# 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.

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This questionnaire has been modified from a questionnaire developed in the following study: Perkins, N., Merwood., Y. and Halstead, M. (2012). Sound Concepts Design and Testing. Acoustics form development, testing and pilot installation in primary school classrooms.
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?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Very good</th>
</tr>
</thead>
</table>

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?

☐ Mat work
☐ Group work
☐ Blackboard/didactic
☐ Other (please specify):

_______ %  
_______ %  
_______ %  

Total: 100%

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

☐ Mat work
☐ Group work
☐ Blackboard
☐ Other (please specify):

3. Where is your usual position in the class?

☐ At the centre
☐ In the front
☐ Walking around
☐ Other (please specify):

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

☐ Yes
☐ No
☐ Don’t know?

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

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________