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AN ATTITUDE STUDY OF LISTENING AS A COMMUNICATION SKILL
AND ITS ROLE OF IMPORTANCE TO SELECTED SECONDARY
TEACHERS, STUDENT TEACHERS, PRINCIPALS AND
STUDENTS IN BATON ROUGE, LOUISIANA

A Thesis

Presented to the

Department of

Secondary/Post Secondary Education

and the

Faculty of the Graduate College

University of Nebraska

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

University of Nebraska at Omaha

Verena M. Shoop

November, 1979

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THESIS ACCEPTANCE

Accepted for the faculty of the Graduate
College, University of Nebraska, in partial fulfillment
of the requirements for the degree Master of Arts,
University of Nebraska at Omaha.

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Department _____

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Chairman
December 6, 1979
Date

Dedicated
to
Wolfgang and Linda Maethner,
my beloved parents
and
Stefan, my brother,
in my native
homeland of
Germany

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ABSTRACT

The purpose of this study was to survey attitudes by secondary teachers, secondary student teachers, secondary school principals and secondary students regarding listening as a communication skill and its importance. A questionnaire was used to survey the attitudes of those four populations (totaling 337 individuals) in the East Baton Rouge Parish School System of Baton Rouge, Louisiana. Students and principals estimated they spent most of their communication time on listening, yet they had no major training in developing that skill. The majority of the four survey populations had not received training in developing listening skills nor teaching of those paramount skills. All four populations tended to agree about the neglected role of listening as a communication skill, yet nearly 20 years after the Markgraf survey, the problem of providing enough training in listening skills for educators continues to be neglected with little actual change.

Chapter 1

INTRODUCTION

"Nature has given us one tongue but two ears, that we may hear from others twice as much as we speak." (Epictetus)

The role of being a skillful listener in today's society is of critical importance when one considers the ability of mass media to immediately report global events. This factor alone may highlight a need for individuals to master critical listening skills. Yet, even today, there is a noticeable lack of training in listening for students in school as well as for the average citizen.

Many students in school today have developed poor listening habits that can often cause them to misinterpret given information in the classroom. Student acquisition of these poor habits is not surprising because until recently listening was thought to be an innate process and "it was taken for granted that everyone knew how to listen" and consequently required no formal training. (Duker, 1:vii)

The need for skillful listening has prompted widespread reexamination and reevaluation for the processes

of education. One way to upgrade public education may be to improve the listening skills of educators and school administrators who have the responsibility of preparing today's students who are tomorrow's leaders. Therefore, a survey of attitudes toward listening skills by secondary school principals, secondary teachers, secondary student teachers and secondary students was considered important.

Statement of the Problem

The investigation concerned a survey of attitudes by secondary school principals, secondary school teachers, secondary student teachers and secondary students regarding listening as a communication skill.

More specifically, the survey sought to answer the following questions in regard to listening skills.

1. What is the ranking of listening skills in comparison to reading, writing and speaking skills in order of their importance to (1) secondary school principals, (2) secondary teachers, (3) secondary student teachers and (4) secondary students? Is the ranking order of significance?

For this, as well as for all the subsequent questions, the four populations were further subdivided according to: (1) secondary teachers' disciplines of math/science, social

studies, language arts and "others", and
(2) secondary student teachers' disciplines
of math/science, social studies, language
arts and "others".

2. Does the ranking order of listening skills
of the teacher composite differ from those
of school principals, student teachers and
students? Are differences, if existent,
significant?
3. How do the approximated time percentages
spent in each of the listening skills
compare among the four groups of population?
Are differences, if existent, significant?
4. How do teachers, student teachers, school
principals and secondary students feel about
improving listening skills through instruction?
Are differences, if existent, significant?
5. Can listening be equated to learning accord-
ing to teachers, student teachers, school
principals and secondary students? Are
differences, if existent, significant?
6. How do secondary students, student teachers,
teachers and school principals feel about a
listening course as part of the required
curriculum for certification? Are differences,
if existent, significant?

7. Was a listening course part of the required curriculum for student, student teacher, teacher and administrator certification? Are differences, if existent, significant?
8. Were listening courses offered in the respondents' teacher education institutions and secondary schools as a separate unit or as an included part? Are differences, if existent, significant?
9. Did methods' classes include units on methods of teaching of listening in the respondents' teacher education institutions? Are differences, if existent, significant?
10. Have teachers, student teachers, school principals and secondary students had training in developing listening skills? Are differences, if existent, significant?
11. Have teachers and student teachers had training in developing skills in the teaching of listening? Are differences, if existent, significant?
12. Do teachers, student teachers, school principals and secondary students feel a need for listening skills training? Are differences, if existent, significant?

13. Do teachers, student teachers, school principals and secondary students want more inservices, workshops, etc. in the area of listening? Are differences, if existent, significant?

Significance of the Problem

The data could have valid implications for the training of school principals, teachers, student teachers and students who are in the classroom today as well as for those individuals who will assume this role in the future. In addition, the study could suggest a demonstrated need (1) to review the present order of emphasis being placed on the four communication skills (writing, speaking, reading, listening) in today's schools and universities and (2) to reexamine the present curriculum instruction of schools and universities.

Assumptions

In the initial phase of this study it was necessary to make a number of basic assumptions for the purpose of forming a framework and a point of departure for the research.

1. It was assumed that the secondary teachers, secondary student teachers, secondary school principals and secondary students involved

in this survey were competent enough to make reliable and valid judgments relating to questions asked in the questionnaire.

2. It was assumed that intervening variables such as environmental factors and/or conditions as well as psychological dispositions of individuals had been similar for the different populations when responding to the questionnaire.
3. It was assumed that the basis for all information for this study, the questionnaire, was valid within stated limits.

Limitations

This research was begun with the realization of existent inherent limitations within the study. Any investigation that depends on a questionnaire for its data collection can be limited by the structure of the instrument.

Specific limitations of this study include the following:

1. Only secondary student teachers of the Louisiana State University, Baton Rouge, and secondary teachers, secondary students and secondary school principals from the East

Baton Rouge Parish School System were used as the source for the data.

2. Subjects were limited to: 33 secondary school principals, 192 secondary school students, 80 secondary student teachers and 132 secondary teachers.
3. Student teachers from the Louisiana State University, Baton Rouge, had to sign a consent form provided by the committee on the Use of Humans and Animals as Research Subjects to participate in this survey. This required step could be equated with making the subjects volunteers.
4. A similar bias occurred when secondary students had to have a consent form signed by their parents to participate in this survey.
5. All secondary teachers were randomly selected by principals. Likewise, all students were randomly selected by the teachers. Consequently, all who participated in this survey were volunteers.
6. No other variables, such as the subject's socio-economical background, were considered.

Other uncontrolled factors which may have affected the research were: (1) the psychological set of the

respondents at the time they filled out the questionnaire, and (2) the eccentricities of each individual.

Definitions of Terms

Secondary school principal: an individual who provides supportive service for instructional programs, is engaged in decision making activities and is responsible for the maintenance of the physical and psychological well-being of faculty and students within an East Baton Rouge Middle School, Junior or Senior High School.

Secondary teacher: a person who is certified to assume teaching responsibilities from the sixth through twelfth grade in the schools within the East Baton Rouge Parish School System.

Secondary student teacher: an individual in his/her last semester (Spring 1979) attending the Louisiana State University, Baton Rouge, who will be certified by the State of Louisiana to carry out teaching responsibilities in an accredited school.

Secondary student: an individual who is a tenth, eleventh or twelfth grade questionnaire respondent in the East Baton Rouge Parish School System.

East Baton Rouge Parish School System: a total of 33 secondary schools in Baton Rouge, Baker, Zachary and Pride, Louisiana, consisting of 16 senior high schools, 12 junior high schools and 5 middle schools.

Middle School: those schools in the East Baton Rouge Parish School System which contain sixth, seventh and eighth grades.

Listening: the act of putting intelligent meaning to perceived sound. (Grandgenett, 2)

"Other" teacher group: secondary teachers and student teachers in the East Baton Rouge Parish School System who teach such disciplines as art, music, P.E. and business oriented courses.

Chapter 2

RELATED LITERATURE

What is Listening?

Rankin considered it "understanding spoken language" (Petrie, 3:326) and Nichols "the attachment of meaning to aural symbols." (Petrie, 3:326)

Rubin identified three distinguishable stages in the process of listening. The first level, hearing, was defined as the purely physical ability of an individual's ear to receive and modify sound waves. The second level identified was listening and concentration, which is defined as the ability to pay attention. The highest level designated was auding, which involves comprehension of what was heard. (Rubin, 4:32)

According to Grandgenett, listening is defined as putting intelligent meaning to perceived sound while hearing refers to the apprehending of sounds.

Some authorities suggest that the Brown/Chaffey coined word "auding" should be used in favor of listening. This is because several processes are involved in auding, such as hearing, listening to, recognizing, interpreting and supplementing spoken language symbols. (Toussaint, 5:155) Realizing that listening incorporates a group of activities, Barbara sums it up adequately when he says

that "constructive and purposeful listening presupposes hearing and precedes understanding." (Barbara, 6:95)

Chronological Order of Listening
Research of Some Major Studies

According to Sam Duker, Dr. Paul Rankin's doctoral dissertation in 1926 was the first major treatment of listening as a subject. (Duker, 7:19) Rankin showed that listening is a major part of the communication process. Twenty-one individuals with the status of teacher, housewife or miscellaneous occupations, self-recorded, in fifteen minute intervals, the type of communication in which they were engaged. Rankin found that adults were spending 42.1 percent of their communication time listening, 31.9 percent speaking, 15.0 percent reading and 11.0 percent writing. Listening time was definitely greater than speaking time; it was about three times greater than reading and four times greater than writing. (Rankin, 8:623-30)

In 1949, Dr. Miriam E. Wilt supported Rankin's findings that listening was a major part of the communication process not only in adults but in children as well. By using a questionnaire, Wilt had teachers, teaching grades one through seven, rank the communication skills they thought most important. In addition, they were to estimate the amount of time children learned by reading, speaking, and writing. One thousand four hundred and

fifty-two questionnaires indicated that teachers believed children spend the major part of their time learning through reading. Teachers ranked reading as the most important of the four language skills (61.8 percent), followed by listening as second (42.7 percent), speaking as third (37.3 percent). Writing was ranked by the elementary teachers as fourth (79 percent). A sizeable 70.5 percent of the teachers rated listening less important than some other skill. Only 29.5 percent ranked listening as the most important language art skill.

Wilt then compared the data to actual classroom observations. Five hundred and thirty elementary school youngsters in nineteen different classes were observed on a one day basis. Actual classroom observations rendered the fact that 57.5 percent of the students' time was spent on listening. Thirty three (33) percent of that time, youngsters listened to teacher talk (the strict process of expected learning through listening in the classroom). After adding other listening times, such as questions, readings, conversations and group discussions led by the teacher, it was revealed that students were expected to devote 54 percent of their total listening time to the teacher.

Results indicated that teachers were unaware of the amount of time spent on listening by elementary school

youngsters. Teachers estimated 74.3 minutes per day were spent on listening. Observations showed an average of 158 minutes daily. Teachers underestimated the amount of listening time by students by 50 percent. Children were expected to listen more than half of the time to teacher talk rather than to one another (Wilt, 9:626-36)

Stephen M. Corey's study in 1939 dealt with 169 secondary students in a laboratory high school. Corey's main concern was the amount and caliber of inferential and conceptual questions, asked by students and teachers alike, to identify certain types of learning.

For five days a stenographer took verbatim notes on classroom talk, totaling 1,500 minutes (30 class hours) of observation. Teachers asked eight times as many questions as students did. The percentage of class time used in talking by teachers and students in the observed six classes was broken down into 63 percent teacher talk and 37 percent student talk. As the title of Corey's paper suggested, teachers out-talked students by two-thirds of the time. Students were expected to listen to teachers for two-thirds of the time. (Corey, 10:745-52)

Markgraf observed ten tenth and ten twelfth graders (equal numbers of boys and girls) throughout the course of a school day of 1957. The length of a school day was not

indicated. Markgraf analyzed a total of 2,859 minutes. During that period students were expected to listen 53 percent of the time. Teacher talk accounted for 1,879 out of the 2,859 minutes (66 percent). Six hundred and seventy-eight minutes (24 percent) out of the total listening time, students listened to their peers. As in Wilt's study, students were expected to listen more than half of their school day. Students listened to teachers three times as much as they listened to peers. As in the Corey study, teachers talked two-thirds of the time. (Markgraf, 11:90-94)

Discrepancy of Daily Listening Demands
and School Instruction

Although listening occupies more than half of the observed communication time, as evidenced by the cited data, it is the least emphasized skill, compared to reading, writing and speaking. "In spite of the daily practical emphasis on listening, it receives considerably less instructional emphasis than the other communication skills." (Johnson, 12:57)

This is supported by the 1926 study by Rankin when he found (in first through eighth grade classes): 52 percent of communication skills training was spent on reading, 30 percent on writing, 10 percent on speaking and 8 percent on listening. (Rankin, 8:623-30)

The Nashville teacher steering committee found that listening ability tended to be higher than reading ability in an elementary school setting, approximately the same in junior high and below reading ability in senior high. (Walker, 13:346)

Nichols acknowledges a discrepancy between what adult life demands of a listener and what is taught in school. He blames the "breakdown or inadequacies of adult listeners upon the neglect of teaching in the classroom." (Nichols, 14:8)

If the breakdown is from neglect to teach listening in the classroom, then one needs to find out if classroom teachers are adequately equipped to teach listening.

Markgraf's survey tried to answer the following questions:

- (1) To what extent is listening taught at the universities?
- (2) To what extent is the teaching of listening taught?
- (3) Do prospective teachers have opportunities to observe teaching of listening?
- (4) What are the current attitudes of university professors teaching elementary education, speech and English concerning the issue of the teaching of listening?

Four hundred and six "teacher-training institutions," all members of the 1949 AACTE, supplied data as to how they prepared prospective teachers on the national level in regard to listening and teaching of listening.

Of the 406 institutions,

- (1) 134 universities (33 percent) taught listening as a separate unit.
- (2) 3 universities (0.7 percent) offered specialized courses in listening.
- (3) 298 universities (44.5 percent) included in their methods courses units on methods of teaching listening.
- (4) in 259 universities (38.7 percent) "practice teachers" had opportunities to observe the teaching of listening.
- (5) in 269 universities (40.1 percent) "practice teachers" had opportunities to give instruction in listening.
- (6) of 680 professors, 81.0 percent answered favorably to a proposal to include a methods course to teach listening. Only 33 percent of these universities provided courses in which listening was taught as a separate unit.
(Markgraf, 15:33-35)

Baker found that not until 1945, was the teaching of listening a part of the responsibility of an English teacher. When asked, in 1949, to rank 26 of their responsibilities, English teachers ranked the teaching of listening as 11th in importance. It took 15th place in actual practice. (Baker, 16:37)

In 1953, the National Council of the Teachers of English published the first report accentuating the need to give listening the same status in concurrence with speaking, reading and writing. (Nichols, 14:16)

When developing communication skills, children usually listen before they speak, speak before they read, and read before they write. Rubin believed listening an essential skill since "initial learning of the language comes through listening." (Rubin, 4:31) She acknowledged listening to be the foundation for sequential development of language art skills.

Some investigators hypothesize that essential elements of successful reading, writing and speaking depend upon individual ability to listen attentively and accurately. (Petrie, 3:330)

Relationships Between Listening and Reading

Authorities are divided by two conflicting assumptions. One, listening is a separate skill that cannot be measured by a reading test. Two, listening is

not a separate skill and can be reliably measured by a specifically constructed reading test. (Keller, 17:29-38)

Researchers who agree that reading and listening skills are of a common nature, with closely related assimilative processes, believe the testing of one skill should predict the other. Both skills should be highly correlated. (Keller, 17:29-38)

Nichols showed high correlation between reading and listening skills. He recorded correlation coefficients of 0.27-0.82 (0.70 was the most reported figure) from scores of standardized test of reading and listening. (Nichols: 18:48-50) This finding was also supported by Duker. He noted correlation coefficients of 0.45-0.70 between reading and listening skills (mean was 0.59). (Duker, 19:69) Similar results were obtained by Heilman, Pratt and Dow. (Heilman, 20:302-08; Pratt, 21:315-20; Dow, 22:120)

Proponents of this view believe that if an individual is a good reader, he/she should be a good listener and vice versa. If an individual is trained in one area, then this training should be transferable and reflected in the other. (Keller, 17:29-38)

Duker reported nineteen studies on the effect of instruction in either reading or listening skills reflecting the competence of one skill upon the other.

Some of the studies yielded inconsistent data. (Duker, 19:72)

Listening as a separate skill

The following studies support reading and listening as not closely related. They are dissimilar skills.

Three groups of 97 eighth graders were examined in Hollingsworth's study. One group was given weekly training in listening, using portions of the Educational Developmental Laboratories' commercial listening program. The original program consists of 30 taped lessons entitled "Listen and Read." Only 10 were used in this study, which allowed for one taped 15 minute lesson each week for ten weeks. A second group of 97 students used the listening skill building portion of the Science Research Associates' Reading Laboratory IIc. A third group continued with its normal school routine. Subjects were grouped by intelligence and reading test scores. The STEP reading and listening test, at the end of the program, showed no significant differences among the groups. (Hollingsworth, 23:19-21)

Other sources that support listening as a separate skill and that the teaching of listening does not affect reading competence are studies by Robert Lewis, Harriet R. Reeves, Thomas T. Blewett and Walter F. Stromer. (Lewis, 24:3204-05; Reeves, 25:7181-82; Blewett, 26:48-57; Stromer, 27:159-60)

Implications of the studies are useful for the classroom teacher since they indicate the individuality of listening as a separate skill. Comprehension of the sequential development and acquisition of listening may aid teachers in developing effective teaching methods. This area has not been extensively tapped by researchers. As Bakan suggested, ". . .it may be more important to find out how 'good' listeners become good listeners than to find out what good listeners do." (Bakan, 28:453)

Listening Can be Taught and Measured

As was mentioned earlier, hearing is not the same as listening. However, hearing is a pre-requisite for listening. Hearing cannot be taught. Evidence that listening is a trainable skill, with measurable results, follows.

Arthur Heilman trained 220 college freshmen students in communication courses for six weekly lessons of twenty minutes each. When comparing pre- and post-training tests the gain in listening ability was found to be significant. Heilman found further evidence that good listening habits transfer to other situations. (Heilman, 20:302-08)

Edward Pratt worked with forty classes of sixth grade students to train listening comprehension. The twenty experimental classes showed improved listening comprehension, statistically significant at the 0.01 level. (Pratt, 21:315-20)

Ralph G. Nichols and Leonard A. Stevens reported that freshmen scoring in the lowest 20 percent on the required listening ability test at the University of Minnesota did not fail to average at least a 25 percent listening gain after twelve weeks of training. Some individuals gained as much as 40 percent. (Nichols, 14:15)

A night class at the University of Minnesota, labeled "Efficient Listening" was attended by 60 business and professional people. After training for seventeen weeks, the records indicated an average gain of over 50 percent. (Nichols, 14:15-16)

Numerous other studies show that listening skills can be measured and improved. (Blewett, 26:48-57, 1951; Irvin, 29:25-29, 1952; Brown, 30:290-92, 1954; Erickson, 31:128-32, 1954; Edgar, 32:1084, 1961; Devine, 33:3546, 1962; Gold, 34:422, 1975)

Some studies challenge the idea that listening can be taught and improved. In 1961, Petrie examined 721 college freshmen in a basic speech class. One group was trained in listening comprehension skills, another in speech organization and a third group received public speaking training. The group trained in listening received four hours of instruction through fifty minute lecture-discussion-practice sessions. The Brown-Carlson Test of Listening Comprehension showed that no improved listening existed between the groups. (Petrie, 36:6-12)

It is conceivable that results may be inconsistent due to variations in duration of listening training programs. In most listening programs it is not possible to determine what actually caused improvement or what specifically made the program successful. (Petrie, 36:350-61)

In Johnson's study two groups were regarded approximately equal in respect to listening ability after a first listening examination. After a second examination, the experimental group, which was given nine exercise lectures involving four and one half hours of practice, showed no significant improvement over the control group. However, after a third listening examination, significant regression was noted. After eleven weeks of inactivity in direct listening instruction, the experimental group showed no significant difference from the control group on delayed recall test. (Johnson, 12:57-62) A note of caution should be made here. Regression between the two groups was about the same. Johnson offered various reasons for the control group regression. However, the experimental groups continued to show a slight improvement in listening skills over the control group.

Recall and Retention

How much does the average student retain from his/her listening efforts. The student can immediately recall 50 percent of what was heard. After two months, the average listener will only remember 25 percent. (Nichols, 14:6)

Milton Kielsmeier found that a group of 30 eighth graders who had listening test scores at least one standard below and above the mean, found that better listeners learned a specific word list faster for immediate recall than poorer listeners. After intervals of 24 hours and 7 days, there was no difference between them in recall.

(Kielsmeier, 37:1460)

Only 25 percent of persons listening to a speech get the central idea of the speaker. (Nichols, 38:292-302) Out of Irvin's college student subjects, only 27 percent were able to identify the main point of an informal lecture. (Irvin, 29:25-29)

Perhaps this is why children often fail to understand or ask questions about what they hear in a classroom. Patterson noted in her study that 94 percent of the students tested failed to understand something at least once or twice in class, yet 70 percent had never asked a question for clarification. She concluded that effective listening may often require students to ask questions. (Patterson, 39:52-53)

Preceding Patterson's study by 39 years, Corey came to the same conclusion. During his observation, teachers asked a total of 169 questions, which was less than an average of one question during the week. (Corey, 10:745-52)

Factors Which Might Inhibit Recall and Retention

Educators need to familiarize themselves with additional factors that might influence listening. Nichols found that listening was influenced by intelligence, reading comprehension, ability to make inferences, ability to recognize correct English usage, size of vocabulary, ability to recognize speech, listening to main ideas, techniques for concentration, real interest in the subject, emotional adjustment to subject, ability to see significance of subject discussed, curiosity about the subject discussed and physical fatigue of listener. (Nichols, 40:154-63)

The question of whether increasing speed decreases listening ability is answered by Diehl, Goodman-Malamuth, Harwood, Nelson and Nichols. (Diehl, 41:229-232; Goodman-Malamuth, 42:89-90; Harwood, 43:57-59; Nelson, 44:173-80; Nichols, 38:292-302) Those investigators believe that even though the speech rate may range significantly, there is no appreciable loss in comprehension. There appears to be an observable trend suggesting that with increases in rate, listening ability decreases.

Not only does the listener's attention wane when he or she experiences "input overload," but the listener takes mental escapes when the material presented is not challenging enough. (Taylor, 45:10) Goodman-Malamuth and Nelson found that listening effectiveness decreased as

the rate of speech slowed from 150 wpm to 125 wpm.

Individuals lost interest because the listener's own speed of thought surpassed the rate of speech. (Goodman-Malamuth, 42:89-90; Nelson, 44:173-80)

Other factors that may affect listening situations include noise, poor acoustics, gloomy room atmosphere, poor projection level of the speaker and uncomfortable furniture arrangement. (Zelko, 46:71-77)

Chapter 3

DESIGN OF THE INVESTIGATION

This study surveys attitudes toward listening skills of selected secondary school principals, secondary teachers, secondary student teachers and secondary students in the public schools of East Baton Rouge, Louisiana.

Selection of the Population

A written request was submitted to the East Baton Rouge Parish School Board to survey the attitudes of selected secondary school principals, secondary teachers, secondary student teachers and secondary students toward listening skills by the use of a questionnaire.

The population surveyed was drawn from the 33 public schools within East Baton Rouge Parish. These 33 schools consisted of 16 senior high schools, 12 junior high schools and 5 middle schools. A total of 33 secondary school principals, 132 secondary teachers and 192 secondary school students were selected to participate in this study. In addition, 80 student teachers enrolled in the spring semester of 1979 at the Louisiana State University, Baton Rouge, participated in the study.

Procedures Used

After securing approval of the East Baton Rouge School Board for the survey, the Central Office provided a list of all East Baton Rouge Parish Schools including addresses, phone numbers and principals' names.

Junior High and Middle School

Principals were personally visited in the schools by the investigator. The principals were asked to randomly select four faculty members to participate in the study. Principals volunteered to hand out and collect the questionnaires from their faculty members. At a later date they forwarded them to the investigator. For that purpose, a self-addressed and stamped envelope was left with the principals to return the faculty members' questionnaires, as well as his own.

In the schools that employed student teachers, permission from each principal was secured to leave student teacher packets in the mailboxes of supervising teachers.

Follow-up telephone calls were made to those schools which had not turned in questionnaires.

Senior High Schools

At the senior high level, principals, teachers, students, and student teachers (in those schools which

utilized them) were asked to participate.

Each principal of the senior high schools randomly selected four of his faculty members, to whom questionnaires were distributed. Each selected teacher, in turn, was asked to administer three questionnaires through the homeroom. Teachers chose a total of 12 students from a population composed of tenth, eleventh, and/or twelfth graders in their homerooms. Teachers asked their homeroom students to complete the questionnaires within the homeroom period. In addition, each teacher was petitioned to fill out a questionnaire and include it in the self-addressed and stamped envelope along with the completed student questionnaires.

Each packet for the selected four teachers included: a letter to the teacher, a teacher questionnaire, three student questionnaires, and three student consent forms. (Copies of each printed format can be found in Appendix)

Principals were given a questionnaire and asked to return theirs in a separate self-addressed and stamped envelope.

Follow-up telephone calls were made to those schools which had not turned in questionnaires.

Student Teachers

The East Baton Rouge Parish Schools had 35 student teachers employed during the 1979 spring semester. The

names of the respective student teachers and their supervising teachers had been obtained through the Student Teacher Office at the Louisiana State University, Baton Rouge. In addition, the Student Teacher Office at the Baton Rouge campus of the Louisiana State University had 47 of its student teachers engaged in the University Laboratory School. Both groups of student teachers were asked to participate in the study, as they were needed in order to involve the student teacher population enrolled in the spring semester of 1979 at the Louisiana State University at Baton Rouge.

The administration of the Laboratory Senior High School consented to have the investigator place student teacher packets in the mailboxes of supervising teachers. Each packet was accompanied by a letter to the supervising teacher requesting the individual to forward it to the student teacher. Packets of the East Baton Rouge student teachers contained a consent form (required by the committee on the Use of Humans and Animals as Research Subjects by the Louisiana State University, Baton Rouge), a questionnaire, a letter and a self-addressed and stamped envelope. Packets for the Laboratory School student teachers contained the same, with the exception of the self-addressed and stamped envelope. Laboratory School student teachers were asked to return the questionnaires to the Laboratory

School office. (Copies of all instruments can be found in Appendix). It was agreed upon that the investigator pick up the questionnaires personally three times during the designated one week period. Follow-up memos were necessary.

Time Period of the Survey

Personal visits to the 33 individual schools by the investigator started on April 25, 1979 and ended on May 9, 1979. Completed questionnaires started to be received on April 26 with the last one being obtained on May 31. (Copies of the printed questionnaires may be found in Appendix).

Description of Data-Gathering Instrument Used

The primary source of data was a devised questionnaire. This instrument was used to provide information about the major questions to be addressed in this survey.

A pilot run of the teacher questionnaire had been given to Louisiana State University students in Statistics 7281 (Department of Education). Their suggestions were included in the final form of the questionnaire. In addition, a closely related study by Grandgenett and Shoop (1978) involved a similar questionnaire which had been sent to teachers in the metropolitan areas of Denver, Colorado and Omaha, Nebraska to check the relevance of the questions in the area of listening. Their suggestions were incorporated in the final form. This refinement of the

questionnaire was considered justification to this instrument as a valid form for collecting data.

With slight variations, questions and format of the questionnaires for the four groups were the same. For simplification of recording data, the instrument was color-coded for the four population groups.

Treatment of the Data

The data were analyzed by tabulating each frequency, and percentages of the total frequencies at each level, for each category in accordance with the questions to be answered. The questions were:

1. What is the ranking of listening skills in comparison to reading, writing and speaking skills in order of their importance to (1) secondary school principals, (2) secondary teachers, (3) secondary student teachers and (4) secondary students? Is this ranking order of significant importance?

For this, as well as for all subsequent questions, the four populations were further subdivided according to: (1) secondary teachers' disciplines of math/science, social studies, language arts and "others", and (2) secondary student teachers' disciplines of math/science, social studies, language

- arts and "others".
2. Does the ranking order of listening skills of the teacher composite differ from those of school principals, student teachers and students? Are differences, if existent, significant?
 3. How do the approximated time percentages spent in each of the listening skills compare among the four groups of population? Are differences, if existent, significant?
 4. How do teachers, student teachers, school principals and secondary students feel about improving listening skills through instruction? Are differences, if existent, significant?
 5. Can listening be equated to learning according to teachers, student teachers, school principals and secondary students. Are differences, if existent, significant?
 6. How do secondary students, student teachers, teachers and school principals feel about a listening course as part of the required curriculum for certification? Are differences, if existent, significant?
 7. Was a listening course part of the required curriculum for student, student teacher, teacher and administrator certification?

- Are differences, if existent, significant?
8. Were listening courses offered in the respondents' teacher education institutions, and secondary schools, as a separate unit, or as an included part? Are differences, if existent, significant?
 9. Did methods' classes include units on methods of teaching of listening in the respondents' teacher education institutions? Are differences, if existent, significant?
 10. Have teachers, student teachers, school principals and secondary students had training in developing listening skills? Are differences, if existent, significant?
 11. Have teachers and student teachers had training in developing skills in the teaching of listening? Are differences, if existent, significant?
 12. Do teachers, student teachers, school principals and secondary students feel a need for listening skills training? Are differences, if existent, significant?
 13. Do teachers, student teachers, school principals and secondary schools want more inservices, workshops, etc. in the area of

listening? Are differences, if existent,
significant?

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

Statement of the Problem

The purpose of this study was to survey attitudes by secondary school principals, secondary school teachers, secondary student teachers and secondary students regarding listening as a communication skill.

More specifically, the survey sought to answer the following questions in regard to listening skills.

1. What is the ranking of listening skills in comparison to reading, writing and speaking skills in order of their importance to (1) secondary school principals, (2) secondary teachers, (3) secondary student teachers and (4) secondary students? Is this ranking difference of significant importance?
2. Does the ranking order of listening skills of the teacher composite differ from those of school principals, student teachers and students? Are differences, if existent, significant?
3. How do the approximated time percentages spent in each of the listening skills compare among the four groups of population? Are differences, if existent, significant?

4. How do teachers, student teachers, principals, and secondary students feel about improving listening skills through instructions? Are differences, if existent, significant?
5. Can listening be equated to learning according to teachers, student teachers, school principals and secondary students? Are differences among the four populations significant, if existent?
6. How do secondary students, student teachers, teachers and school principals feel about a listening course as part of the required curriculum for certification? Are differences, if existent, significant?
7. Was a listening course part of the required curriculum for student, student teacher, teacher and administrator certification? Are differences among the four populations significant, if existent?
8. Were listening courses offered in the respondents' teacher education institutions and secondary schools as a separate unit or as an included part? Are differences, if existent, significant?
9. Did methods' classes include units on methods of teaching of listening in the respondents' teachers' education institutions? Are differences, if existent, significant?
10. Have teachers, student teachers, school principals,

and secondary students had training in developing listening skills? Are differences, if existent, significant?

11. Have teachers and student teachers had training in developing skills in the teaching of listening? Are differences, if existent, of importance?
12. Do teachers, student teachers, school principals and secondary students feel a need for listening skills training? Are differences, if existent, significant?
13. Do teachers, student teachers, school principals and secondary students want more inservices, workshops, etc., in the area of listening? Are differences, if existent, significant?

Analysis of Data

Question 1 on questionnaire: Ranking of Communication Skills by Four Populations (Students, secondary teachers, secondary student teachers, principals)

As evidence by Table 1, all four populations ranked listening as the most important skill when ranking the four communication skills.

The place of first rank was given by 39 percent of the secondary teachers, 49 percent of the secondary student teachers, 55 percent of the principals and 48 percent of the students.

Thirty-nine percent of the teachers ranked listening

Table 1

Result of question 1 on questionnaire

"Rank these communication skills in order of their importance."

Comparison of the Ranking Order of Communication Skills in Order of their Importance to the Four Populations (Students, secondary teachers, secondary student teachers, principals)

Population	Skill	1st Place	2nd Place	3rd Place	4th Place
TEACHERS	Listening	* 39%	* 39%	18%	11%
	Speaking	26%	23%	16%	35%
	Reading	32%	27%	31%	11%
	Writing	3%	18%	* 35%	* 44%
STUDENT TEACHERS	Listening	* 49%	* 39%	4%	8%
	Speaking	37%	33%	20%	10%
	Reading	14%	18%	* 41%	27%
	Writing	0%	10%	35%	* 55%
PRINCIPALS	Listening	* 55%	14%	10%	21%
	Speaking	14%	* 41%	31%	14%
	Reading	28%	24%	* 41%	7%
	Writing	3%	21%	17%	* 59%
STUDENTS	Listening	* 48%	22%	22%	8%
	Speaking	17%	21%	17%	* 45%
	Reading	31%	25%	* 31%	12%
	Writing	4%	* 32%	29%	34%

*Highest percentage occurrence in each place.

not only in first place, but with the same percentage in second place. Student teachers, too, gave listening not only a first place with 49 percent but also a second place with 39 percent. Forty-one percent of the principals ranked speaking in the second place. Thirty-two percent of the students ranked writing in second place.

Thirty-five percent of the teachers ranked writing in third place. Both student teachers and principals ranked reading in third place with an equal 41 percent. Thirty-one percent of the students ranked reading in third place.

The fourth place ranking was given to writing by 44 percent of the teachers, 55 percent of student teachers and 59 percent of principals. Forty-five percent of the students ranked speaking in fourth place.

Ranking of Communication Skills by Secondary Teachers in Teaching Areas

Table 2 shows the data of ranking order of communication skills in order of their importance to secondary teachers in their respective teaching areas.

Math/science teachers, social studies teachers and "other" teachers ranked listening as the most important skill. Forty-six percent of the math/science teachers, 40 percent of the social studies teachers and 59 percent of the "other" teachers ranked listening in first place. Forty-six percent of the language arts teachers ranked reading in first place.

Forty-six percent of the math/science teachers ranked listening in second place. Twenty-eight percent of the language arts teachers ranked listening and writing with an equal percentage in second place. Forty percent of the social studies teachers not only ranked listening in first place but also in second place with 33 percent. Thirty-five percent of the "other" teachers ranked speaking in second place.

Third place was given to writing by 46 percent of the math/science teachers, 31 percent of the language arts teachers, and 40 percent of the social studies teachers. Forty-one percent of the "other" teachers ranked reading to be in third place.

Forty-six percent of the math/science teachers ranked listening in first and second place. Writing ranked third and fourth with an equal 46 percent of the math/science teachers' votes. Thirty-six percent of the language arts teachers ranked speaking in fourth place. Forty percent of the social studies teachers ranked speaking and writing equally in fourth place. Sixty-five percent of the "others" ranked writing in fourth place.

Table 2
 Result of Question 1 on Questionnaire
 Comparison of the Ranking Order of Communication Skills in Order of Their Importance to Secondary Teachers in their Teaching Areas

Teaching Area	Skill	1st Place	2nd Place	3rd Place	4th Place
MATH/SCIENCE	Listening	* 46%	* 46%	8%	0%
	Speaking	29%	25%	8%	38%
	Reading	25%	21%	38%	17%
	Writing	0%	8%	* 46%	* 46%
LANGUAGE ARTS	Listening	26%	* 28%	26%	21%
	Speaking	21%	18%	26%	* 36%
	Reading	* 46%	26%	18%	10%
	Writing	8%	* 28%	* 31%	33%
SOCIAL STUDIES	Listening	* 40%	* 33%	20%	7%
	Speaking	33%	20%	7%	* 40%
	Reading	27%	27%	33%	13%
	Writing	0%	20%	* 40%	* 40%
"OTHER"	Listening	* 59%	24%	17%	0%
	Speaking	12%	* 35%	17%	35%
	Reading	29%	29%	* 41%	0%
	Writing	0%	12%	24%	* 65%

*Highest percentage occurrence in each place

Ranking of Communication Skills by Secondary Student Teachers in Their Teaching Areas

Table 3 demonstrates the ranking order of communication skills in order of their importance to student teachers in their teaching areas.

Fifty percent of the math/science student teachers ranked speaking in first place. Forty-three percent of the language arts student teachers ranked listening and reading with an equal percentage to take first place. Sixty-seven of the social studies student teachers and 59 percent of the "other" student teachers ranked listening as the most important communication skill.

Fifty-eight percent of the math/science student teachers ranked listening in second place. Twenty-nine percent of the language arts student teachers ranked speaking, reading and writing to take second place with an equal percentage. Sixty-seven percent of the social studies student teachers ranked reading in second place. Fifty-five percent of the "other" student teachers ranked speaking to be in second place.

Forty-two percent of the math/science student teachers ranked writing to be in third place. Forty-three percent of the language arts student teachers ranked speaking in third place. Thirty-three percent of the social studies student teachers ranked speaking, reading and writing with equal percentage to take third place. Fifty-nine percent

Table 3

Result of Question 1 on Questionnaire

Comparison of the Ranking Order of Communication Skills in Order of Their Importance to Secondary Student Teachers in their Teaching Areas

Teaching Area	Skill	1st Place	2nd Place	3rd Place	4th Place
MATH/SCIENCE	Listening	25%	* 58%	0%	17%
	Speaking	* 50%	17%	25%	8%
	Reading	25%	8%	33%	33%
	Writing	0%	17%	* 42%	* 42%
LANGUAGE ARTS	Listening	* 43%	14%	14%	29%
	Speaking	14%	* 29%	* 43%	14%
	Reading	* 43%	* 29%	14%	14%
	Writing	0%	* 29%	29%	* 43%
SOCIAL STUDIES	Listening	* 67%	33%	0%	0%
	Speaking	33%	0%	* 33%	33%
	Reading	0%	* 67%	* 33%	0%
	Writing	0%	0%	* 33%	* 67%
"OTHER"	Listening	* 59%	41%	0%	0%
	Speaking	36%	* 45%	9%	9%
	Reading	5%	14%	* 59%	23%
	Writing	0%	0%	32%	* 68%

*Highest percentage occurrence in each place

of the "other" student teachers ranked reading to be in third place.

Fourth place ranking was given to writing by 42 percent of the math/science student teachers, 43 percent of the language arts student teachers, 67 percent of the social studies student teachers and 68 percent of the "other" student teachers.

Differences of Results (to question 1 - "Order of Importance") Among the Different Groups.

When combining all four populations (secondary teachers, secondary student teachers, secondary school principals and secondary students), the median test was applied to test for differences in ranking order of the communication skills.

The results, listed in Table 4, indicate significant differences for speaking, $\chi^2=15.6235$ ($p<.01$) and writing, $\chi^2=15.4479$ ($p<.01$), but not for listening, $\chi^2=3.1056$ ($p>.05$) and reading, $\chi^2=6.0046$ ($p>.05$).

Based on the low expected cell frequencies, the disciplines of social studies and language arts had to be combined for writing in order to test ranking order of communication skills by secondary teachers in their teaching areas.

Differences existed among the ranking order of communication skills by the four different disciplines of teachers, yet they were not found to be significant at the

Table 4

Results of Question 1 on Questionnaire
 Median Test for Differences in Ranking of
Order of Importance Between Groups

GROUPS	LISTENING	SPEAKING	READING	WRITING
Four Populations	$\tilde{M} = 2$ $\chi^2 = 3.1056$	$\tilde{M} = 3$ $\chi^2 = 15.6235^{**}$	$\tilde{M} = 2$ $\chi^2 = 6.0046$	$\tilde{M} = 3$ $\chi^2 = 15.4470^{**}$
Four Disciplines of Teachers	$\tilde{M} = 2$ $\chi^2 = 6.2140$	$\tilde{M} = 3$ $\chi^2 = 1.8635$	$\tilde{M} = 2$ $\chi^2 = 3.8895$	$\tilde{M} = 3$ $\chi^2 = 6.4564$
Four Disciplines of Student Teachers	$\tilde{M} = 2$ $\chi^2 = 3.6439$	$\tilde{M} = 2$ $\chi^2 = 0.72$	$\tilde{M} = 3$ $\chi^2 = 5.5025^*$	$\tilde{M} = 4$ $\chi^2 = 0.0174$

* ($p < .05$)** ($p < .01$)

.05 level. Listening had a $\chi^2=6.2140$ ($p > .05$), speaking a $\chi^2=1.8635$ ($p > .05$), reading a $\chi^2=3.8895$ ($p > .05$) and writing a $\chi^2=6.4564$ ($p > .05$).

Based on the low expected cell frequencies, disciplines of student teachers had to be combined. Social studies and language arts student teachers and math/science and "other" student teachers were combined for listening, speaking, reading, and writing in order to test differences in their ranking of these communication skills.

The results show a significant difference, for reading by the student teachers $\chi^2=5.5025$ ($p < .05$), but not for listening, $\chi^2=3.6439$ ($p > .05$), speaking, $\chi^2=.72$ ($p > .05$) or writing, $\chi^2=.0174$ ($p > .05$).

Question 2 on questionnaire: Estimated Time Percentages by Four Populations (Students, secondary teachers, secondary student teachers, principals)

Table 5 indicates the ranked mean estimated time percentages and the standard deviation by the four populations (secondary teachers, secondary student teachers, secondary principals and secondary students).

In their roles as teachers, they ranked their estimated communication skills to be broken down to: (1) speaking (32 percent), (2) listening (26 percent), (3) reading (23 percent) and (4) writing (19 percent).

Student teachers spent an estimated 37 percent in speaking, 27 percent in listening, 18 percent in writing and 17 percent in reading.

Table 5

Result of Question 2 on Questionnaire

"Estimate the percentage of time you spend in each of the communication skills"

Ranked Mean Estimated Time Allocations
(Percentages) by the Four Populations
(Teachers, student teachers,
principals, students)

TEACHERS	1. \bar{Y} = 31.9048% - Speaking (17.1712) * 2. \bar{Y} = 26.0667% - Listening (12.3295) 3. \bar{Y} = 23.3476% - Reading (12.1437) 4. \bar{Y} = 18.8333% - Writing (10.5721)
STUDENT TEACHERS	1. \bar{Y} = 37.3878% - Speaking (16.0699) 2. \bar{Y} = 26.9388% - Listening (13.6693) 3. \bar{Y} = 18.1837% - Writing (9.7504) 4. \bar{Y} = 17.3878% - Reading (10.7042)
PRINCIPALS	1. \bar{Y} = 31.8103% - Listening (12.3725) 2. \bar{Y} = 28.5346% - Speaking (12.0178) 3. \bar{Y} = 22.0682% - Reading (13.8925) 4. \bar{Y} = 17.3966% - Writing (9.2073)
STUDENTS	1. \bar{Y} = 30.5571% - Listening (12.1581) 2. \bar{Y} = 26.6643% - Writing (12.4083) 3. \bar{Y} = 23.8786% - Reading (12.1392) 4. \bar{Y} = 18.8643% - Speaking (11.4666)

*Standard deviation in parenthesis

Principals estimated their mean time percentages to be 32 percent listening, 28 percent speaking, 22 percent reading and 17 percent writing.

Estimated percentages of time students spent in each of the communication skills in their roles as students were broken down to: 31 percent listening, 27 percent writing, 24 percent reading and 19 percent speaking.

Analysis of Variance Among the Four Populations (Students, secondary teachers, secondary student teachers, principals)

An analysis of variance to compare the four populations with respect to the mean percentages of estimated time percentages yielded significant differences in each of the four skills ($F=14.4069$, writing; $F=27.5993$, speaking; $F=3.5228$, listening; $F=3.6969$, reading). Post hoc comparisons were made to determine where these differences were found. Table 6 shows the results.

The mean of the student population was compared to the mean of the teachers, principals and students. Data showed that the difference was significant at the .01 level ($F=42.8142$). No significant differences occurred when the mean of student teachers versus the means of other teachers and principals were compared. Neither did a significant difference occur between the mean of teachers versus the mean of principals in writing.

For speaking, the mean of the student population was significantly different at the .01 level ($F=74.8584$). Data further shows that the mean of the student teachers versus teachers and principals was significant at the .05

Table 6

Result of Question 2 on Questionnaire

Analysis of Variance of the Four Populations
(Students, teachers, student
teachers, principals)

	Source	df	MS	F
WRITING	Group	3	1808.9696	14.4069**
	C1 ^a	1	5375.8824	42.8142**
	C2	1	4.1164	.0328
	C3	1	46.9098	.3736
	Error	319	125.563	
SPEAKING	Group	3	5710.9317	27.5993**
	C1	1	15489.9463	74.8584**
	C2	1	1384.7332	6.6920*
	C3	1	258.1156	1.2474
	Error	319	206.9234	
LISTENING	Group	3	547.6764	3.5228*
	C1	1	888.4354	5.7147*
	C2	1	4.9366	.0318
	C3	1	749.6572	4.8220*
	Error	319	155.4658	
READING	Group	3	541.9693	3.6969*
	C1	1	429.3802	2.9289
	C2	1	1160.3704	7.9153**
	C3	1	36.1573	.2466
	Error	319	146.5993	

* ($p < .05$)** ($p < .01$)

a comparison of:

C1 student population versus teachers, principals
and student teachersC2 teachers and principals versus student teacher
population

C3 teachers versus principals

level ($F = 6.6920$). No significant difference occurred between the mean of teachers versus principals.

For the communication skill of listening, the mean student population was significantly different when compared to the mean of the teachers, principals and student teachers at the .05 level ($F = 5.7147$). No significant differences occurred among the student teachers versus teachers and principals. Data indicates a significant difference between the mean of teachers versus the mean of principals at the .05 level ($F = 4.8220$).

In regard to reading a significant difference at the .01 level was found only for the comparison of the mean student teachers versus the mean of teachers and principals ($F = 7.9153$).

Estimated Time Percentages of Teachers and Student Teachers

Table 7 shows the estimated mean percentage of time the four groups of teachers and four groups of student teachers spent in each of the communication skills.

In regard to writing, math/science teachers estimated 19 percent, language arts teachers 22 percent, social studies teachers 17 percent, and "other" teachers 11 percent.

"Other" teachers did most of the speaking with 37 percent. Math/science teachers estimated 34 percent, language arts teachers 25 percent and social studies teachers 36 percent.

Table 7

Result of Question 2 on Questionnaire

Mean Estimated Time Allocations (Percentages) by
the Four Groups of Teachers and the
Four Groups of Student Teachers

TEACHERS	Math/Science	Language Arts	Social Studies	"Other"
WRITING	$\bar{y} = 19.3958$	$\bar{y} = 22.3947$	$\bar{y} = 16.5625$	$\bar{y} = 10.625$
SPEAKING	$\bar{y} = 33.8542$	$\bar{y} = 25.3289$	$\bar{y} = 36.25$	$\bar{y} = 36.875$
LISTENING	$\bar{y} = 26.5625$	$\bar{y} = 23.7237$	$\bar{y} = 23.9375$	$\bar{y} = 33.75$
READING	$\bar{y} = 19.7709$	$\bar{y} = 28.5526$	$\bar{y} = 23.375$	$\bar{y} = 19.3750$
STUDENT TEACHERS	Math/Science	Language Arts	Social Studies	"Other"
WRITING	$\bar{y} = 22.0833$	$\bar{y} = 28.1429$	$\bar{y} = 10$	$\bar{y} = 13.2857$
SPEAKING	$\bar{y} = 36.6667$	$\bar{y} = 29.8571$	$\bar{y} = 43.333$	$\bar{y} = 41.5714$
LISTENING	$\bar{y} = 19.1667$	$\bar{y} = 22.4286$	$\bar{y} = 12.333$	$\bar{y} = 33.7143$
READING	$\bar{y} = 21.25$	$\bar{y} = 19.5714$	$\bar{y} = 23.0940$	$\bar{y} = 12.3810$

"Other" teacher population had the highest mean of listening with 34 percent. Math/science, language arts and social studies teachers estimated 27 percent, 24 percent and again 24 percent respectively.

Reading ranked highest by language arts teachers (28 percent), followed by social studies teachers (23 percent). Math/science teachers estimated 18 percent and "other" teachers 19 percent.

The student teacher population which did most of the writing was the language arts one with 28 percent. Math/science (22 percent) and social studies (10 percent) were next, while "other" teachers estimated 13 percent was spent on writing.

In regard to speaking, math/science student teachers estimated 37 percent, language arts student teachers 30 percent, social studies 43 percent, and "other" teachers 42 percent.

Listening was estimated by the math/science student teachers to take up 19 percent, 22 percent by the language arts student teachers, 12 percent of the social studies student teachers and 34 percent of the "other" student teachers in their respective roles as student teachers.

Math/science student teachers estimated reading to take an average of 21 percent of their total communication time, 20 percent for the language arts student teachers, 23 percent of the social studies student teachers and

12 percent for the "other" student teachers.

Analysis of Variance Among the Four Groups of Teachers
(Math/science, language arts, social studies, "others")

An analysis of variance to compare the four groups of teachers (math/science, language arts, social studies and "other" teachers) with respect to the mean percentages of estimated time percentages yielded significant differences in each of the four communication skills ($F = 5.5437$, writing; $F = 3.0192$, speaking, $F = 2.7385$, listening; $F = 3.7196$, reading). Post hoc comparisons were made to determine where these differences were found. Table 8 shows those results.

A significant difference between the math/science, language arts and social studies teachers versus the "other" teachers was found at the .01 level in writing ($F = 12.4911$). No significant differences occurred when the mean of the math/science teachers was compared to the mean of the language arts and social studies teachers. Neither did a significant difference occur between the mean of language arts teachers versus social studies teachers in regard to writing.

A significant difference occurred only at the .05 level when comparing the mean of language arts teachers versus social studies teachers ($F = 5.0667$). No significant difference was evidenced for comparing C2 and C3 on speaking.

For listening, the "other" teachers showed a significant difference at the .01 level versus the math/science

Table 8

Results of Question 2 on Questionnaire

Analysis of Variance Among the Four Groups of Teachers (Math/science, language arts, social studies, "others")

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>
WRITING	Group	3	548.7773	5.5437**
	C1 ^a	1	1236.5140	12.4911**
	C2	1	26.8341	.2711
	C3	1	382.9836	3.8688
	Error	90	98.9917	
SPEAKING	Group	3	800.2163	3.0192*
	C1	1	592.9112	2.2371
	C2	1	464.8527	1.7539
	C3	1	1342.8850	5.0667*
	Error	90	265.0403	
LISTENING	Group	3	410.0369	2.7385*
	C1	1	1101.6045	7.3571**
	C2	1	127.9915	.8548
	C3	1	.5147	.0034
	Error	90	149.7327	
READING	Group	3	521.2345	3.7196*
	C1	1	389.0782	2.7765
	C2	1	872.7886	6.2283*
	C3	1	301.8367	2.1539
	Error	90	140.1320	

^a comparison of:

C1 Math/Science, Language Arts and Social Studies teachers versus "other" teachers

C2 Math/Science teachers versus Language Arts and Social Studies teachers

C3 Language Arts teachers versus Social Studies teachers

* ($p < .05$)

** ($p < .01$)

language arts and social studies group ($F = 7.3571$). No significant difference was found for comparing C2 and C3 on listening.

Only for C2 (math/science teachers versus language arts and social studies teachers) was the comparison significant at the .05 level ($F = 6.2283$) on reading. C2 and C3 were not found to be significant.

Analysis of Variance Among the Four Groups of Student Teachers (Math/science, language arts, social studies, "Others")

Table 9 shows the analysis of variance which compared the four groups of student teachers (math/science, language arts, social studies and "other" student teachers) with respect to the mean percentages of estimated time percentages. Significant differences were discovered in the communication skills with the exception of speaking ($F = 7.2984$, writing; $F = 5.2572$, listening; $F = 4.8647$, reading). Post hoc comparisons were made to determine where the differences were found.

In writing, a significant variance occurred between the math/science, language arts and social studies student teachers versus "other" student teachers at the .01 level ($F = 12.2797$). The language arts student teachers versus social studies student teachers also indicated a significant difference at the .01 level ($F = 9.5867$). C2 showed no significant difference.

There was no significant difference comparing C1, C2

Table 9

Results of Questions 3-6 on Questionnaire

Analysis of Variance Among the Four Groups
of Student Teachers (Math/science, language
arts, social studies, "other")

	<u>Source</u>	<u>df</u>	<u>MS</u>	<u>F</u>
WRITING	Group	3	526.2437	7.2984**
	C1 ^a	1	885.4141	12.2797**
	C2	1	2.0742	.0288
	C3	1	691.2429	9.5867**
	Error	39	72.1041	
SPEAKING	Group	3	277.0439	.9830
	C1	1	408.0041	1.4477
	C2	1	41.7515	.1482
	C3	1	381.3762	1.3532
	Error	39	281.8291	
LISTENING	Group	3	791.3152	5.2572***
	C1	1	2198.6752	14.6071**
	C2	1	1.5515	.0103
	C3	1	173.7190	1.1541
	Error	39	150.5214	
READING	Group	3	500.3869	4.8647**
	C1	1	1070.7009	10.4092**
	C2	1	32.7409	.3183
	C3	1	397.7190	3.8666
	Error	39	102.8611	

^a comparison of:

C1 Math/Science, Language Arts and Social Studies
student teachers vs. "other" student teachers

C2 Math/Science student teachers vs. Language Arts and
Social Studies student teachers

C3 Language Arts student teachers vs. Social Studies
student teachers

* ($p < .05$)

** ($p < .01$)

and C3 in their estimated time percentage on speaking.

Only for C2 (math/science, language arts and social studies student teachers versus "other" student teachers) was the comparison significant at the .01 level ($F = 14.6071$) on writing. C2 and C3 were not found to be significant.

C1 showed a significant variance at the .01 level ($F = 10.4092$) on reading. C2 and C3 were not found to be significant.

Results of the Four Populations to Questions 3-6 on Questionnaire

How teachers, student teachers, principals and students responded with regard to question 3 ("Listening has been the most neglected of the communication skills"), is shown in Table 10.

The majority of the teachers, 43 percent, along with 49 percent of the student teachers and 41 percent of the students agree to the statement. Forty-five percent of the secondary school principals strongly agree.

Table 10 continues to demonstrate the attitude of teachers, student teachers and students and principals in respect to question 4 ("The first way to improve listening is by instruction"). The majority of the teachers, 60 percent, and the majority of the principals, 66 percent, as well as the majority of the students, 48 percent, agree with this statement. Student teachers' attitude toward neutrality and agreement on this statement is the same (39 percent).

Table 10

Results of Questions 3-6 on Questionnaire Among the Four Populations (Secondary teachers, secondary student teachers, principals, and students)

POPULATION	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Question #3: "Listening has been the most neglected of the communication skills"					
TEACHERS	33%	* 43%	16%	7%	2%
STUDENT TEACHERS	12%	* 49%	24%	14%	--
PRINCIPALS	* 45%	41%	7%	7%	--
STUDENTS	10%	* 49%	24%	12%	4%
Question #4: "The first way to improve listening is by instruction"					
TEACHERS	20%	* 60%	18%	2%	3%
STUDENT TEACHERS	6%	* 39%	* 39%	16%	--
PRINCIPALS	21%	* 66%	10%	3%	--
STUDENTS	14%	* 48%	26%	10%	2%
Question #5: "Listening is learning"					
TEACHERS	* 47%	* 47%	7%	--	--
STUDENT TEACHERS	* 47%	45%	6%	2%	--
PRINCIPALS	* 48%	45%	7%	--	--
STUDENTS	* 54%	40%	1%	2%	2%
Question #6: "A listening course should be required curriculum for teacher certification"					
TEACHERS	14%	* 36%	28%	17%	5%
STUDENT TEACHERS	8%	24%	29%	* 31%	8%
PRINCIPALS	14%	* 48%	28%	7%	3%
STUDENTS	9%	* 35%	31%	19%	6%

* Highest percentage occurrence

Attitudes toward question 5 ("Listening is learning") is top-heavy in strong agreement and agreement of all populations. Forty-seven percent of the teachers strongly agree and agree. Forty-seven percent of the student teachers strongly agree and 45 percent agree. Forty-eight percent of the principals strongly agree and 45 percent agree. Fifty-four percent of the students strongly agree with the statement and 40 percent agree.

Thirty-six percent of the teachers agree with the statement "A listening course should be a part of the required curriculum for teacher certification/administration/and for high school certification." Student teachers disagree with the statement with 31 percent. Principals agree with 48 percent to the statement and students also agree with 35 percent.

Median Test for Population Comparison to Questions 3-6

A median test was used to compare the attitudes of the four populations to questions 3-6. The results are shown in Table 11. Only question 3 ("Listening has been the most neglected of the communication skills") indicates a significant difference in attitude comparison ($\chi^2=31.0534$). No significant differences occurred among the populations' attitudes to questions 4 ("The first way to improve listening is by instruction") ($\chi^2=5.4040$), question 5 ("Listening is learning") ($\chi^2=1.8296$), and question 6 ("A listening

Table 11

Result of Questions 3-6 on Questionnaire
Median Test for Population Comparison

QUESTION	χ^2
#3: "Listening has been the most neglected of the communication skills"	31.0534**
#4: "The first way to improve listening is by instruction"	5.4040
#5: "Listening is learning"	1.8296
#6: "A listening course should be a part of the required curriculum for teacher certification"	7.5887

** ($p < .01$)

course should be a part of the required curriculum for teacher certification") ($\chi^2=7.5887$).

Results of the Four Populations to Questions 7-12 on Questionnaire

Teachers', student teachers', principals' and students' answers to question 7 ("Was a listening course part of your required (teacher/student teacher/administrator/student) curriculum for certification?") are shown in Table 12. For the majority of the members of the different populations, a listening course was not required for certification. Ninety-four percent of the teachers, 98 percent of the student teachers, 93 percent of the principals and 90 percent of the students answered this question with "no."

The majority of the teachers (90%), student teachers (95%), principals (97%) did not have listening course offered at their institutions as a separate unit. Nor was for 94 percent of the secondary student population a listening course part of the school curriculum. (For secondary teachers, secondary student teachers and secondary school principals the question was "Were listening courses offered at your teacher education institutions as a separate unit?" For students the question read, "Is a listening course part of your school curriculum?").

Question 9 excluded principals. Secondary teachers and student teachers were asked, "Did method courses include units on methods of teaching of listening at your education

Table 12

Results of Questions 7-12 on Questionnaire

Among the Four Populations

QUESTION	POPULATION	YES	NO
#7: "Was a listening course part of your required curriculum for certification?"	TEACHERS	6%	* 94%
	STUDENT TEACHERS	2%	* 98%
	PRINCIPALS	7%	* 93%
	STUDENTS	10%	* 90%
#8: "Were listening courses offered at your education institution as a separate unit?"	TEACHERS	19%	* 90%
	STUDENT TEACHERS	5%	* 95%
	PRINCIPALS	3%	* 97%
	STUDENTS	6%	* 94%
#9: "Did methods courses include units on methods of teaching of listening at your institution?" "Do regular courses include units on listening in your school?"	TEACHERS	26%	* 74%
	STUDENT TEACHERS	19%	* 81%
	PRINCIPALS	--	--
	STUDENTS	44%	* 56%
#10: "Have you had any training in developing listening skills?" "Have you had any training in developing skills in teaching listening?"	TEACHERS	34%	* 66%
	STUDENT TEACHERS	14%	* 86%
	PRINCIPALS	24%	* 76%
	STUDENTS	34%	* 66%

Table 12
(continued)

Results of Questions 7-12 on Questionnaire
Among the Four Populations

QUESTION	POPULATION	YES	NO
#11: "Do you feel that there is a need for listening skills training?"	TEACHERS	* 88%	12%
	STUDENT TEACHERS	* 76%	24%
	PRINCIPALS	* 97%	3%
	STUDENTS	* 85%	15%
#12: "Do you expect your school to provide inservice and/or workshops in the area of teaching of listening?"	TEACHERS	32%	* 68%
	STUDENT TEACHERS	18%	* 82%
	PRINCIPALS	31%	* 69%
	STUDENTS	38%	* 62%

*Highest percentage occurrence

institutions?" Seventy-four percent of the secondary teachers, 81 percent of the secondary student teachers and 56 percent of the students answered this question with "no."

"As a (teacher/student teacher) have you had any training in developing skills in teaching of listening?" was the question asked to teachers and student teachers. The majority of the teachers (66 percent) and student teachers (86 percent) had not had such training. Students and principals were asked, "As a (student/principal) have you had training in developing listening skills?" Seventy-six percent of the principals and 66 percent of the students answered with "no."

Eighty-eight percent of the teachers, 76 percent of the student teachers, 97 percent of the principals and 85 percent of the students answered with "yes" to question 12 ("Do you feel that there is a need for listening skills training for (teachers/student teachers/principals/students)?"

Sixty-eight percent of the teachers, 82 percent of the student teachers, 69 percent of the principals and 62 percent of the students did not expect to have inservices and/or workshops provided by the school in regard to the teaching of listening. (Question 12)

Median Test for Population Comparison to Questions 7-12

A median test was used to compare the attitudes among the four populations of secondary teachers, secondary student teachers, secondary principals and secondary students

to questions 7-12 on the questionnaire.

As the results in Table 13 indicate, only questions 9 ("Did methods courses include units on methods of teaching of listening at your institutions?"/"Do regular courses include units on listening in your school?") and 10 ("Have you had any training in developing listening skills?"/"Have you had any training in developing skills in teaching of listening?") show a significant difference in attitude comparison ($\chi^2=14.0859$ ($p < .01$) for question 9 and $\chi^2=7.4234$ ($p < .05$) for question 10. No significance was found in the remaining questions. For question 7 ("Was a listening course part of your required curriculum for certification?"), $\chi^2=6.3553$ ($p > .05$), for question 8 ("Were listening courses offered at your education institution as a separate unit?") $\chi^2=1.2656$ ($p > .05$), for question 11 ("Do you feel that there is a need for listening skills training?"), $\chi^2=6.6278$ ($p > .05$) and for question 12 ("Do you expect your school to provide inservices and/or workshops in the area of teaching of listening?"), $\chi^2=5.8975$ ($p > .05$).

Table 13

Results of Questions 7-12 on Questionnaire

Median Test for Population Comparison

QUESTION	χ^2
#7: "Was a listening course part of your required curriculum for certification?"	6.3553
#8: "Were listening courses offered at your education institution as a separate unit?"	1.2656
#9: "Did methods courses include units on methods of teaching of listening at your institution?" "Do regular courses include units on listening in your school?"	14.0859**
#10: "Have you had any training in developing listening skills?" "Have you had any training in developing skills in teaching listening?"	7.4234*
#11: "Do you feel that there is a need for listening skills training?"	6.6278
#12: "Do you expect your school to provide in-service and/or workshops in the area of teaching of listening?"	5.8975

* ($\underline{p} < .05$)

** ($\underline{p} < .01$)

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this chapter is to review the procedures used in the study, to draw certain conclusions based on the summary of findings given in Chapter 4, and to make recommendations with regard to their implementation.

Procedures

A survey was administered to 132 secondary teachers, 80 secondary student teachers, 33 secondary school principals, and 192 secondary students. Individuals filled out a questionnaire surveying their attitudes about listening and its importance as a communication skill.

School principals chose four faculty members, each of whom then chose three students to respond. Completed questionnaires were returned to the investigator in self-addressed, stamped envelopes.

The questionnaires resulted in a 76 percent response rate by the four populations. The response rate for principals was 88 percent, teachers 82 percent, students 76 percent, and student teachers 61 percent.

Treatment of Data

Data were analyzed by summing up the frequencies and the percentages of those total frequencies at a given level for the various categories of questions. Then a median test as well as analysis of variance tests were applied to determine significant differences among the populations' answers. Post hoc comparisons were executed to determine where any differences occurred. Questions to be answered were:

1. What is the ranking of listening, reading, writing, and speaking skills, in order of importance to (1) secondary teachers, (2) secondary student teachers, (3) secondary principals and (4) secondary students? Are any differences significant?
2. Does the ranking order of listening skills of the teacher composite differ from those of school principals, student teachers, and students? Are any differences significant?
3. How does the time spent in each of the listening skills compare among the four populations? Are any differences significant?
4. How do teachers, student teachers, school principals and secondary students feel about improving listening skills through instruction? Are any differences significant?

5. Can listening be equated to learning, according to teachers, student teachers, principals and secondary students? Are any differences among the four groups significant?
6. How do secondary students, student teachers, teachers and school principals feel about a listening course as part of the required curriculum for certification? Are any differences significant?
7. Was a listening course part of the required curriculum for teacher, student teacher, administrator and high school certification? Are any differences significant?
8. Were listening courses offered in the respondents' teacher-education institutions, and secondary schools, as a separate unit or as an included part? Are any differences significant?
9. Did methods classes include units on methods to teacher listening in the respondents' teacher-education institutions? Are any differences significant?
10. Have teachers, student teachers, principals and secondary students been trained to develop listening skills? Are any differences significant?

11. Have teachers and student teachers had training to develop skills to teach listening? Are any differences significant?
12. Do teachers, student teachers, principals and secondary students feel a need for listening skills training? Are any differences significant?
13. Do teachers, student teachers, school principals and secondary students want more inservices and/or workshops in the area of listening? Are any differences significant?

Conclusions

This study dealt with a sample of schools in the state of Louisiana during the 1978-79 academic year. Consequently, results of this study should be generalized to other situations only after definite relationships between those groups and the sample of this study have been clearly established.

An examination of the findings in this study has led to the following conclusions:

1. The general trend of the ranking order of communication skills by teachers, students, student teachers, and principals was to rank listening first and writing last.
2. The four populations showed a significant ranking difference in speaking. Speaking was

ranked very high for principals and very low for students.

3. Teachers and student teachers suggest listening and writing skills as more important than speaking as a communication skill although they indicate more time is spent in speaking.
4. The four populations showed significant differences in writing, listening, reading and speaking time spent.
5. Differences in listening were noted between the 'other' teacher and student teacher groups who rated listening activities higher than the other groups of math/science, language arts and social studies educators.
6. Math/science teachers place less emphasis on reading than language arts and social studies teachers.
7. The four populations are aware of the neglected role of listening as a communication skill and that instruction should be provided to improve it.
8. The four populations did not expect their schools or central offices to provide for the teaching of listening skills through inservices and/or workshops.

9. Student teachers agree that listening has been neglected as a communication skill and that it may be improved through instruction, yet they are not willing to take a required course.
10. Student teachers have had no training to develop skills to teach listening, yet they feel that one of the first ways to improve listening is through instruction. A discrepancy between attitudes is evident, since student teachers did not expect their prospective schools to provide inservices and/or workshops in regard to teaching listening.
11. The populations indicated that listening is learning.
12. The populations indicated a need for listening skills training, but the majority have not had any.
13. A listening course was not a requirement for any of the participants to graduate. Based on the present survey, student teachers did not want a listening course requirement for certification.
14. Students spend more time listening than on any other activity.

Recommendations

Results of this study should be generalized to other situations only after definite relationships between those groups and the sample of this study have been clearly established. An examination of the conclusions in this study has lead to the following recommendations:

1. A replication of this study in other states or on a national basis, to determine better national applicability and significance should be conducted.
2. A longitudinal study is suggested to measure changes in attitudes toward communication skills that may result from each year of experience as educators pursue a career.
3. Administrators and teacher colleges should recognize the importance of listening as a separate skill, and their efforts should be coordinated under a common denominator.
4. A methods course on the teaching of listening or a course on listening should be further investigated as part of the required curriculum for certification for prospective teachers.
5. Teacher colleges and school administrators need to coordinate their priorities to create improved listening skills as well as attitudes toward listening in students and teachers alike.

6. Regardless of subject matter, a classroom teacher should try to stress good listening in daily learning situations. In addition, the educator should attempt to incorporate as many daily listening activities and to make them as pertinent to life situations as possible.
7. Listening programs should be developed which stress the acquisition of specific learning skills over mere awareness of a listening problem as it exists in the classroom today.

APPENDIXES

LOUISIANA STATE UNIVERSITY
Baton Rouge Campus

TENTATIVE PROPOSAL REVIEW:

From: Committee on Humans and Animals as Research Subjects.

To:

Re: Proposal of Verena Sheep Received 4-18-79
Principal Investigator

Entitled: An Attitude Study of the Rendering
Under of Commercially Killed and its Role
of Importance

This is to certify that the Chairman of the Committee on Humans and Animals as Research Subjects has reviewed the above proposal. The Chairman evaluated the procedures of the proposal with appropriate guidelines established for activities supported by federal funds involving as subjects humans and/or animals.

Recommendation of Chairman Tentative Approval

Comments: Copy of proposal to be made

A review of this proposal by the Committee will be accomplished at the next monthly meeting and you will be notified of the committees recommendation.

Date 4-18-79

T. J. Lewis
Chairman, Committee on Use of
Humans and Animals as Research
Subjects

Date: _____

* TO BE RETAINED BY THE INVESTIGATOR:

EXPERIMENT SIGN-UP FORM

My signature, on this sheet, by which I volunteer to participate in the experiment on _____

Listening Skills Questionnaire

conducted by:

Verena M. Sloop

Experimenter

indicates that I understand that all subjects in the project are volunteers, that I can withdraw at any time from the experiment, that I have been or will be informed as to the nature of the experiment, that the data I provide will be anonymous and my identity will not be revealed without my permission, and that my performance in this experiment may be used for additional approved projects. Finally, I shall be given an opportunity to ask questions prior to the start of the experiment and after my participation is complete.

Subject's signature

Dear parent:

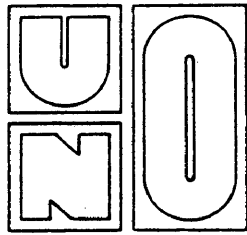
It will be greatly appreciated if your child could take a few minutes in completing the enclosed questionnaire.

Please have your youngster return the questionnaire and consent form to his/her homeroom teacher at the earliest convenience.

Giving your consent to have your child complete the questionnaire is deeply appreciated. Thank you.

My son/daughter _____ has my permission to complete the questionnaire on listening skills. I understand that his/her participation is on a volunteer basis.

Signature of parent or guardian



The University of Nebraska at Omaha
Box 688 Omaha, Nebraska 68101 402/554-2212

College of Education
Department of Secondary/Post-Secondary Education

March 26, 1979

To whom it may concern:

Ms. Renie Shoop who is a candidate for the Master's degree at the University of Nebraska at Omaha, College of Education, has my endorsement in her efforts to secure information regarding attitudes towards listening skills. She is working under my direct supervision in pursuit of her degree.

I believe this study of attitudes on listening will make a significant contribution to the teaching profession. Please do not hesitate to call or write to me personally if there are questions Ms. Shoop cannot answer to your satisfaction. Thank you.

Sincerely,

Ronald J. Grandgenett
Donald J. Grandgenett, Ed.D.
Professor of Education

East Baton Rouge Parish School Board
P. O. Box 2950
Baton Rouge, Louisiana 70821

79

April 24, 1979

Memo to: Secondary Principals


From: Donald L. Hoover, Director
Research and Program Evaluations

Subject: Study Relevant to Attitudes towards Listening Skills

I have reviewed Ms. Shoop's proposed study and find the topic interesting and feel that it would be of value to us in designing teaching strategies. The study will take a minimum amount of time on your part, requesting principals, teachers, and students to respond to a very brief questionnaire which will likely take not more than five minutes.

I am requesting that if you can spare the time and you feel that you can benefit from this study, please lend Ms. Shoop your cooperation.

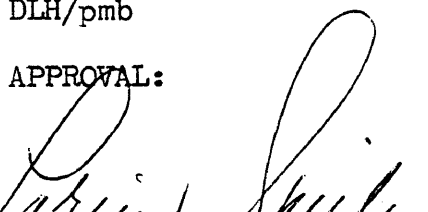
Yours sincerely,



Donald L. Hoover

DLH/pmb

APPROVAL:



Lorin V. Smiley, Assistant Superintendent
Planning and Management

Verena M. Shoop
275 West Roosevelt, Apt. 2263
Baton Rouge, Louisiana 70802

April 23, 1979

Dear supervisor:

It will be greatly appreciated if you would forward this packet to your student teacher.

The packet includes a questionnaire, consent form and a letter to the student teacher. By soliciting information through the questionnaire, I hope to gain valuable representation for my thesis topic An Attitude Study of the Ranking Order of Communication Skills and Its Role of Importance to Educators.

Thank you in advance for your cooperation.

Sincerely yours,

Verena M. Shoop

Verena M. Shoop

Verena M. Shoop
275 West Roosevelt, Apt. 2263
Baton Rouge, Louisiana 70802

April 23, 1979

Dear student teacher:

It will be greatly appreciated if you will take a few minutes of your time for a task which may have significance in the improvement of teacher education.

By obtaining the information solicited in the questionnaire, I hope to gain valuable information. Please forward the questionnaire and the consent form to me. For your convenience I have included a self-addressed and stamped envelope for that specific purpose.

Your cooperation in completing the enclosed questionnaire is deeply appreciated. Thank you.

Sincerely yours,

Verena M. Shoop

Verena M. Shoop

Enclosures

Verena M. Shoop
275 West Roosevelt, Apt. 2263
Baton Rouge, Louisiana 70802

April 30, 1979

Dear teacher:

It will be greatly appreciated if you will take a few minutes of your time for a task which may have significance in the improvement of teacher education.

I am presently conducting a survey on listening skills with Dr. Hoover's and Dr. Smiley's approval. By obtaining the information solicited in the questionnaire, I hope to gain valuable data.

Would you please forward the harvest gold colored questionnaires along with the consent forms to three students in your homeroom. Students should be chosen by random choice from the tenth, eleventh and twelfth grade. Have the students return the questionnaires to you at their earliest convenience.

In addition, I would need you to fill out the canary yellow colored questionnaire. For your convenience I have included a self-addressed and stamped envelope so that your questionnaire as well as those of your students may be returned to me without causing you further trouble.

Know that your cooperation is deeply appreciated. Thank you in advance for all your generous help.

Sincerely yours,

Verena M. Shoop

Verena M. Shoop

Enclosures

May 7, 1979

Dear supervising teacher:

On April 27, student teacher packets were placed in your mailbox. You were kindly asked to forward the packets to your student teachers.

Could you please remind your student teachers to return the questionnaires by Wednesday, May 9, as this is their last day in your school. In order that the results will be representative of the total population, I very much need the reply to those questionnaires.

In case your student teachers have misplaced their questionnaires, they may pick up some extra copies at the office. Please have them return the questionnaires to the office right away.

Thank you for your cooperation.

Verena M. Shoop

Verena M. Shoop

LISTENING SKILLS QUESTIONNAIRE
Study by Verena M. Shoop

Name of your school: _____
 District: _____
 City _____ State _____

Under the direction of:
 Dr. Don Grandgenett
 Professor of Education
 University of Nebraska
 Omaha, Nebraska

1. Please rank these communication skills in order of their importance to you as a teacher:

WRITING, SPEAKING, LISTENING, READING

Most Important: 1.
 2.
 3.
 Least Important: 4.

2. Estimate the percentage of time you spend in each of the communication skills in your role as a teacher:

WRITING _____ %
 SPEAKING _____ %
 LISTENING _____ %
 READING _____ %
 _____ 100 %

Please put a check (✓) on the following scale to indicate how you feel about the succeeding statements:

3. "Listening has been the most neglected of the communication skills."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

4. "The first way to improve listening is by instruction."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

5. "Listening is learning."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

6. "A listening course should be a part of the required curriculum for teacher certification."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

7. Was a listening course part of your required teacher curriculum for certification?
 YES _____ NO _____
8. Were listening courses offered at your teacher education institution as a separate unit?
 YES _____ NO _____
9. Did methods courses include units on methods of teaching of listening at your teacher education institution? YES _____ NO _____
10. As a teacher, have you had any training in developing skills in teaching of listening?
 YES _____ NO _____
 If yes, when (year)? _____
 length of course? _____
 what type? _____
 by whom? _____
11. Do you feel that there is a need for listening skills training for teachers?
 YES _____ NO _____
 Why or why not? _____

12. Do you expect your school to provide inservices and/or workshops in the area of teaching of listening?
 YES _____ NO _____

If you have no objections, please answer the following questions:

_____ Male	What grade(s) do you teach this year?	_____
_____ Female	What subject(s) do you teach this year?	_____
	How many years have you been teaching?	_____

Thank you very much for your cooperation.

LISTENING SKILLS QUESTIONNAIRE
Study by Verena M. Shoop

Name of your university: _____
City _____ State _____

Under the direction of:
Dr. Don Grandgenett
Professor of Education
University of Nebraska
Omaha, Nebraska

1. Please rank these communication skills in order of their importance to you as a student teacher:

WRITING, SPEAKING, LISTENING, READING

Most Important: 1.
2.
3.
Least Important: 4.

2. Estimate the percentage of time you spend in each of the communication skills in your role as a student teacher:

WRITING	_____	%
SPEAKING	_____	%
LISTENING	_____	%
READING	_____	%
100		%

Please put a check (✓) on the following scale to indicate how you feel about the succeeding statements:

3. "Listening has been the most neglected of the communication skills."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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4. "The first way to improve listening is by instruction."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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5. "Listening is learning."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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6. "A listening course should be a part of the required curriculum for teacher certification."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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7. Was a listening course part of your required teacher curriculum for certification?
 YES _____ NO _____
8. Were listening courses offered at your teacher education institution as a separate unit?
 YES _____ NO _____
9. Did methods courses include units on methods of teaching of listening at your teacher education institution?
 YES _____ NO _____
10. As a student teacher, have you had any training in developing skills in teaching of listening?
 YES _____ NO _____
 If yes, when (year)? _____
 length of course? _____
 what type? _____
 by whom? _____
11. Do you feel that there is a need for listening skills training for student teachers?
 YES _____ NO _____
 Why or why not? _____

12. Do you expect your prospective school to provide inservices and/or workshops in the area of teaching of listening?
 YES _____ NO _____

If you have no objections, please answer the following questions:

_____ Male What grade(s) do you expect to teach upon graduation?

_____ Female _____

What subject(s) do you expect to teaching upon graduation?

Thank you very much for your cooperation.

LISTENING SKILLS QUESTIONNAIRE
Study by Verena M. Shoop

Name of your school: _____
 District: _____
 City _____ State _____

Under the direction of:
 Dr. Don Grandgenett
 Professor of Education
 University of Nebraska
 Omaha, Nebraska

1. Please rank these communication skills in order of their importance to you as a school principal:

WRITING, SPEAKING, LISTENING, READING

Most Important: 1.
 2.
 3.
 Least Important: 4.

2. Estimate the percentage of time you spend in each of the communication skills in your role as a school principal:

WRITING	_____	%
SPEAKING	_____	%
LISTENING	_____	%
READING	_____	%
_____		100 %

Please put a check (✓) on the following scale to indicate how you feel about the succeeding statements:

3. "Listening has been the most neglected of the communication skills."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
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4. "The first way to improve listening is by instruction."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

5. "Listening is learning."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

6. "A listening course should be a part of the required curriculum for certification."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

7. Was a listening course part of your required curriculum for certification?

YES _____ NO _____

8. Were listening courses offered at your teacher education institution as a separate unit?

YES _____ NO _____

9. As a principal, have you had any training in developing listening skills?

YES _____ NO _____

If yes, when (year)? _____
length of course? _____
what type? _____
by whom? _____

10. Do you feel that there is a need for listening skills training for school principals?

YES _____ NO _____

Why or why not? _____

11. Do you expect your central office to provide inservices and/or workshops in the area of teaching of listening for faculty?

YES _____ NO _____

If you have no objections, please answer the following questions:

_____ Male Is this your first job as a school principal?
YES _____ NO _____
_____ Female How many years have you been a principal? _____
How many faculty members on your staff? _____
How many students enrolled at your school? _____

Thank you very much for your cooperation.

LISTENING SKILLS QUESTIONNAIRE
Study by Verena M. Shoop

Name of your school:

Under the direction of:

District:

Dr. Don Grandgenett

City _____ State _____

Professor of Education

University of Nebraska

Omaha, Nebraska

1. Please rank these communication skills in order of their importance to you as a student:

WRITING, SPEAKING, LISTENING, READING

Most Important: 1.

2.

3.

Least Important: 4.

2. Estimate the percentage of time you spend in each of the communication skills in your role as a student:

WRITING _____ %

SPEAKING _____ %

LISTENING _____ %

READING _____ %

_____ 100 %

Please put a check (✓) on the following scale to indicate how you feel about the succeeding statements:

3. "Listening has been the most neglected of the communication skills."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

4. "The first way to improve listening is by instruction."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

5. "Listening is learning."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

6. "A listening course should be a part of the required school curriculum for students."

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
----------------	-------	---------	----------	-------------------

7. Is a listening course part of your required school curriculum?
 YES _____ NO _____
8. Are listening courses offered at your school as a separate course?
 YES _____ NO _____
9. Do regular courses include units on listening in your school?
 YES _____ NO _____
10. As a student, have you had any training in developing listening skills?
 YES _____ NO _____
 If yes, when (year)? _____
 length of course? _____
 what type? _____
 by whom? _____
11. Do you feel that there is a need for listening skills training for students?
 YES _____ NO _____
 Why or why not? _____

12. Do you expect your school to provide special services in the area of developing listening skills for students?
 YES _____ NO _____

If you have no objections, please answer the following questions:

_____ Male

_____ Female

In what grade are you presently? _____

Thank you very much for your cooperation.

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VITA

Verena Maethner Shoop, daughter of Mrs. and Mrs. Wolfgang Maethner of Steisslingen, West Germany, was born on the 7th of October 1952 in Kassel, West Germany. She was educated in German and American schools in Germany, Turkey, Ethiopia, Bangladesch and the Dominican Republic.

She entered the University of Lincoln, Nebraska, in 1972 and graduated with a Bachelor of Arts and Science in Secondary Education in 1976.

She taught Spanish at Arbor Heights Junior High School in Omaha, Nebraska, from 1976-1978. At the same time, she enrolled in the graduate school of the University of Nebraska at Omaha, Nebraska, and is a candidate for the degree of Master of Arts in Secondary/Post Secondary Education.

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