

Classroom Acoustics Pre-Modification Teacher Questionnaire

Teacher's Name: _____

e-mail: _____

Years of Teaching Experience: _____

School: _____

Year: _____

N° of children in your class: _____

N° of children with a known hearing loss: _____

Thank you for taking the time to complete this questionnaire. We are investigating classroom modifications to improve the acoustic listening environment for children to assist them with listening and learning.

Listening Environments

1. What does a good listening environment look (and sound) like?

2. What does a poor listening environment look (and sound) like?

3. How do you know when listening is easy for children in your class?

4. How do you know when listening is difficult for children in your class?

5. When organising your classroom at the beginning of the year, what were the most important aspects you considered in the set-up?

6. What do you think will enable or facilitate you to sustain changes in your classroom?

Room Characteristics

1. In your opinion what aspects of your classroom are the most important? Rank those categories below with 1 being the most important and 5 the least important.

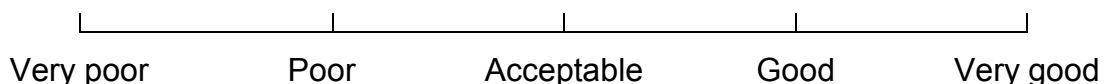
- Lighting (state example if known) _____
- Ventilation (state example if known) _____
- Acoustics (listening environment) (state example if known) _____
- Equipment (state example if known) _____
- Sufficient room space (state example if known) _____

2. How would you describe the listening environment in the classroom?

Please choose all the words that best describe your present classroom

- Comfortable
- Confusing
- Echoes
- Harsh
- Loud
- Clear
- Irritating
- Relaxing
- Other (*please specify*): _____

3. How do you rate your overall classroom listening environment?



Why? (please specify): _____

4. If you answered 'poor' or 'very poor', why do you think that it is hard for students to hear well in your classroom?

- Open plan style room
- Too much echo in the room
- Too much noise from outside the room
- Noise level produced by the students is too high
- Other (*please specify*): _____

Noise Sources – Inside the Classroom

1. Do you have any problems with the noise created inside the classroom (this includes the noise students themselves make)?

- Yes (continue to Q2)
- No (Go to the next section 'Noises Outside the Classroom')

2. What proportion of noise generated inside the classroom is student generated?

- None
 - Some
 - Most
 - All
- Comments:

3. Please identify all other sources of noise inside the classroom:

- Equipment (eg: computer, fish tanks, clocks....)
- Air conditioning
- Heaters
- Lights
- Fans
- Other (*please specify*): _____

4. Which is the most intrusive noise from the list in Q3 above? _____

5. What do you think could be done to eliminate noises from inside the classroom?

Noise Sources – Outside the Classroom

1. Do you have any problems with outside noise entering your classroom (this includes noise from adjacent rooms)?

- Yes (continue to Q2)
- No (go to the next section – ‘Vocal Effort’)

2. Identify the sources of outside noise

- Traffic noise
- Lawn mowing
- Noise from other classrooms
- Noise from sports fields
- Corridors
- Student traffic on decks
- Other (*please specify*):

3. Which is the most intrusive noise from Q2?: _____

4. How important do you think it is to eliminate or reduce these external noises for the students?

- Critical
- Important
- Not very important
- Unimportant

5. What could be done to eliminate these noises from outside your classroom?

6. Which is the worst source of noise problems for you?

- Noise made inside the classroom
- Noise coming into the classroom from outside

Vocal Effort

1. When teaching would you consider yourself to have?

- A soft speaking voice
- A normal level speaking voice
- A loud speaking voice

2. How often is it necessary for you to elevate your voice to be heard clearly?

- Always
- Often
- Sometimes
- Never

3. Does the level at which you need to speak seem to strain your voice?

- Yes
- No

4. From where in the classroom do students appear to be able to hear your instructions best?

- Easy everywhere
- Near the teacher
- Far from the teacher
- In the centre of the room
- Near the back
- At the sides
- Have not considered this

Comments: _____

5. From where in the classroom do students seem to have the most difficulty hearing?

- Difficulty everywhere
- Near the teacher
- Far from the teacher
- In the centre of the room
- Near the back
- At the sides
- Have not considered this

Comments: _____

6. How often do you use your Sound-field Amplification System?

- Never
- Sometimes
- Frequently
- All the time

Comments: _____

7. What are the positives about using the SAS?

8. What are the negatives about using the SAS?

Teaching Style

1. Approximately what percentage of time do you spend in the classroom teaching in each of these styles?

<input type="checkbox"/>	Mat work	_____	%
<input type="checkbox"/>	Group work	_____	%
<input type="checkbox"/>	Blackboard/didactic	_____	%
<input type="checkbox"/>	Other (please specify):	_____	%
	Total:	100%	

2. In what situations do you find it necessary to elevate your voice to be heard clearly?

<input type="checkbox"/>	Mat work
<input type="checkbox"/>	Group work
<input type="checkbox"/>	Blackboard
<input type="checkbox"/>	Other (<i>please specify</i>):

3. Where is your usual position in the class?

<input type="checkbox"/>	At the centre
<input type="checkbox"/>	In the front
<input type="checkbox"/>	Walking around
<input type="checkbox"/>	Other (<i>please specify</i>):

4. Do you think acoustics in your classroom have a direct effect on the student's learning ability?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No
<input type="checkbox"/>	Don't know?

5. Please explain why you think the acoustics in your classroom have a direct effect on the student's learning ability.
