

## ESL Developmental Continuum P–10

### Teaching strategy – Surveys and Questionnaires

#### Focuses on

**Speaking Listening** Reading Writing

#### Most useful for students at stages

**A1 A2 BL B1 B2 B3 SL S1 S2 S3 S4**

#### Purpose of this activity

The language focus of questionnaire activities is usually on vocabulary and grammar. The sociolinguistic purpose is to facilitate interaction with others.

#### How this helps ESL students in particular

Questionnaires are useful for scaffolding oral language, as they give both the questioner and the respondent something meaningful to say. Some questionnaires will also enable repetitive patterns to be practised in a meaningful context, e.g. 'Who is the oldest person in your family?' 'Who is the youngest person in your family?' 'Who is the tallest person in your family?' etc. They provide a structure for spoken language, and, when used within the confines of the classroom, provide a safe way to practice new language features.

#### Procedure

##### Lower and middle primary

Associated with their work in many areas of the curriculum, students can design a questionnaire. For example, in a unit on animals, students may want to find out which animals other members of the class have as pets, or which animals they liked best or least on a visit to the zoo. Students can design a survey together, perhaps as a guided writing activity, and then ask the questions on the survey to other members of the class. Then, based on the results of their survey, they can display the results together as a bar graph or other suitable chart.

##### Upper primary and secondary

Older students may need less scaffolded help to design their questionnaire, and each student in the class may design their own questionnaire about the topic under consideration, for example, the countries of origin and languages spoken of all the students in their year level. More advanced students could use their questionnaire outside the school context.

#### Acknowledgments/reference

Harmer, J. (2003). *The practice of English language teaching*. London Longman.