

STUDENT SURVEYS

Venit Khosla

One way to encourage group discussion in the classroom is through the use of surveys. First, of course, the concept of a survey must be conveyed to the students. Once this is done, give them a theme such as "Vancouver" or "The Media" on which their surveys will be based. If the theme is very general, students must next brainstorm for possible subheadings. A theme like "Vancouver" might have subheadings such as "climate," "people," "transportation," "shopping," "food and restaurants," "crime" and "housing." The class is then divided into groups of three or four, and each group chooses a subheading on which to conduct a survey. Each group is asked to come up with five to ten questions which they will ask the other students in the class. Students try to ask questions which are controversial or which will be helpful in understanding public opinion. As a result, this phase of the activity frequently generates a lot of discussion.

As an example, here are three questions a group asked about crime in Vancouver:

	Yes	No	Unsure
1. Does Vancouver have enough policemen?	_____	_____	_____
2. Is shoplifting the most common crime in Vancouver?	_____	_____	_____
3. Vancouver is safer than most North American cities. Do you agree?	_____	_____	_____

The questions may be written on ditto paper and then duplicated, or they may be asked orally (logistically more difficult). In either case, however, it is easier to ask questions of the "yes-no" type.

Once students have answered surveys from each other's groups in the class, they can tabulate the results. After counting the number of "yes," "no" or "unsure" answers, they may be able to make statements such as:

1. Most students feel there aren't enough policemen in Vancouver.
2. About half the class is not sure whether shoplifting is Vancouver's most common crime.
3. Almost everybody agreed that Vancouver was safer than most other North American cities.

Each of these statements may lead to further discussion. (Why do we need a larger police force? What is the most common crime?) The surveys can also be given to another class in order to get a larger sample.

THE AUTHOR

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GETTING AROUND TOWN: A SERIES OF FUNCTIONALLY ORIENTED LESSONS

Maureen Guerriero

The following series of lessons was developed during a recent training course for volunteer teachers. At that time, I was working with a beginner level class in the Adult ESL Multi-cultural Program at Bendale Centre in Scarborough, Ontario.

General Objectives

My objective was to have the students become familiar with the community in which they lived and went to school. I wanted them to feel that they were a part of the community. I hoped to give them the necessary language tools to get around in their community, to be able to ask for, give and understand directions. I also wanted them to know what was available to them in the local shopping plaza so they would not be afraid to go there and mix with other people.

Topic One: Scarborough Town Centre

1. Functional objectives:
 - to use a directory to find information;
 - to read the floor plan of their local shopping mall (Scarborough Town Centre) and understand the symbols used on it;
 - to ask for directions;
 - to answer questions regarding locations;
 - to understand courtesy expressions; e.g., *excuse me, thank you.*
2. Structural objectives:
 - alphabetical order;
 - prepositions, e.g., *on, between, in front of, beside, next to;*
 - nouns giving locations, e.g., *upstairs, downstairs;*
 - questions using: *where, what, how many;*
 - present tense of verb *to be.*