

Questionnaire

This questionnaire was elaborated by a student of the Faculty of Education, Masaryk University. The data gained from the questionnaire will serve as a support to work on the Master thesis titled Stirring and Settling Activities in Teenage Classes. The questionnaire is anonymous. Please, answer the questions in a clear and comprehensible manner. Thank you for your kindness and your time that you are going to take in order to fill in the questionnaire.

Gender: ☐ male ☒ female

Age: ☐ under 35 ☐ 35 and over

- A. **Stirring activities** stimulate the energy level at the beginning of the class or during the lesson when energy levels drop and pupils cannot maintain their focus. At least five groups of stirring activities can be distinguished: movement games, drama and role-play activities, mingles, song-based activities, activities involving technology.

1. Do you use stirring activities in your English classes?

Yes.

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

2. What are your expectations when you use them?

I usually use these activities to revive my lessons. Especially - song-based activities and activities involving technology – are very interesting for young pupils. These activities can motivate children to get better relation to language itself.

3. Which particular stirring activities listed above do you use?

Song-based activities and activities involving technology

4. How do the pupils react? Are their reactions always the same or are they different?

It is hard to say. From my point of view, all different grades have specific reactions based on their level of knowledge and age. Another important fact that can influence pupils' reactions is whether the teacher uses these activities from the beginning or not.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

There is no big difference. It always depends on a pupil's personality and language skills – doesn't matter whether it is a boy or a girl.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

Level of language skills, motivation – Sometimes it is really hard to motivate the older upper-primary learners. That is why song-based activities and activities involving technology are a good choice.



- B. **Settling activities** are activities which aim to calm students down and settle them into a routine. They can be further divided into four groups: activities based on listening, activities based on reading, mini-projects, and wordplay activities (e.g. crosswords, word searches, jumbled sentences, anagrams)

1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes, I do (but not very often). It is usually because of a big number of learners in one language group. (24 learners in one group)

2. What are your expectations when you use them?

My expectations are to teach my pupils differently – not only using books and workbook.

3. Which particular settling activities listed above do you use?

Activities based on listening, mini-projects,

4. How do the pupils react? Are their reactions always the same or are they different?

My pupils like it.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

There is no difference. It always depends on a pupil's personality and language skills – doesn't matter whether it is a boy or a girl. For instance, talking about conversation or listening activities – some boys are very talkative, some girls are very shy. It really has nothing in common with their sex.

7. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

Level of language skills, motivation – Talking about motivation, the younger learners are easily motivated to make a line or to form a group, etc. You do not have to persuade them to do it. Most of them really take it as having fun, doing something different.



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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

2. What are your expectations when you use them?

To make the lesson funnier, to make the pupils more relaxed. To show them that not everything is evaluated. And of course to make them feel that they really need English in their lives.

3. Which particular stirring activities listed above do you use?

Role – play activities (short conversations useful in everyday live or a comics role play with a lot of interjections – they actually feel they said sth in English :-)

Song – based activities (filling in the gaps)

Technology – interactive board – special programs by Cambridge or OUP – involves games, songs, stories – children try to interpret

4. How do the pupils react? Are their reactions always the same or are they different?

They all start to concentrate. If it is a competition, the better ones usually win, which is a little demotivating for the weaker ones. Nevertheless, as soon as you call the activity “a game” or a “a competition”, they feel relaxed because it is something they like.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

Not really, the difference is usually in their knowledge of English and confidence.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

The younger ones are much more enthusiastic about learning new language, especially fifth and sixth graders. They are not afraid to perform.

The older ones know more but are embarrassed to say anything, to put their hands up or even perform. They are often afraid of being laughed at. Only the very good ones and confident communicate. The others I have to force.

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If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

2. What are your expectations when you use them?

I use them, but these activities usually take 10 minutes tops.

I use them to calm the students down, to make them feel that they've actually done something on their own – usually after explaining new grammar, learning new vocabulary. It's fresh and they can use the new knowledge immediately. And in most cases they are correct. Sometimes I evaluate them only with a good grade – 1 (A)

3. Which particular settling activities listed above do you use?

Crosswords, word searches, anagrams, listening activities, reading, translating (using dictionary) etc.

4. How do the pupils react? Are their reactions always the same or are they different?

The reactions are usually the same. They calm them down. And as I said, they (as well as I) don't like the activities taking a long time – it becomes boring.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

Girls are usually more willing to all activities. At least they don't have enough courage to comment the tasks I gave them. Boys, even the clever ones and actually loving English, are lazier and prefer more action during the lesson.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

Younger better – more obedient, they do everything I want them to. They think it is correct. No problems.

Older – some of them have difficulties especially the bad ones are not able to work on their own because they don't know the grammar, vocabs, etc. Therefore it is more complicated to work out the tasks on higher level. The older they are the bigger the knowledge gap is.

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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

Yes, I use stirring activities (role-play activities, song based a., sometimes movement games)

2. What are your expectations when you use them?

More interesting lesson, involving students with different types of learning

3. Which particular stirring activities listed above do you use?

role-play activities, song based a., sometimes movement games (it depends on age, level ..)

4. How do the pupils react? Are their reactions always the same or are they different?

Mostly they like these activities, sometimes it can be too "wild" then (movement act.) – they have to follow the rules; it is important

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

I think that there may be some differences (for example as for some topics they prefer) but they are not so huge

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

The younger like movement games and role plays very much. As for the older – they like it often, too. But they are afraid of making a mistake in front of the class.



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1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes, I use them.

2. What are your expectations when you use them?

To calm down the students; or to set more relaxing atmosphere after writing a test...

3. Which particular settling activities listed above do you use?

listening, activities based on reading, mini-projects, and wordplay activities

4. How do the pupils react? Are their reactions always the same or are they different?

They like activities such as crosswords; they often do not like activities based on reading a longer text

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

They react in a similar way

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

As for activities based on reading and listening, it is easier to do these for the older. The younger like different kinds of word-play activities a lot.



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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

Yes, I do use them quite often.

2. What are your expectations when you use them?

- to enhance the variety of activities used
- to motivate

3. Which particular stirring activities listed above do you use?

- technology
- songs
- role-play
- mingles

4. How do the pupils react? Are their reactions always the same or are they different?

Their reactions are influenced by many factors: mood, time, weather, topic, particular activity

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

The girls prefer song-based activities. The boys are more enthusiastic with activities involving technology and also movement.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

Their reactions do not differ. It is more about the activity and whether they like it.

For example, whether they know and like the songs used.

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1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes, I do. I use them more often with the sixth and seventh grade.

2. What are your expectations when you use them?

- to calm the pupils down
- to help them to concentrate

3. Which particular settling activities listed above do you use?

- listening
- wordplay activities

4. How do the pupils react? Are their reactions always the same or are they different?

There is no difference. They always react in a same way. They like exercises which are somehow different from those ones in their books.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

The girls as well as boys react in a same way.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

There is a visible difference. The younger learners have no problems with settling activities and they like them, especially projects.

I do not use projects with the older learners. They enjoy listening and wordplay activities more.

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If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

Yes

2. What are your expectations when you use them?

Usually I use these activities to practise new vocab, vary the lesson and to motivate my pupils.

3. Which particular stirring activities listed above do you use?

Mainly songs, activities involving technology and sometimes mingles.

4. How do the pupils react? Are their reactions always the same or are they different?

Usually it depends on the time. In the morning, they are more active but in the afternoon they are more tired and passive.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

In my opinion, there is no big difference. Just the girls are sometimes more shy in comparison with the boys.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

The younger ones get excited more easily.



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1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes

2. What are your expectations when you use them?

I use them to introduce a new topic

3. Which particular settling activities listed above do you use?

Mini-projects, listening, crosswords

4. How do the pupils react? Are their reactions always the same or are they different?

Their reactions are frequently the same.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

The girls are better with mini-projects. They are more creative and they like drawing.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

Except for the language level, the younger learners are more open to any new and unusual activities.



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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

Yes

2. What are your expectations when you use them?

I expect my pupils to be more motivated.

3. Which particular stirring activities listed above do you use?

Song-based activities, mingles, movement activities (only with the younger learners)

4. How do the pupils react? Are their reactions always the same or are they different?

Most of them welcome any new and surprising activities with enthusiasm.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

The girls prefer to think the activities through, they are more reflective. The boys do the activities directly without speculating.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

The older pupils are often less creative and more efforts are required to make them involved in the activities.



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1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes

2. What are your expectations when you use them?

To encourage individual work, to help them stay focused

3. Which particular settling activities listed above do you use?

All of them except for reading

4. How do the pupils react? Are their reactions always the same or are they different?

With settling activities, the reactions do not differ much.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

There are less difficulties with the girls, they are more obedient.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

I cannot see any significant difference. Maybe, the older learners prefer wordplay activities because neither movement nor extra involvement is expected.



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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

yes, I use them very often

2. What are your expectations when you use them?

I usually try to catch pupils' attention, involve them in learning process, let them relax

3. Which particular stirring activities listed above do you use?

I use all of them (except for drama because of the level of my students)

4. How do the pupils react? Are their reactions always the same or are they different?

I can usually see positive reactions because children like the change (it's something different than reading, writing, listening) but sometimes they feel uncomfortable (role-play activities) when they cannot hide behind the others and they have to react themselves

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

of course, girls like more song-based activities, boys like more activities involving technology and movement activities

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

- the older ones become more passive concerning movement activities, role-play activities, they prefer technology and mingles, it is also very important to be careful in the choice of songs

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1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

I use them almost every lesson

2. What are your expectations when you use them?

my expectations are the same as I mentioned above (catch pupils' attention, involve them in learning process, let them relax)

3. Which particular settling activities listed above do you use?

all of them (anagram only for the older ones)

4. How do the pupils react? Are their reactions always the same or are they different?

they like them because they are usually funny but activities based on listening and reading they do not consider as relaxing but sometimes difficult

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

I cannot see any big differences between boys and girls

7. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

- the younger are enthused by all these activities, concerning the older you have to be careful in the choice of activities

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1. Do you use stirring activities in your English classes?

yes

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

2. What are your expectations when you use them?

*Lessons are more interesting
for - maintain attention
- ~~not~~ releasing*

3. Which particular stirring activities listed above do you use?

movement games, songs

4. How do the pupils react? Are their reactions always the same or are they different?

different

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

it depends of the activity

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

the younger are more helpful, joyful, active

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1. Do you use settling activities in your English classes?

yes

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

2. What are your expectations when you use them?

*turn pupils to the topic
interesting lessons*

3. Which particular settling activities listed above do you use?

*crosswords, jumbled sentences, word searches,
expanding sentences ..*

4. How do the pupils react? Are their reactions always the same or are they different?

always the same

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

the boys are more active

7. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

the younger are more active, joyful



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1. Do you use stirring activities in your English classes?

YES

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

2. What are your expectations when you use them?

At the beginning to motivate, during the lesson to practise something and to attract kids attention on the topic

3. Which particular stirring activities listed above do you use?

All of them, (I don't use song based activities with older kids very often).

4. How do the pupils react? Are their reactions always the same or are they different?

It depends, they are used to do this at the beginning of the lesson. During the lesson they sometimes seem to be lazy to be active.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

Some small boys (6 – 10 years old) are less active, maybe shy, maybe bored with games. They show you they are too big to play games and not willing to move.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

It depends, if they are used to work like this in the English lessons they don't seem to have problems. It also depends on the climate of the class.



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1. Do you use settling activities in your English classes? YES

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

2. What are your expectations when you use them?

They calm down, they feel the work is important, especially if they have writing tasks.

3. Which particular settling activities listed above do you use?

ALL

4. How do the pupils react? Are their reactions always the same or are they different?

They are used to do a big part of the tasks sitting down, so they don't seem to have problems. But sometimes you notice they daydream and don't pay attention. Some of them don't like writing.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

More boys than girls have problem with attention, they play with their hands, look around or daydream.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

It depends more on the climate of the class, if they like to cooperate, work in groups, if they don't have problems to speak in front of their mates.



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1. Do you use stirring activities in your English classes?

If not, could you please specify why (lack of time in the class, misbehaving pupils, more demanding preparation ...)? Now go on to the next page.

Yes, I do.

2. What are your expectations when you use them?

To wake them up in the morning , to stimulate their interest.

3. Which particular stirring activities listed above do you use?

Movement activities with the younger pupils, songs and mingles.

4. How do the pupils react? Are their reactions always the same or are they different?

Their reactions are different. It depends on whether the activity catches their interest.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

I think that they react in a same way.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

They younger learners are playful, they do like movement activities.



- B. **Settling activities** are activities which aim to calm students down and settle them into a routine. They can be further divided into four groups: activities based on listening, activities based on reading, mini-projects, and wordplay activities (e.g. crosswords, word searches, jumbled sentences, anagrams)

1. Do you use settling activities in your English classes?

If not, could you please specify why (lack of time in the class, unmotivated and misbehaving pupils, more demanding preparation ...)?

Yes, but I do not use them so often as stirring activities.

2. What are your expectations when you use them?

I use this type of activities to practise the individual work. These activities have also a good impact on calming the pupils down.

3. Which particular settling activities listed above do you use?

Mini-projects (can be used with different topics), listening, wordplay activities

4. How do the pupils react? Are their reactions always the same or are they different?

Their reactions are positive.

5. Do the girls and boys react in a same way? Is there any difference in their reactions?

No difference can be found.

6. If you were to compare the approach of the younger (the sixth and seventh grade) and older (the eighth and ninth grade) upper-primary learners, in what aspects do they differ?

The older upper-primary learners like listening and the younger upper-primary like mini-projects.

