

## Home Language Inventory: English Version

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Accompanied by: \_\_\_\_\_ Relationship: \_\_\_\_\_

Interviewer(s): \_\_\_\_\_ School: \_\_\_\_\_

The Home Language Inventory provides vital information in the preliminary identification process. It should be done carefully with the assistance of a competent, qualified native language speaker.

The purposes of the Home Language Inventory are to:

- Identify the principal language(s) used in the home
- Determine whether EAL support is needed
- Gather information about the nature of language use and the language environment

Interview Questions:

1. Which language(s) did your son or daughter learn when he/she first began to talk?
2. Which language(s) does your son/daughter use at home?
3. Which language(s) do you use to speak with your son/daughter?
4. Which language(s) do the adults in the home speak?
5. Can your son/daughter read in his/her native language?
6. Can your son/daughter write in his/her native language?
7. Does your son/daughter like school?
8. Can your son/daughter work independently?
9. What kind of schooling did your son/daughter have prior to coming to Canada?
10. Have you noticed any unusual use of the native language by your son/daughter? (Language Development/Articulation)
11. Name some of your son's/daughter's interests, hobbies or special skills?

12. What kind of reading does your son/daughter do outside of school?

13. Are there any special activities or practices that extend from the student's home/culture of which the school should be aware?

It is important that this Home Language Inventory be administered by an interpreter who speaks and understands the language of the ethno-cultural group to which the parent belongs.

The inventory should be administered in the home or in school. Once completed, it should become part of the student's Cumulative folder.