

SURVEYING MULTILINGUAL FAMILIES IN SCHOOLS

ANDREA B. HELLMAN
XIMENA URIBE-ZARAIN
ANGELA B. BELL
ALEXIS GONZALEZ
Missouri State University

ABSTRACT

Surveys with multilingual families can yield vital information for teachers and schools about families' awareness and perception of their children's education. However, multilingual surveys that can produce dependable data are complicated to develop. In this article, we disseminate a model survey that we created in 40 languages, which collects feedback on families' satisfaction with the school's services, their areas of interest for engagement in their child's education, and the services they need to participate in school activities. We present our survey construction method to illustrate best practice for producing similar tools. We discuss how teachers employed our survey tool to reach out to caregivers, lay the foundations for a partnership, and propose engagement activities based on families' feedback and interests.

Keywords: English language learners, emergent bilinguals, family engagement, parent survey, survey translation, culturally and linguistically responsive strategies, bilingual families, multilingual practices

INTRODUCTION

Despite the ubiquity of surveys and questionnaires in everyday life, in our experience, few teachers feel confident in their ability to collect dependable information from multilingual families through surveys. Surveys have a host of benefits for data gathering and the general perception is that they are quick to develop and convenient to administer with the many widely available software applications that educators can access. In fact, to create a well-designed survey instrument takes more deliberate planning than typing up a set of questions in an online survey application such as Google Forms or Survey Monkey. How methodical we need to be with creating a survey depends on the purpose for which we are gathering data. The higher the stakes, the more careful our preparation needs to be. For high-stakes decision-making, such as proposing a new initiative, evaluating our current services, or advocating for policy and resources, we need data collection tools that are designed and administered in a way that we can be confident in the quality of the resulting information to guide our decisions.

Our primary aim is to disseminate a multilingual parent survey (see Appendix A), which we developed to collect data from families of emergent bilingual students about their satisfaction with the services their child is receiving and about their interests of engaging in a variety of possible ways at their child's school. Beyond making this tool available within 40 languages that are spoken by multilingual families in Missouri (see Appendix B), our secondary aim is to guide you through the steps of producing multilingual surveys like this one, either by borrowing questions from our survey or by formulating and translating your own questions for a different survey instrument that can serve your local purposes.

TYPES OF MULTILINGUAL SURVEYS IN SCHOOLS

The multilingual surveys that many school districts conduct fall into several sub-categories: home language surveys, program choice surveys, program evaluation surveys, and family engagement surveys. Apart from the literature on home language surveys, which are mandated by law, little published research exists on surveying multilingual families in schools.

Home language surveys

Students who have not yet reached the level of English language proficiency where they can succeed in the grade-level curriculum are entitled to receive language development services; placement in these services is predicated upon identification, which begins with the home language survey (Bailey & Reynolds Kelly, 2010; Linqunti & Bailey, 2014). Districts are required to survey all families about the languages they use at home to cast a wide net for identifying who might benefit from English language development services. The U.S. Department of Education offered some guidelines for the administration of the home language survey along with sample translated forms in the nine most frequent languages (U.S. Department of Education, 2017). Translations in additional languages are usually provided by state education agencies; of these, the Washington Office of Superintendent of Public Instruction (2016) stands out with making available translations of the home language survey in 35 languages. Beyond the identification of potential English language learners, another use of the home language survey is to note which languages are spoken in the homes of registered students and to make available on the district level translation and interpretation services for those languages.

Program agreement, change request, and opt-out surveys

Schools are required to notify parents of their child's results on the English language proficiency assessment (U.S. Department of Education, 2017). In school districts where

placement options exist, parents fill out surveys of their program choices or they can indicate reasons if they elect to opt out of the available English language development program. The Massachusetts Department of Elementary and Secondary Education's website (2019) is notable for its practice of making these types of surveys accessible to schools. Their website provides convenient access to multiple forms and surveys in translation from drop-down choices of 30 home languages.

Family engagement surveys

Few instruments are publicly accessible to gather feedback from multilingual families on their attitudes toward school, perceptions of the education their child is receiving, or how they see themselves engage in their child's learning. Bahena, Schueler, McIntyre, and Gehlbach (2016) tried to fill this need when they developed and made available their survey questions and scales on twelve constructs, which include family engagement, school fit, school climate, barriers to engagement, school safety, roles and responsibilities, and background questions. These survey questions and scales can be downloaded in translation in eight languages (Panorama Education, n.d.). Another valuable resource is the Washington State Migrant and Bilingual Education program, which posted their family surveys in two versions: one multiple choice and another with open-ended questions, along with translations in 35 languages (Washington Office of Superintendent of Public Instruction, n.d.).

MULTILINGUAL SURVEY DEVELOPMENT

The development of multilingual surveys belongs to the vast field of psychometrics, which includes statistical principles, methodological processes, principles for translation and validation. For those who are interested in honing skills with these, we provide pointers in the

references to practical summaries that were written for educators (Behling & Law, 2000; Dörnyei, 2010; Harlacher, 2016; Harris, 2014; Wagner, 2015). Rather than recapping survey construction in general, we highlight here a few key considerations that are important for teachers who want to create surveys for the families of their linguistically diverse students.

Deciding whether a new survey is needed

Once you define the purpose of the survey, the first step is to search the literature to find out whether previously validated instruments are already available. A published survey that passed expert review is not only a time and cost-saver, but also a higher quality instrument than educators can produce with limited technical expertise and resources. It is only worth developing a new survey if one is not yet available or if it is not available in the home languages of your families.

For example, in the case of the multilingual family engagement survey that we are disseminating here, we began with a review of the literature to identify published instruments and located two particularly relevant sources. The first was Careaga's survey (1988), where the objective was to assess the interest of the families in their child's school. This instrument was notable for its perspective and for its simple wording of questions. The second important source was Chávez-Reyes (2010), whose article deepened our understanding of the traditional ecology of parent engagement at schools, which reflects the broader social inequities, for example, the unequal power relations between schools and families. We intended our survey to give voice to the families so that they could express their desires for their own involvement in their children's education.

Planning the survey

If a suitable published survey is not yet available, then the planning of a new survey can start with clarifying the main concepts that you are probing. Will the survey be about one component (e.g., the family's preferred communication with the teacher) or will it be multidimensional, that is, probing several components (e.g., the frequency of family engagement activities and the challenges families face)? If the survey is multidimensional, then it is best to separate the questions that address each component. Grouping questions into blocks by each component makes the survey less confusing for the respondents and it makes the analysis of the responses more straightforward.

The second step in planning is to decide how you will conduct the survey. Will the students bring home the survey, with the families expected to read and respond on their own? Or, will the survey be administered one-on-one by a teacher or school staff member? Or, will it be distributed electronically? If the survey is meant for independent completion by parents, then easy readability is key, which could mean a fourth grade reading level, to provide the broadest access. At this stage of the planning, an important consideration is to accommodate families whose literacy in their languages is unknown or unclear. A safe assumption is that some immigrant and refugee families may need individual assistance to respond to the survey meaningfully.

The next step is to determine the format of the items. Closed-ended items are easier to summarize but they offer respondents a limited set of choices while open-ended items result in a broader range of information requiring both more effort from the respondents and translation of the answers.

We designed the survey we present here (see Appendix A) to be sent home with the students and to be returned in prepaid business envelopes, which our program supplied. The purpose was to make the surveys anonymous in order to increase trust. We chose all closed-ended items for easier completion and summarization.

Item construction

There are basic tenets to observe with item writing; the most critical is to word questions for clarity and conciseness. Items that measure the same concept should be presented as a group. For example, items that refer to *attitudes* should have their own group, separate from the items that refer to *behaviors*. The two most critical errors to avoid are double-barreled questions and biased wording (Patten, 2014). A double-barreled question is one that bundles several elements (e.g., “Would you like to attend school events and participate in field trips?”). Biased wording leads the respondents in one direction, suggesting a “right” answer (e.g., “Do you like our excellent English program?”). Another type of bias is with loaded wording, which means embedding an assumption. For example, the question “What would make you feel less isolated?” implies that the respondent feels isolated. We also recommend avoiding absolute questions, where everyone would likely lean one way. For example, it is rather unlikely that respondents would disagree with an absolute statement such as “I want my child to succeed at school.”

The length and structure of the survey

Although there is no hard and fast rule against long surveys, volunteers are less likely to complete complex surveys that look too time-consuming. While we may start with many items during the development phase, we can cull these to retain only the best questions for the final

draft. We created a survey with just three concepts, organizing each into its own block. The result is a short and simple tool to increase the likelihood of a high response rate.

Piloting the instrument

A recommended practice is to have a colleague with experience in survey design review the instrument once it is in an advanced draft. This reviewer can identify problems, such as typos and grammatical errors, ambiguous wording, and loaded or biased questions. When constructing our survey, we engaged as reviewers colleagues with expertise in survey research as well as with the content. For us, this meant two processes: group discussions of the instrument with our team and a questionnaire where content experts rated each item for how necessary they were for the concept.

Piloting means to try out the survey on a small scale before distributing it to the whole population that you intend to poll. For a multilingual survey, the pilot administration should precede retaining translators to reduce the cost of a revision. The pilot administration may highlight if items are confusing for respondents or if their answers miss the point of the question. The analysis of the answers on the pilot survey may show patterns of the distribution of answer choices, which could indicate that additional answer choices are needed or that some items are redundant and can be omitted.

For our parent survey (Appendix A), we adapted a previously published instrument; the authors revised and reviewed the survey as a team and invited a certified family life educator to provide additional expert review. The first administration of the survey served as the pilot (see Table 1); after preliminary analysis, we did not have reason to make changes to the instrument.

Basic guidelines for translation

Translating surveys for research is a complex, multi-step process where the translator should be familiar with the purpose of the instrument and the mode of the survey administration. Instructions to the translator should explain the concepts that the survey measures and specify the desired reading level of the translation. A poor translation can render the data meaningless. (RAND Corporation, 2021; Behling & Law, 2000).

Even though the standards for the translation of a family survey are not as high for educator use as they are for research, the resources required for obtaining a competent translation justify getting the job right so the instrument can be reused and shared with others. A professional translation service where a certified translator's work is checked by a second translator for accuracy is preferable to individual contractors or amateur volunteers. Machine translation by software is not suitable for this purpose because reliable translation requires in-depth understanding of the text, which current applications are not able to provide (Poibeau, 2017). Standard practice requires back-translation by professionals and a comparison of the back-translation to the original English language survey.

We recommend that educators utilize their district's contracted translation services. Although teachers are not always aware, districts are obligated to make available information in the parents' primary language whenever necessary to ensure effective communication and to remove barriers to participation in family engagement activities (Every Student Succeeds Act, 2015; U.S. Department of Education, 2017). Consequently, districts have published policies for family engagement and contracted professional services for translation and interpretation.

To produce the translations for our survey, we obtained a list of languages spoken by families in our four partner districts in southwest Missouri. Our list contained 39 foreign

languages, many of which are less common (e.g., Chuukese, Pohnpeian, Hakha Chin, Karen). We obtained quotes for translations and compared translators' prices and references; however, we do not expect educators to follow our process over using their own district's contracted services. Evaluating bids and accommodating the various payment processes of many vendors can become involved. Based on our experience, we recommend the following strategies:

- Wait until all drafts have been reviewed and revised before ordering translation.
- Include with the translation order the purpose of the survey, an explanation of the concepts it measures, the mode of administration, and the reading level you expect. Ask for a second translator to check the translation for accuracy.
- Add to the translation order an introductory text with salutation and instructions. Also request translation for a thank-you note and reminders for returning the survey.
- Keep the translators' contact information, especially for the lesser-known languages.
- Store translations with foreign writing scripts (such as Arabic, Burmese, Thai, Russian, Japanese, or Chinese) as an image file (pdf) to preserve the layout and the font during the printing.

When sending out the survey to families, include the English language original with the translated version because not all families wish to associate with their home language in every context. Some individuals could interpret receiving a translated form as being identified limited English proficient. Giving families a choice with language is the best approach.

For our survey (Appendix A), we completed back-translation in two steps: for the more common languages, we were able to use Google Translate to turn the text back to English; for languages where this method raised concerns and for languages that were not available in Google Translate (e.g., Hakha Chin, Karen, and Khmer) we contracted professional translators to produce the back-translation. Although back-translation is part of best practice, it can double the

cost. It is recommended for surveys that will be made public or for those that the district plans to reuse.

ANALYZING AND SHARING THE RESULTS

When processing multilingual surveys, three additional steps are necessary as compared to analyzing monolingual surveys. The first is to track the return rate by language, the second is to create a joint spreadsheet for all language versions for analysis by software, and the third is to translate any open-ended responses.

Tracking the return rate by language

We recommend the process we followed, which was to create a spreadsheet to document how many surveys were sent in each language and how many were returned in each language. In general, knowing the return rate is critical for interpreting and reporting the results, with a low return rate not likely to be representative of all the families we intended to survey. Noting the return rate by language helps educators plan future communication for the families because this indicates the languages for which we should supply translation in the future.

For example, Table 1 shows how we tallied by language the surveys that we sent out and received. Over four years, teachers who were participants in our project requested the parent survey in 17-26 languages per year; in contrast, completed surveys were returned in 10-15 languages every year. Spanish was by far the most requested language (1,298) and the highest number of completed surveys were also in Spanish (346) with an overall return rate of Spanish language surveys at 27 percent. After Spanish and English, the most utilized languages were Pohnpeian (55), Chuukese (42), and Hakha Chin (38), not the languages one might expect in southwest Missouri, where our project partners were located. The four-year return rate of the

surveys in these languages was high: Pohnpeian (53 percent), Hakha Chin (42 percent), and Chuukese (38 percent). The tally by language suggested that our partner districts had a definite need for translation services in these languages because families preferred to use them and they desired to engage in the schools when they were accommodated with these languages. We also noted which languages were not requested (e.g., Kinyarwanda, Mongolian, Amharic, or Nepali) and which had a zero percent return rate (e.g., Karen, Samoan, and Somali); however, we could not tell if these caregivers may have responded in English.

Table 1*Return Rate by Language on the iELT-Ozarks Multilingual Parent Survey*

| Year | 2017 | 2018 | 2019 | 2020 |
|---|--|--|--|--|
| Surveys Sent | 236 | 593 | 568 | 694 |
| Surveys Completed | 111 | 196 | 177 | 146 |
| Return Rate (%) | 47 | 33 | 31 | 21 |
| Number of Languages on Sent Surveys | 17 | 26 | 23 | 22 |
| Number of Languages on Completed Surveys | 10 | 15 | 13 | 13 |
| Top Five Languages Ranked by the Number of Completed Surveys (<i>N</i>) | Spanish (72) English (24) Pohnpeian (4) Hakha Chin (3) Chuukese (3) | Spanish (102) English (60) Pohnpeian (5) Burmese (5) Chuukese (5) | Spanish (97) English (57) Pohnpeian (4) Chuukese (4) Mandarin (3) Ukrainian (3) | Spanish (75) English (27) Pohnpeian (16) Hakha Chin (10) Chuukese (3) |
| Languages with a High Return Rate (%) | Khmer (100) Marshallese (100) Pohnpeian (80) Chuukese (50) Mandarin (50) English (49) Spanish (46) | Khmer (100) Punjabi (100) Swahili (100) Tagalog (100) Ukrainian (75) Arabic (67) Mandarin (60) Chuukese (50) Korean (50) English (45) Russian (43) | Greek (100) Tagalog (100) Korean (100) Mandarin (100) Vietnamese (50) Ukrainian (50) Chuukese (50) English (40) | Portuguese (100) Pohnpeian (76) Hakha Chin (50) Korean (50) Russian (33) Burmese (25) |

Joining the data for all language versions

The convenience of analyzing survey results by software is obvious and many educators are practiced with Google Forms, Survey Monkey, or even the high-end survey platform, Qualtrics.

The instant readout of the data with pre-programmed visual presentation makes data analysis and the sharing of results practically doable for busy educators. However, sending home paper surveys in foreign languages and foreign writing scripts does not offer the instant analysis of an

electronic survey. We solved this problem by entering the responses that parents sent back in whatever language as if they were submitted to us electronically in English. Using this method, we were able to store and analyze their data as if they were electronic surveys in English.

Reentering the data from the paper survey into a Google form took a minute per survey and it allowed us to analyze the data and generate reports instantly.

Translating responses on open-ended items

The problem of analysis remains with open-ended items where parents answer in their home language. Certainly, for high-stakes survey responses, we would recommend professional translation. However, very short answers can be comprehensible with machine translation, such as Google Translate or Microsoft Translator, with languages that are common and which use the Roman alphabet (e.g., Spanish, French, or Portuguese). On our list, most languages use a different script, which leaves the cost of translating open-ended items via a translation service at \$.05-.30 per word, depending on the language. This gives reason to consider the cost-benefit ratio of open-ended items when constructing the survey. We considered this obstacle when we decided against including open-ended items.

For the last question, we added one answer choice of “other” for respondents to indicate what additional needs they had to be able to participate in parent activities. With this answer choice, we noted that very few respondents chose this option, and when they did, they did not fill in the blank to specify their need. For those few who did, we were able to translate their very short answers by typing them into Google Translate, except in the case of scripts like Karen, which was not supported. We had partial success using the Google’s Translate app for Android

phones, which could scan handwritten scripts with the phone camera and translate these, albeit not yet reliably because of the variation in individuals' handwriting.

USING THE FINDINGS TO MAKE GOOD DECISIONS

The purpose of surveying families is to gauge their perspectives and to act on the data we collect. These surveys can be the start toward positioning families as equal partners in education and as decision-makers at the school. At the least, the findings inform us on the language resources we need to start effective two-way communication with our families.

We disseminated the aggregate results of our annual survey to in-service teacher participants in our program to share with them the big picture of what multilingual families expressed. We asked them to consider the data before they made plans for family engagement, which was one of the priorities of our project and the rationale for why we needed this survey tool. The implications for action differed for educators at different schools and grade levels; here are a few examples to illustrate how.

Revisiting the school plan to serve families

Some teachers interpreted the survey data to mean that the school could better serve families by communicating about the resources that are available to support emergent bilingual students. One of these teachers wrote:

79 percent of families surveyed were interested or very interested in learning about the purpose of the English language program in the schools. This is a real, practical need for families in my school district. EL families must be informed and educated on the services available to them if they are to engage in them. This information needs to be available to them in their native language, and in a plain way that is free of confusing educational jargon.

This teacher, in collaboration with the district ESL director, helped revise the district's Lau plan to include actionable ideas for family engagement. One practical solution that resulted was a new, translated booklet to convey to families in comprehensible terms the features of the district's services that they could access.

A change of perspective on what matters to families

The survey data can reveal to teachers that their preconceived ideas of what constitutes family engagement may misalign with what families need and expect from the school. This is how one teacher voiced the change in her understanding:

It caused me to think about things I had never thought before. I definitely thought about the materials I would need and what the [family engagement] event would look like, but this proposal caused me to think about the needs of my families. I questioned things like what needs my families have from the schools, how I was going to communicate with families that did not read their native language, or how to make all my families feel welcome and like I wanted them at my event. I addressed several of these questions by doing a survey or brainstorming ideas with the teachers and translators I would be working with on this project.

Initiating new practices

We encouraged teachers to follow our survey model but customize it to their context. A teacher who followed this suggestion explained:

After administrating the initial survey with all my parents, I learned that the top three areas that parents would like to participate in are helping their child with homework at home, reading with their child at home, and supporting math classwork at home. With such a large portion of my parents wanting to support math classwork at home, I determined it would be wise to have a parent education night to help parents understand the math vocabulary and instruction that is happening within the classroom.

This teacher also interpreted the survey responses to anticipate that she will need a multilingual slide presentation for her event and math games, using manipulatives to bridge the communication gaps with hands-on activities. At the end of her hybrid virtual/face-to-face math literacy event, she again surveyed attendees on whether they found the session helpful. All ten families that participated agreed or strongly agreed that the session helped them understand how to support their child with math at home.

FROM SURVEYS TO RELATIONSHIP BUILDING AND ADVOCACY

A parent survey is just one tool, which provides no more than a few data points for teacher action. Yet, it is a useful starting point, which can open the doors toward a new partnership. Multilingual surveys communicate to families that the school welcomes them no matter what language they speak; their input matters; educators wish to listen to them. When teachers demonstrate that they have heard the feedback and are willing to shape their actions by it, new possibilities open for a meaningful connection.

Teachers showed that the findings of multilingual surveys can lead to advocacy. Because administrators are accustomed to data-based decision-making, they are more likely to act on the findings of a professionally administered multilingual survey than on anecdotal evidence or teacher perception. The survey findings can provide a rationale for action and for additional resources. Surveys can reveal issues in an acceptable form, even issues that everyone may suspect but cannot publicly name without appearing to criticize. For example, in the course of implementing a family engagement project that was planned in response to one teacher's own parent survey, the teacher reflected:

I learned about what is and is not always readily available to all of the families in our district. Before this, I would not have even thought about anyone new to our district not knowing what to do if their child would be absent from school. I learned that our district's website is difficult to navigate.

Teachers reported that their learning from survey-initiated family engagement projects lead them toward advocacy:

My family focus was to ensure that my project resulted in a resource that will be made available to all English learner families in my district. For this reason, and because I believe English learners' families need and deserve to know their educational rights, I plan on broadening my project in the future. [...] English learner families will gain an awareness of the resources, support, and individuals that are available to assist them in meeting their needs. [...] I believe this will be empowering for parents in becoming active members in the school and their children's education and foster trusting, strong relationships built upon trust and respect.

FINAL TAKE-AWAYS

Conducting surveys with multilingual families about their feelings and perceptions of their child's school can lead teachers to new understandings of these families, including greater empathy toward their challenges. Even more important is the message such parent surveys convey, which is that the teachers are open to listen and to start building relationships based on the premise that the school welcomes every family's home language and culture. A multilingual survey is an invitation; it is a message of welcome, whose outcome can be surprising.

Multilingual parents tend to reciprocate with respect and trust. The findings from a multilingual parent survey can suggest to educators new ways to engage and resources to advocate for; they can introduce teachers to a fresh perspective, help them reexamine their assumptions, and

explore practices that are more meaningful and empowering to culturally and linguistically diverse families.

ACKNOWLEDGEMENTS

The multilingual parent survey was made possible by funding from the iELT-Ozarks Project, a National Professional Grant from the U.S. Department of Education Office of English Language Acquisition.

The authors acknowledge Jennifer Rojas-McWhinney, Ph.D., for her roles with this survey as advisor and reviewer.

THE AUTHORS

Andrea B. Hellman, Ed.D., is an associate professor of Linguistics/TESOL at Missouri State University, where she directs the iELT-Ozarks project. Her recent publications include The 6 Principles Quick Guide Remote Teaching of K-12 English Learners and The 6 Principles For Exemplary Teaching of English Learners: Adult Education and Workforce Development (with Kathy Harris and Anea Wilbur). (Corresponding author: AndreaBHellman@MissouriState.edu)

Ximena Uribe-Zarain, Ph.D., is an assistant professor in the College of Education at Missouri State University. She focuses on assessment and accreditation in teacher education. She has 15 years of experience as a program evaluator with grants of every size, including multi-year projects funded by the National Science Foundation and the U.S. Department of Education.

Angela B. Bell, Ph.D., is a visiting assistant professor in the English Department at Missouri State University, where she serves as the principal TESOL faculty for the iELT-Ozarks project. Her areas of expertise are online education, engagement with multilingual families, program review and capacity building in K-12 schools for English learners.

Alexis González holds a master's degree in Applied Second Language Acquisition. She is a TESOL project coordinator in the English Department at Missouri State University. She is experienced with graduate student advising, project management, grant coordination, translation, and survey administration.

REFERENCES

- Bahena, S., Schueler, B. E., McIntyre, J., & Gehlbach, H. (2016). Assessing parent perception of school fit: The development and measurement qualities of a survey scale. *Applied Developmental Science, 20*(2), 121-134. <https://doi.org/10.1080/10888691.2015.1085308>
- Bailey, A. L. & Reynolds Kelly, K. (2010). *The use and validity of home language surveys in state English language proficiency assessment systems: A review and issues perspective*. Enhanced Assessment Grant US Department of Education, Evaluating the Validity of English Assessments (EVEA) Project deliverable. <http://www.eveaproject.com/doc/HLS%20White%20Paper%202010.pdf>
- Behling, O., & Law, K. S. (2000). *Translating questionnaires and other research instruments*. Sage.
- Careaga, R. (1988). *Parental involvement: A resource for the education of limited English proficient students*. National Clearinghouse for Bilingual Education.
- Chávez-Reyes, C. (2010). Inclusive approaches to parent engagement for young English learners and their families. *National Society for the Study of Education, 109*(2), 474-504.
- Dörnyei, Z. (2010). *Questionnaires in second language research* (2nd ed.). Routledge.
- Every Student Succeeds Act, 20 U.S.C. § 6301 (2015). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>
- Harlacher, J. (2016). *An educator's guide to questionnaire development* (REL 2016-108). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. <https://files.eric.ed.gov/fulltext/ED562653.pdf>
- Harris, D. F. (2014). *The complete guide to writing questionnaires*. I&M Press.
- Linquanti, R., & Bailey, A. L. (2014). *Reprising the home language survey: Summary of a national working session on policies, practices, and tools for identifying potential English learners*. Council of Chief State School Officers. <https://files.eric.ed.gov/fulltext/ED565756.pdf>
- Massachusetts Department of Elementary and Secondary Education. (2019). *English learner education program resources: District-family communications*. <https://www.doe.mass.edu/ele/resources/communications.html>
- Panorama Education. (n.d.). *Family survey instrument available in eight languages*. <https://www.panoramaed.com/blog/family-survey-instrument-available-eight-languages>
- Patten, M. (2014). *Questionnaire research: A practical guide*. Routledge.
- Poibeau, T. (2017). *Machine translation*. The MIT Press.
- RAND Corporation. (2021). *RAND Health Care: Basic guidelines for translating surveys*. https://www.rand.org/health-care/surveys_tools/about_translations.html
- U.S. Department of Education, Office of English Language Acquisition. (2017). *English learner tool kit* (2nd ed.). <http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>
- Wagner, E. (2015). Survey research. In Paltridge, B., & Phakiti, A. (Eds.), *Research methods in applied linguistics* (pp. 83-99). Bloomsbury.
- Washington Office of Superintendent of Public Instruction. (2016). *Home language survey*. <https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/bilingual-education-program/home-language-survey>

Washington Office of Superintendent of Public Instruction. (n.d.). *ELL program family surveys*.
<https://www.k12.wa.us/student-success/access-opportunity-education/migrant-and-bilingual-education/ell-program-family-surveys>

APPENDIX A

iELT-Ozarks Project: Parent Survey

We need your help with our project. Please answer these questions about your child’s school. There are no right or wrong answers. We would like to learn about your child’s education. We will not ask for your name. The results will help us do better. Thank you for your time and for your assistance.

PARENT PARTICIPATION

During the previous school year, did you

| | | |
|--|-----|----|
| meet with your child's teacher? | Yes | No |
| meet with your child's English language (ESL) teacher? | Yes | No |
| participate in any parent activities at the school? | Yes | No |
| help your child with homework? | Yes | No |
| read with your child at home? | Yes | No |

SATISFACTION WITH CURRENT SERVICES

Is there a translator available when needed at your child's school? Yes No

Rate these statements:

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel welcome at my child's school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel comfortable as a parent at school activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The activities at my child’s school help me as an ESL parent. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know what my child is learning in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My child receives extra help when s/he needs it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Rate these programs at your child's school:

| | Poor | Fair | Good | Very good | I don't know |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Reading program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematics program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English language program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

INTEREST

Would you like to learn about these programs at your child’s school?

| | Not Interested at All | Somewhat Interested | Interested | Very Interested |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| The purpose of English language program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| What your child learns in school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How to help your child with schoolwork | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Circle your answer. Would you like to . . .

| | | |
|---|-----|----|
| visit your child's classes? | Yes | No |
| come to school for a meeting to learn more about school programs? | Yes | No |
| volunteer in the classroom? | Yes | No |
| participate on a parent organizing committee? | Yes | No |
| talk to other parents about the school? | Yes | No |
| attend school social events, performances, or festivities? | Yes | No |
| attend educational activities? | Yes | No |
| attend field trips? | Yes | No |
| help your child with homework at home? | Yes | No |
| read with your child at home? | Yes | No |

To help you participate in parent activities, do you need? (Check all that apply.)

- Evening schedule
- On-site babysitting
- Someone to accompany you
- Transportation
- An interpreter
- Other: _____



Based on Careaga, R. (1988). *Parental involvement: A resource for the education of limited English proficient students*. National Clearinghouse for Bilingual Education.

Suggested citation: Hellman, A. B., Uribe-Zarain, X., & Gonzalez, A. (2017). *IELT-Ozarks project parent survey*.

<https://www.missouristate.edu/ielt-ozarks/>

APPENDIX B

The List Languages for the Parent Survey

1. Amharic
2. Arabic
3. Bosnian
4. Burmese
5. Cebuano
6. Chuukese
7. English
8. French
9. Greek
10. Hakha Chin
11. Hindi
12. Hmong
13. Italian
14. Japanese
15. Karen
16. Khmer
17. Kinyarwanda
18. Korean
19. Malayalam
20. Mandarin
21. Marshallese
22. Mongolian
23. Nepali
24. Pashto
25. Pohnpeian
26. Portuguese
27. Punjabi
28. Romanian
29. Russian
30. Samoan
31. Somali
32. Spanish
33. Swahili
34. Tagalog
35. Telugu
36. Thai
37. Turkish
38. Ukrainian
39. Urdu
40. Vietnamese