Thematic analyses - responses from questionnaire

Respondents: 20 (12 paper 8 online)

3. How did you find playing the Bespoke Tailoring Pictionary?

Themes:
Fun: 11
Helpful for learning: 9
Not helpful for learning: 4
Advice on how to improve: 2
Interactive: 2

SP1 (L1): I though it was fun but not very helpful for learning.
SP2 (L2): It was fun and required deep thinking.
SP3 (L1): A fun ice-breaker activity but better if you already know the terminology otherwise you don't know what the word/picture means.
SP4 (L1): Digestable (sic) and fun.
SP5 (L1): Decent
SP6 (L1): Have not played it yet, but sounds interesting.
SP7 (L1): Very helpful. It allowed me to relate the name to the object very quickly.
SP8 (L1): The most helpful for remembering new vocabulary but maybe not the best for practicing.
SP9 (L1): Didn't play.
SP10 (L1): fun, however it wasn't as useful as we did it in the beginning of course leaving me to forget some vocab later on.
SP11 (L2): I didn't played
SP12 (L2): -
Anon 1 (L1): Fun but not necessary educational
Anon 2 (L1): Interactive and enjoyable
Anon 3 (L1): Helpful and fun icebreaker
Anon 4 (L2): Helpful in learning and recalling terms I forget about usually
Anon 5 (L1): Very good/fun way of learning the different components
Anon 6 (L2): Excellent way to interact and learn. Found it most useful for moulding team work and learn from each other.
Anon 7 (L2): Helpful and fun.
Anon 8 (L2): fun, useful

4. What else might help you learn tailoring terminology?

Themes:
Repeated use during sessions
Other suggestions

SP1 (L1): A sheet picture I can refer to.
SP2 (L2): Quizzes
SP2 (L1): Embedding it into technical demonstrations, mentioning the terminology throughout and briefly reminding students of the meaning.
SP4 (L1): Other forms of online access to info
SP5 (L1): I think actually using the tools or creating samples of the vocabulary and as we're making it constantly remind (sic) what the name is.
SP6 (L1): mini quiz in class like a mini test to prevent using online definitions.
SP7 (L1): A recap of the components we will be using at the start of each presentation or worksheet.
SP8 (L1): Flash cards with an image on one side.
SP9 (L1): repetition, practice, reminders in class during the demos.
SP10 (L1): taking notes when teacher talks, students writing their own vocab sheet.

SP11 (L2): No
SP12 (L2): practice
Anon 1 (L1): Nil
Anon 2 (L1): Anagrams or rhymes
Anon 3 (L1): Having it said in practice and lessons to familiarise with them in practice.
Anon 4 (L2): Maybe just by using the terminology more.
Anon 5 (L1): Class interactions and industry work/visits experience. Also publications/speciality magazines/periodicals/podcasts/interviews
Anon 6 (L2): Repetition in class and the use of it myself
Anon 7 (L2): talking with friend

5. Do you have any additional feedback?
Themes:
Things already in practice are good
Unrelated to research question

SP1 (L1): Sometimes introduction so many new steps can make it more confusing and harder to remember all the steps.
SP2 (L2): No
SP2 (L1): I think you do a good job of teaching the terminology to the students.
SP4 (L1): No
SP5 (L1): Nope
SP6 (L1): No
SP7 (L1): No
SP8 (L1): N/A
SP9 (L1): reminders and visual aids at the same time ie "here do a basting stitch which looks like this, and is useful because… "
SP10 (L1): N/A
SP11 (L2): No
SP12 (L2): provide material list before the semester
Anon 1 (L1): Nil
Anon 2 (L1): No
Anon 3 (L1): N/a
Anon 4 (L2): N/A
Anon 5 (L1): So far the class experience has been efficiently organised in order to ensure a good base for specialist vocabulary.
Anon 6 (L2): No

6. Is your first language English?

Yes: 13 = 65%

No: 7 = 35%