbers from 2.1-2.5 and divide by 5 to obtain an average:
Example: 1+1+2+1+1 = 6/5 = 1.25 or 2+3+3+3+3 = 14/5 = 2.8
low numbers = more like typical development; range of scores = 1-3

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3. Current Language Use at Home

3.1 What language does the mother speak to the child?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.2 What language does the child speak to the mother?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.3 What language does the father speak to the child?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.4 What language does the child speak to the father?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.5 (If there are other adult family members in the home, e.g., uncle, grandparent):
What language do the other adults speak to the child?

1	2	3	4	5
Mainly or only Arabic		Arabic and English equally		Mainly or only English

ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	ENG: 80-100% ARAB: 0-20%

3.6 (If there are other adult family members in the home, e.g., uncle, grandparent):
What language does the child speak to the other adults?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.7 How many children are in your family? (circle one):   1 2 3 4 5 6 7 8 9 **Family size**
3.8 What is the birth order of this child? (circle one):   only child 1st 2nd 3rd 4th 5th 6th 7th 8th **Child birth order**

3.9 What language do the younger siblings speak to the child?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.10 What language does the child speak to the younger siblings?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.11 What language do the older siblings speak to the child?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

3.12 What language does the child speak to the older siblings?

1	2	3	4	5
Mainly or Only Arabic ENG: 0-20% ARAB: 80-100%	Usually Arabic / English sometimes ENG: 30% ARAB: 70%	Arabic and English equally ENG: 50% ARAB: 50%	Usually English/ Arabic sometimes ENG: 70% ARAB: 30%	Mainly or only English ENG: 80-100% ARAB: 0-20%

Notes:

FAMLANG (input to the child)	CHILANG (child output)	HOMELANG (input & output)
Add the rating scale numbers (1-5) for 3.1, 3.3, 3.5, 3.9 and 3.11. Divide by 5, or by the number of rating scales included (i.e., if no other adults, then Q 3.5 is excluded, and the denominator = 4) Example: 1+1+1+2+3 = 8/5 = 1.6 of input is in English	Add the rating scale numbers (1-5) for 3.2, 3.4, 3.6, 3.10 and 3.12. Divide by 5, or by the number of rating scales included (i.e., if no other adults, then Q 3.5 is excluded, and the denominator = 4) Example: 2+2+1+3+3 = 11/5 = 2.2 of child's output is in English	Add the rating scale numbers (1-5) for 3.1 to 3.12. Divide by 10, or by the number of rating scales included (i.e., if no other adults, then Q 3.5 and Q 3.6 are excluded, and the denominator = 8). Short cut: Add numbers for FAMLANG and CHILANG and divide by appropriate denominator

For questions 4.1-4.9, ask parents to think about an average/typical week. The child can contribute to the answers because parents might not know. Children do not have to do all the activities listed – these are just examples – and the child's age can be taken into account when giving examples – for reading with younger children, it can be the parent reading to the child. Speaking activities do not refer to casual conversations among members of the household.

4.1 How much time does your child spend doing speaking/listening activities in <u>English</u> in a week?
Examples: *watching TV shows, movies, YouTube, Netflix, music, phone, Skype, What's App (oral), singing, poetry, story-telling*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.2 How much time does your child spend doing speaking/listening activities in <u>Arabic</u> in a week?
Examples: *watching TV shows, movies, YouTube, music, ?,* phone, Skype, *What's App (oral), singing, poetry, story-telling*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.3 How much time does your child spend doing reading/writing activities in <u>English</u> in a week?
Examples: *Reading books (for school or pleasure), websites, messaging (texts, email, Facebook, Instagram, Snapchat), homework*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.4 How much time does your child spend doing reading/writing activities in <u>Arabic</u> in a week?
Examples: *Reading books (for school or pleasure), websites, messaging (texts, email, Facebook, Instagram, Snapchat), homework, Koran*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.5 How much time does your child spend attending religious services, prayers, or community events in <u>Arabic</u> in a week?

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.6 How much time does your child spend doing extra-curricular activities in <u>English</u> in a week?
Examples: sport, dance, music, after school programs (Boys & Girls Club, homework club)

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.7 How much time does your child spend in heritage language classes in <u>Arabic</u> in a week? (Outside school)

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.8 How much time does your child spend playing with friends in <u>English</u> in a week?
Example: *before/after school or at recess, family friends, neighbourhood friends*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

4.9 How much time does your child spend playing with friends in <u>Arabic</u> in a week?
Example: *before/after school or at recess, family friends, neighbourhood friends*

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

Notes:

English Richness	Arabic Richness
Add the rating scale numbers from 4.1, 4.3, 4.6 and 4.8. Divide this total by 20 to get a proportion score. Example: 5+3+2+3 = 13/20 = .65	Add the rating scale numbers from 4.2, 4.4, 4.5 and 4.7, 4.9. Divide this total by 25 to get a proportion score. Example: 3+1+2+1+5 = 12/25 = .48

4.10 How many children's books do you have in your home in <u>English</u>? (includes library books, school books, e-books [books with words, not coloring books])

1 1-5 books	2 5-10 books	3 10-25 books	4 25-50	5 50+

4.11 How many children's books do you have in your home in <u>Arabic</u>? (includes library books, school books, e-books [books with words, not coloring books])

1 1-5 books	2 5-10 books	3 10-25 books	4 25-50	5 50+

5. Parent Education and Language

Section 5 concern the parents. They only need to be given once in the case where more than one child from the same family is a participant. **When speaking with the relevant parent, use the second person (e.g, what is your…?) rather than 'what is the mother…'**

5.1 What is the mother's Date of Birth? _____ (Y-M-D)
5.2 Is the mother's native language Arabic?   Yes □ No □.
If No, what is the native language? _____ Ask about current fluency in Arabic and put in *Notes*.
If Yes, what dialect/region? _____
5.3 What is the mother's education background? (Enter the appropriate information in the table)

Maternal Education level		Number of years **Maternal Education_Years**	Language of Education	Notes
Primary school	YES / NO			
Secondary School	YES / NO			
College/University	YES / NO			
Other professional training	YES / NO			

5.4 Did the mother take English second language classes before arriving in Canada?   Yes □ No □.
If Yes, describe (where? how many years? what level?)

5.5 Did the mother take or is taking LINC (Language Instruction for Newcomers to Canada) or other English classes since coming to Canada? Yes □ No □.
If No, why not? _____
If Yes, go on to ask questions 5.6 to 5.9

5.6 When did she start English language classes? (approx. date, e.g., March 2017) _____ When did the classes finish? (If still taking them, put date of interview)_____ Did she take any breaks? When? _____

5.7 Where did she / is she taking English classes? _____
5.8 What level did she start at? _____ (e.g., Pre-Benchmark, Canadian Language Benchmark 1-8)

5.9 What was her highest level when she finished or highest level right now if still taking classes?
_____ (**Maternal ENG Education_Level**)

(If order to get exact answers for 5.8 & 5.9-, could ask if they have a LINC card that we could see. But, don't ask if this seems inappropriate)

| **Maternal ENG Education_Months:** Subtract beginning from end date in 5.6 and count in months |

5.10 How often does the mother interact with people in English outside the home? (e.g., waiting at swimming lessons, teachers, neighbors, work, etc…)

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

In discussing question 5.10, make a note if the mother is working outside the home and what job she has:

5.11 How well does the mother speak/understand English? (self-rating) **Maternal Fluency in English**

Note: Top row has descriptors of categories. Bottom row has examples of language use in each category

1	2	3	4	5
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 or phrases	Good understanding and can express myself on topics about myself, my family and my home	Very good understanding and can use English adequately for work and new situations. Can talk about complex ideas	Understand almost everything, even humour. Very comfortable expressing myself in English in all situations
	e.g. Can answer the phone in English; can buy groceries at a store Words are strung together even if incorrectly	*e.g.* Can go to the doctor and describe what is wrong Mostly comprehensible even with grammatical errors	*e.g.* Can communicate effectively with teachers at parent teacher interviews; could work in the service-industry; can follow movies or television shows May still have some grammatical errors.	Can speak confidently in new situations. Use English to talk about intangibles

5.12 What is the father's Date of Birth? _____ (Y-M-D)
5.13 Is the father's native language Arabic?   Yes □   No □.
If No, what is the native language? _____ Ask about current fluency in Arabic and put in *Notes*.
If Yes, what dialect? _____
5.14 What is the father's education background? (Enter the appropriate information in the table)

Paternal Education level		Number of years **Paternal Education_Years**	Language of Education	Notes
Primary school	YES / NO			
Secondary School	YES / NO			
College/University	YES / NO			
Other professional training	YES / NO			

5.15 Did the father take English second language classes before arriving in Canada?   Yes □   No □.
If Yes, describe (where? how many years? what level?)

5.16 Did the father take or is taking LINC (Language Instruction for Newcomers to Canada) or other English classes since coming to Canada? Yes □   No □.
If No, why not? _____
If Yes, go on to ask questions 5.17 to 5.20

5.17 When did he start English language classes? (approx. date, e.g., March 2017) _____ When did the classes finish? (If still taking them, put date of interview)_____ Did he take any breaks? When? _____

5.18 Where did he / is he taking English classes? _____
5.19 What level did he start at? _____ (e.g., Pre-Benchmark, Canadian Language Benchmark 1-8)

5.20 What was his highest level when he finished or highest level right now if still taking classes? _____ (**Paternal ENG Education_Level**)

(If order to get exact answers for 5.8 & 5.9-, could ask if they have a LINC card that we could see. But, don't ask if this seems inappropriate)

Paternal ENG Education_Months: Subtract beginning from end date in 5.17 and count in months

5.21 How often does the father interact with people in English outside the home? (e.g., waiting at swimming lessons, teachers, neighbors, work, etc…)

1	2	3	4	5
0-1 hours	1-5 hours	5-10 hours	10-20	20+
Never/almost never	A little	Regularly	Often	Very often

In discussing question 5.21, make a note if the mother is working outside the home and what job she has:

5.22 How well does the father speak/understand English? (self-rating) **Paternal Fluency in English**

Note: Top row has descriptors of categories. Bottom row has examples of language use in each category

1	2	3	4	5
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 or phrases	Good understanding and can express myself on topics about myself, my family and my home	Very good understanding and can use English adequately for work and new situations. Can talk about complex ideas	Understand almost everything, even humour. Very comfortable expressing myself in English in all situations
	e.g. Can answer the phone in English; can buy groceries at a store Words are strung together even if incorrectly	*e.g.* Can go to the doctor and describe what is wrong Mostly comprehensible even with grammatical errors	*e.g.* Can communicate effectively with teachers at parent teacher interviews; could work in the service-industry; can follow movies or television shows May still have some grammatical errors.	Can speak confidently in new situations. Use English to talk about intangibles

Notes: