



Fragebogen zum Erhalt von Informationen zum Profil zum kindlichen Mehrsprachgebrauch (ProMulti)

Scharff Rethfeldt (2022)

Name Date of Birth Place, Nationality/-ies

Informant's Name (relationship to the child) name of person completing this form Date

(L1) _____ (L2) _____ (L3) _____
Languages in the child's surrounding (you might want to assign different colors to each language)

Language Development and Culturally Diverse Setting

What are the languages the child is acquiring, since when and by whom?

(L1) _____ from birth since aged _____ months / years (circle)
 mother father sibling (other) _____ at kindergarten

(L2) _____ from birth since aged _____ months / years (circle)
 mother father sibling (other) _____ at kindergarten

(L3) _____ from birth since aged _____ months / years (circle)
 mother father sibling (other) _____ at kindergarten

When did your child utter first single words? age _____

In which language did your child utter these first single words?
(In case of first utterances in more than one languages, please indicate the languages)

in (L1) in (L2) in (L3) in ____ don't remember

The child's first single words were: _____
(Please use capital letters to indicate words, even if only similar to the child's utterances)

Did the child demonstrate babbling? (z. B. *da-da-da*) yes, age _____ no

With whom did the child interact with most of the time during the first two years? _____

What language(s) has(have) been mainly used during that time? _____

When did the child utter first short sentences? age _____ months / years (circle)

When did the child start to use simple questions like *Where's ...?* aged _____ years
and questions like *Why?* aged _____ years

Does the child respond appropriately to questions? yes no

The child talks rather...? too much a lot less not at all

Does the child have difficulty using the right language in the right situation? no yes

Does the child address others using the right language? yes no

Has the child been exposed to a language, but does not hear or need it anymore?

yes, that was _____ from _____ to _____ no
(language) (child's age AND duration of language contact)

Describe the child's exposure: _____
(e. g. through former relative, before migration, international adoptee)

(Use outline)

At present who speaks what language(s) and which language(s) are used to communicate with the child?

What language(s) does the child use to answer different persons?

What language(s) is (are) spoken in which situation?

Bilingual families encompass a variety of situations of language use. Each bilingual family has its own patterns of inner familial language use and in relation to the local community.

In order to answer the questions together with the teacher/educator please use the attached sheet to outline the use of language in the child's environment. The different colored pencils may be used to illustrate the different languages (each language has its own color). If a person uses more than one language, or mixes the languages, please do use both colors.

native language of the mother _____ native language of the father _____

language(s) spoken between parents _____

language(s) spoken... by the mother to the child _____ / by the father to the child _____

language(s) spoken... by the child to the mother _____ / by the child to the father _____

language(s) spoken between the children _____

language(s) spoken or understood by the nearby extended family _____

language(s) spoken or understood in the community _____

language(s) of education _____

language(s) of religious observance _____

Would you describe your family to be very talkative?

no, just bare necessities rather less yes yes, very much

Do you have regular times for joint activities such as storytelling, reading, playing?

no, our everyday life is too busy very few yes

What language do you use to talk with your child about feelings, to console or pray with him / her?

(L1) (L2) (L3) L _____

Whom does the child talks most to? To (name) _____

How would you evaluate the language skills of the child?

all languages equally well _____ better than _____ all languages equally poor

How would you rate your own language skills on a scale from 1 (=poor) to 5 (=excellent)?

| Own language skills | Evaluation of mother | Evaluation of Father |
|---------------------|---------------------------|---------------------------|
| (L1) _____ | 1 --- 2 --- 3 --- 4 --- 5 | 1 --- 2 --- 3 --- 4 --- 5 |
| (L2) _____ | 1 --- 2 --- 3 --- 4 --- 5 | 1 --- 2 --- 3 --- 4 --- 5 |
| (L3) _____ | 1 --- 2 --- 3 --- 4 --- 5 | 1 --- 2 --- 3 --- 4 --- 5 |

What is the child's currently preferred language? _____

How do you think would the child rate his or her own language skills?

all languages equally well _____ better than _____

Does the child have interest in book reading? no yes

Who reads to the child? _____ How often per week? _____
(please name persons, their age, the language used)

Does the child have interest in story telling? no yes

Who tells stories to the child? _____ How often per week? _____
(please name persons, their age, the language used)

Do family members (mother, father) read (books, magazines)? no yes, sometimes yes, often

Provide the approximate duration how long the child watches TV:

never rarely 1 hour per day 2-3 hrs. per day more than 3 hrs. per day

From your perspective,

multilingualism brings... more benefits more disadvantages neither nor

To your child...

- multilingualism is just a means to an end
- it is great to show knowledge of more than one language
- multilingualism rather is best to be hidden

Do you experience that others refuse your child's multilingualism? no, not at all

Yes, ...

- monolingual persons other multilingual persons at Kindergarten / in school
- mostly neighbors mostly adults mostly children

Languages are alive. How do you preserve your child's languages?

- everyday contact with all languages read to tell a lot listen to audios
- spends lots of time with children speaking other languages watches TV in L _____
- spend the holidays, where the languages are spoken _____

Thank you. You are also invited to ask questions.

Begleitmaterial zum Buch:
 Scharff Rethfeldt, W. (2020). Sprachförderung für ein- und mehrsprachige Kinder. Ein entwicklungsorientiertes Konzept.
 2., aktualisierte Auflage. München: Ernst Reinhardt. ISBN 978-3-497-02932-7

Child's name: _____ Birth date.: ____ - ____ - ____ age: ____; ____ date: _____ professional: _____

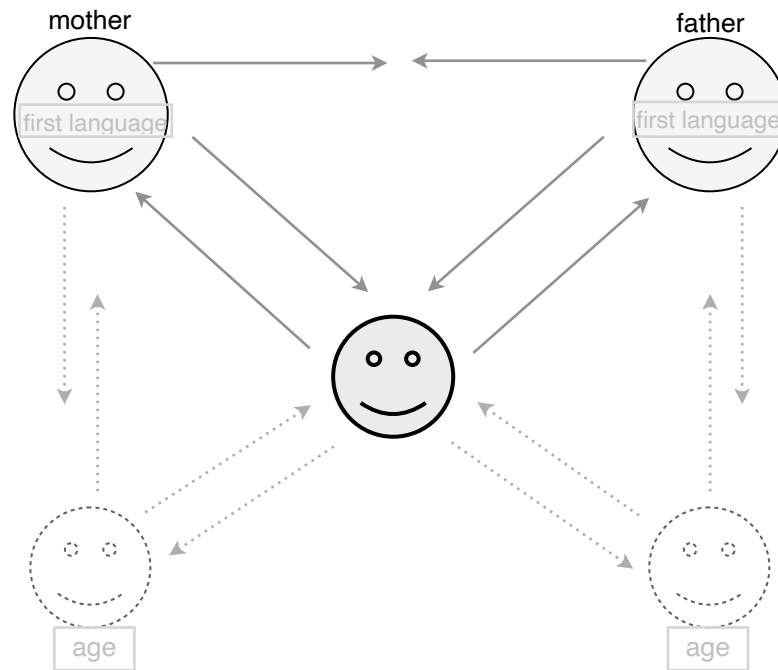
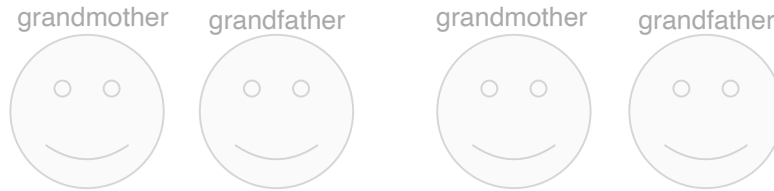


L1: _____ colour

L2: _____ colour

L3: _____ colour

...



Language use

