# REEP ESL Curriculum for Adults

## LEARNER GENERATED QUESTIONNAIRES
(Contributed by Suzanne Grant)

*Learner-generated questionnaires have two basic advantages over pre-prepared questionnaires. First, the areas of response are not pre-determined but are generated by the learners. Second, comprehension of the language is not a problem because the learners themselves generate the language.*

**LEVEL:** ALL

**EXAMPLE 1**: Suggested steps for determining students' reading needs

As a whole group, brainstorm places that students need to read (eg. home, shopping, work, job search, etc). Mindmapping is a good brainstorming technique. Brainstorm one place together to determine what students need to read (bills, notes, etc). Write identified places on tear sheets and post them around the room. Students go to the one that they want to discuss in small groups. In small groups, students brainstorm a list of things that they need to be able to read. One student records.

Groups share their answers with the class. Answers are written on the overhead. Students complete the questionnaire individually. The overhead can be copied for each student, or students can copy from the overhead onto their questionnaire to complete the questionnaire. Class tallies the results with oral hand count and discusses how the results will be used. Process can be repeated to determine listening, speaking, and writing needs as well as topic area needs.

| THINGS I NEED TO READ: (Low intermediate level class: sample responses for things to read at home and class tally) | Can Do | Want to Learn | Not Important |
|---|---|---|---|
| Newspapers | 4 | 14 | 1 |
| Letters | 6 | 7 | 2 |
| Bills | 12 | 2 | 2 |
| Telephone book | 7 | 7 | 2 |
| Dictionary | 12 | 4 | |

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**EXAMPLE 2:** Suggested Steps for determining where students need to use English

As a whole group, brainstorm places where students need to use English. Students write places on their questionnaire and then check the language skill areas that they need at the identified places. Classes tallies with oral hand count and discusses classroom implications of the results.

| WHERE I USE ENGLISH<br>(Responses from a high beginning class) | SPEAKING | LISTENING | READING | WRITING |
|---|---|---|---|---|
| in class<br><br>in the street<br><br>at work | | | | |