



## A QUESTIONNAIRE ABOUT MOTIVATION FOR TEACHING AND TEACHING STRATEGIES

This questionnaire aims to understand what motivates teachers and what methods and approaches teachers are using to achieve curricula learning goals.

\* Required

### School where you teach: \*

- Germany
- Greece
- Poland
- Portugal
- Slovenia
- Spain
- Turkey

### Gender \*

- Male
- Female

### Age \*

- 20 | 30 years old
- 31 | 40 years old
- 41 | 50 years old
- + 50 years old

### Years of teaching experience: \*

- 0 | 5
- 6 | 10
- 11 | 20
- 21 | 30
- + 30

**Currently teaching (multiple marking is possible): \***

- 12-14 year-old pupils
- 14-16 year-old pupils
- 16+ year-old students

## MOTIVATION FOR TEACHING

The following statements relate to factors that may affect your personal motivation as a teacher. Please indicate how important the following statements are:

**1. Work independently and use initiative. \***

1    2    3    4    5

Not important      Extremely important

**2. The relationship with my colleagues. \***

1    2    3    4    5

Not important      Extremely important

**3. The relationship with my students. \***

1    2    3    4    5

Not important      Extremely important

**4. Be able to work in team work. \***

1    2    3    4    5

Not important      Extremely important

**5. Active teaching. \***

1    2    3    4    5

Not important      Extremely important

**6. Have a challenging job. \***

1    2    3    4    5

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Not important      Extremely important

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**7. Participate in social events my school organizes (e.g. excursions .... ) \***

1 2 3 4 5

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Not important      Extremely important

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**8. Participate in extra-curricular activities (e.g. Comenius project ....) \***

1 2 3 4 5

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Not important      Extremely important

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**9. Have reduced number of classes/ lessons. \***

1 2 3 4 5

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Not important      Extremely important

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**10. Set class rules myself. \***

1 2 3 4 5

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Not important      Extremely important

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**11. Ask students to help set the class rules. \***

1 2 3 4 5

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Not important      Extremely important

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**12. Encourage students to give suggestions to increase their interest. \***

1 2 3 4 5

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Not important      Extremely important

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**13. Work with the whole class. \***

1 2 3 4 5

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Not important      Extremely important

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**14. Organise the class in pairs. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**15. Organise the class in groups. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**16. Give clear instructions for tasks. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**17. Give directive instructions for doing the tasks. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**18. Traditional lessons (teacher-centered). \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**19. Student-centered tasks and lessons. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**20. Use games and competitions. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

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**21. Open air activities / lessons. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**22. Use ICT in lessons. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**23. Use ICT to communicate with students and colleagues (Intranet, Moodle ...) \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**24. Use social networks to work/ communicate with my students (Facebook ...) \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**25. Suggest project work. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**26. School trips. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**27. Students' homework. \***

	1	2	3	4	5	
Not important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Extremely important

**28. Explain the importance of the subjects for students' further studies. \***

	1	2	3	4	5	
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Not important      Extremely important

**29. Match the tasks to the students' needs rather than their exams requirements. \***

1 2 3 4 5

Not important      Extremely important

**30. Simulate authentic situations to prepare students for real life. \***

1 2 3 4 5

Not important      Extremely important

**31. Use humour in my classroom. \***

1 2 3 4 5

Not important      Extremely important

## How should an ideal teacher be?

(choose the three most important)

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- well-organised
- friendly
- good-looking
- patient
- concerned about the students
- enthusiastic
- strict
- permissive
- with a sense of humour
- respectful
- approachable