To the Graduate Council:

I am submitting herewith a thesis written by LaFerra Sue Powell entitled "A Survey to Determine the Communication Competencies Needed by the Entering Trade and Industrial Student as Taught by the Language Arts Instructor in the Middle School." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

Joe L. Reed, Major Professor

We have read this thesis and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

Thesis
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A SURVEY TO DETERMINE THE COMMUNICATION COMPETENCIES NEEDED BY THE ENTERING TRADE AND INDUSTRIAL STUDENT AS TAUGHT BY THE LANGUAGE ARTS INSTRUCTOR IN THE MIDDLE SCHOOL

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee, Knoxville

LaFerra Sue Powell

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L.S.P.

ABSTRACT

This research project was executed to define the communication competencies needed by the entering trade and industrial student as taught by the language arts instructor in the middle school.

Surveys were dispersed to one hundred (100) vocational administrators and teachers primarily in the trade and industrial disciplines. Among those educators surveyed were sixty-four (64) males and thirty-six (36) females. They responded to seventy-two (72) statements about each type of instruction indicating whether they believed the entry level trade and industrial student strongly needed, needed, little needed, or had no need for the competency specified.

After all the data from the surveys had been collected, tables were prepared which summarized the results of the survey denoting the percentages of those answering strongly need, need, little need, or no need to each question. Tables are also included designating years of work experience, years of teaching experience, and specific teaching areas of the survey respondents.

The information disclosed that the entering trade and industrial student at the secondary level strongly needed the basic reading, writing, speaking, and listening capabilities, and had little or no need for the literature and cultural aspects of the language arts curriculum.

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CHAPTER I

INTRODUCTION

I. BACKGROUND INFORMATION

Since the implementation of the 1963 Vocational Education Act and Tennessee Comprehensive Bill of 1973, more and more students in Tennessee are entering into vocational education at the secondary level. It is estimated that approximately 50 percent of this school population will be following vocational curriculums in the near future; therefore, the middle school educators need to reexamine their courses of study for this student population.

The communication curriculums in the middle schools primarily have been to prepare students for college entry. But what about the other 50 percent of the school population? Comments have been made by Trade and Industrial instructors that their students lack the necessary communication skills to succeed in particular occupational training programs. Thus attention should be focused upon vocational curriculums and their ensuing weaknesses and problem areas. Perhaps the middle schools can contribute to the eleviation of these deficiencies by relating their basic communication units to the world of occupations.

II. RATIONALE

With a secondary vocational school or vocational center in each county, or available to each county in Tennessee, and 50 percent of the

secondary school population being required to attend, should not the academic teachers and vocational teachers cooperate to devise a communication curriculum that would be interdisciplinary and supportive of the vocational program, as well as supportive of the college entry program? Would not vocational related instruction enhance the success factors for the students choosing the vocational curriculum in the secondary schools?

III. OBJECTIVES

The primary objective of this study was to determine the specific communication competencies needed by the entry level Trade and Industrial student as taught by the language arts teacher in the middle school.

The secondary objective was for the middle schools in Tennessee to be aware that their communication curriculum should be changed to more fully meet the needs of the Trade and Industrial student.

The third objective was to follow through with the study and to upgrade the language arts curriculum at Knox Doss Junior High in Hendersonville, Tennessee.

IV. STATEMENT OF THE PROBLEM

The purpose of this study was to determine the communication competencies needed by the entering Trade and Industrial student as taught by the language arts instructor in the middle school.

V. DEFINITION OF TERMS

The following definitions were used in the study and are defined in Carter V. Good's Dictionary of Education:

Vocational: Pertaining to a vocation or occupation (for example, all gainful occupations and utilitarian labor, including homemaking).

Vocational Education Act of 1963: (Perkins Act) Federal legislation designed to (a) extend present programs and develop new programs of vocational education, (b) encourage research and experimentation, and (c) provide work study programs to enable youth to continue vocational education.

Subject, related: (1) a classroom subject intended not to teach specific vocational skills but to increase the student's vocational knowledge, understanding, and ability in the field of distribution, for example, laws affecting stores, consumer economics, consumer demand, business English, etc.; (2) a subject that contains the associated trade information, trade mathematics, trade drawing, trade science, etc., necessary to intelligent performance in a given trade.

Individualized instruction: (1) the organization of instructional materials in a manner that will permit each student to progress in accord with his own abilities and interests; (2) the provision of instructional guidance and assistance to individual pupils in accord with their needs.

Standard English: One of many dialects of English spoken by the dominant cultural group, with the prestige associated with the educated, with the educated middle class in a particular speech community.

Tennessee Comprehensive Bill of 1973: (House Bill, No. 1203 and Senate Bill, No. 1091). These bills commonly known as Tennessee Comprehensive Act which mandates that 50 percent of the secondary population, grades nine through twelve, will be enrolled in a vocational subject by the end of 1974.

Organic curriculum: A learner, rather than a teacher centered, course of study utilizing learning packages specifying behavorial objectives.

VI. LIMITATIONS

This study was limited to one hundred vocational administrators and teachers primarily in the trade and industrial disciplines, who were enrolled in classes at the University of Tennessee. Most of these educators are currently involved in training secondary students for entering qualifications in their particular fields and are not from the general population of vocational teachers.

VII. ASSUMPTIONS

It was assumed that the tabulation of the consequential survey replies would enable the accumulation of specific information compatible for analysis allowing the objectives to be secured. The principal assumption was that the survey response would be complete enough to furnish justifiable data corresponding to the communication competencies needed by entry level Trade and Industrial students in the secondary schools.

VIII. ORGANIZATION OF THE STUDY

Chapter I presents the background of the study.

Chapter II is a review of related literature and studies.

Chapter III presents the methodology used in the study.

Chapter IV contains the findings of the study.

Chapter V presents its summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF LITERATURE

I. SIMILAR STUDIES

The search for related literature for this study encompassed two computer searches, a manual search of the ERIC documents relating to language arts and vocational education, along with numerous journals and other research writings. As expected, in perusing these documents on the subject of needed communication competencies for secondary entry to Trade and Industrial subjects, little or no significant research could be found. However, a great deal of information was found pertaining to the need for revisal and upgrading of the middle school curriculums to accommodate the present school situations.

In an article, "Career Education in the Middle School: Where Specialist and Generalist Meet," Russell (1976, p. 27) stated:

> Some issues surrounding professional development in vocational education are more pronounced at the middle school level than at elementary and secondary levels. The debate between specialization and generalization is a good case in point. As a rule, elementary teachers are generalists and high school teachers are subject matter specialists. But what of the teacher in the middle school? What should be the professional development goals in strengthening vocational education at the level?

In like manner, Householder (1966, p. 49) proposed in "Industrial Arts Teacher Education: Intellectual Perspective and Developmental Focus," that vocational experiences should be an integral part of elementary and secondary. At the junior high school level, where the primary purpose

is general education, the activities should be selected to provide for maximum exploration of the full range of the industrial spectrum. Furthermore, courses should be developed at appropriate levels for students of different ability levels, utilizing suitable laboratory activities. These studies would indicate that the middle school arena in education is ready for some guidelines in revamping its curriculum in order to have a systematic program of study relevant to contemporary educational needs.

In a study by Jennings and Nathan (1977), it was concluded that most schools are inflexible with most activities done in lock step, group paced fashion. They suggested that educators should support program and curriculum experimentation and not to be afraid to be open to new ideas.

California has already initiated a plan to achieve a comprehensive systematic reform of its intermediate and secondary schools, the first of its kind in the nation. Neill (1976) commented that the emphasis in the school curriculum should be on skills, competencies, and personal capabilities demanded by a complex and changing society. In today's world whereas most young people are expected to make a relatively easy transition into the world of work, one primary goal of the English curriculum should be that of making English work and career related. It should be more realistic in meeting current circumstances, along with preparing these students for entry into the career and occupational fields.

With the present emphasis upon the upsurge of vocational education, the entire educational system should be looking for solutions to

curriculum needs as indicated by Feldman (1969, p. 5), who stated:

> The entire educational system is based on the notion of equal educational opportunity with the major effort given toward programs leading to college degrees, despite the fact that well over forty million of the fifty-eight million students will not graduate from college.

Gene Bottoms, executive director of the American Vocational Association, (1977, p. 7) reiterated his concern:

> As vocational education enrollments have grown from 4,200,000 in 1963 to 15,500,000 in 1976, much of our energy has gone into just keeping up with demand . . . But now is a crucial time to stop and reflect, to take stock, to reach out purposefully to serve others in need of preparation for work.

The review of literature predominately indicated an indispensable need for vital curriculum changes in the middle and secondary schools to meet the requirements of the prospective vocational student.

Some efforts have been made by farsighted innovative school systems to implement suitable curriculums. One document authored by Reed (1971) related how one such program was initiated in 1971, in a Boulder, Colorado, high school with coordinated efforts to develop instructional materials and a curricular program in English, reading, and social studies based on the needs and experiences of local students. This curriculum sought to integrate traditional academic learnings, vocational skill training, and self-actualization learnings in the public schools of Boulder. The concept of the organic curriculum was inspired partly by the Office of Education statistics which revealed that the 1965 college graduating class represented only about 20 percent of all young people who began school sixteen years earlier and that eight out of ten young people in

1965 were candidates for jobs requiring less than a bachelor's degree but a high level of job skill. Due to changes of personnel and policies for educational research, this program was cut short after three years although originally it began as a five year development effort.

Serving as chairmen on a project for more than two years, Staples and Otterman (1972) reported of continuing cooperation between education and industry. This endeavor towards cooperating for quality education was made through workshops in ten major cities in the United States through the Great Cities Research Council, Chicago, Illinois, in which producers of educational materials met with school administrators and teachers at workshops to explore curriculum needs and ways of providing the most effective instructional materials. Cities concerned included Detroit, the District of Columbia, Chicago, St. Louis, Milwaukee, San Francisco, San Diego, Atlanta, Philadelphia, and Denver. Each city presented a summary of the needs and recommendations emerging from each workshop and stressed ways that instructional materials could meet course objectives. Each recognized the importance of relevant vocational education materials to meet the necessities for a complete spectrum of students from the educable mentally retarded to the advanced post-high school student. Also emphasized was more coordination between elementary and secondary level materials with work situations depicted realistically, not idealistically, with consumer education and career development from the elementary level through post high school. One city advocated introduction to work at the elementary school level with exploration of occupations at the middle school level with prevocational and work

experiences at lower high school level. All stressed the relationships of specific school subjects to careers and occupations, and concern for school systems' establishing organizational patterns for individualized instruction with appropriate materials. Consistently mentioned was the need for communications in business, including punctuation, grammar, etc. Indeed, San Diego saw the necessity of integrating the practical arts into the normal academic curriculum six years ago.

As part of a review of emphasis in high school and college language arts curricular, the American College Testing Programs sponsored an invitational language arts conference in February, 1976, as related by Huntley (1976). Eight conference participants were selected to represent various fields of specialization and to enumerate guidelines for defining "basic skills," for assigning classroom priorities and for assessing language. Author Huntley (1976, p. 4) recounted:

> Not only have changes occurred in the content, form, and focus of both high school and college English classes over the past few years, but English educators have also had to contend with public outcry over the reading and writing effectiveness of today's students. In so doing, they are taking a new look at the discipline and reviewing its conceptual structure.

It was the consensus of opinions of the eight consultants that usage/mechanics was invariably conceded to be relatively superficial although they recognized that colleges do in fact reward the ability to process the printed word in the standard English language. One participant voiced concern that today's students are perhaps better readers than in the past, but with the exception of the top 12 to 15 percent they might be ineffective writers.

Another distinguished English educator, Farrell (Huntley, 1976, p. 46) agreed:

> A central task for the English teacher is now more that of teaching students to use language ethically and responsibly and less that of teaching them not to split infinitives, use double negatives, or end sentences with prepositions. Concomitant with that task is the responsibility of teaching students to analyze critically the language of others--politicians and advertisers, as well as literary artists.

One other consultant, Lloyd-Jones (Huntley, 1976, p. 52) elaborated:

> I foresee adjustments to accommodate increased diversity in high school programs and to mediate between conflicting pressures to develop vocational skills and expressive or discovery skills.

He added that the 1970's have encouraged the counter movement of acquiring more vocational skills in writing.

Another participant in the conference, Loban (Huntley, 1976, p. 52) related:

> Underneath all this tension between stability and innovation, there may be found a number of developments significant enough to note:
>
> Career education is seeking to replace for the majority of pupils an elitist academic education.
> Oral language as a base for reading and writing is insistently emerging.
> Individualized--sometimes called personalized--education has appeared commercially for the first time in history.

He further stated:

> The best organization of instruction relates composition to the rest of the English curriculum, to other school subjects and activities, and to student concerns beyond the school. Writing does not exist in the English class alone. The evaluation should encompass all subject areas, not just English.

Employers, individual parents, community groups, college admissions personnel, job placement personnel, local and federal educational policy-makers, and a few language arts teachers themselves are among the troops who do believe that a reassessment should be made pertaining to the goals of the language arts curriculum and other academic areas.

One project with considerable success in developing a more relevant and utilitarian English/language arts and communication media program for technical school students in grades ten through twelve was that of the Neshaminy School District in the state of Pennsylvania (1972). A curriculum was developed by a team of teachers and implemented at each of the grade levels. The ultimate project objective was in meeting the needs of vocational technical school students by identifying those needs and reducing the educational deficiencies in their academic support programs.

II. SUMMARY

Accordingly, these studies did confirm that there has been effort in educational curriculum research to provide guidelines for further studies and refinement of teaching strategies and methods in the field of language arts to meet the needs of the vocational student; nevertheless, little has been done as an in-depth attempt to develop guidelines for a technically oriented language arts curriculum encompassing the communications arts skills at the middle school level. Similarly, nothing has been recorded in the area of relating needed language arts competencies to specific areas of occupational training.

CHAPTER III

METHODOLOGY

In the winter of 1978 a study was conducted to determine the language arts competencies essential to a secondary entry level Trade and Industrial student and to convey needed insights for planning future improvements in the middle school language arts curriculum.

The investigation, therefore, had two major elements. One element was the identification of the needed and the unneeded language arts competencies; secondly, the degree to which these competencies were needed or not needed by the entry level Trade and Industrial student in specific programs was analyzed.

The research instrument, a seventy-two item questionnaire, was structured by the Likert pattern. An introduction was prepared for the questionnaire and explained the purpose of the survey. The instrument was piloted using a class of 18 subjects; the participants were asked to respond to the clarity of the survey items of which two were considered ambiguous and, therefore, corrected. Responses to the items were made anonymously by the educators although certain data pertaining to the respondents' background were requested. Information solicited was: (1) sex, (2) age, (3) years of teaching experience, (4) specific teaching area, and (5) years of work experience in teaching area.

The survey was dispersed to one hundred vocational administrators and instructors enrolled in Industrial Teacher Education courses at the

University of Tennessee. All teachers responding to the survey provided for a 100 percent return; however, not all information could be validated due to missing cases.

The data from the survey were computed in frequencies and percentages and were statistically analyzed for determination of relationships.

CHAPTER IV

FINDINGS

One hundred surveys were completed by the participants of which sixty-four were males and thirty-six were females. Representing the various vocational programs were five administrators, sixteen health occupations personnel, six instructors of metals, three teachers of drafting, fourteen automotive instructors, seven graphic arts teachers, twelve construction trades individuals, two communications people, and thirty-five other vocational related personnel.

The age categories of these educators are listed in Table I.

TABLE I

AGE CATEGORIES OF PARTICIPANTS

	Absolute Frequency	Cumulative Adjusted Frequency
21-25	5	5.0
26-30	12	17.0
31-40	33	50.0
41-50	37	87.0
50+	13	100.0

Valid Cases = 100 Missing Cases = 0

Mean 34.10

Median = 35.00

These findings indicate that 37 percent of the individuals responding was between ages 41-50; a total of 70 percent was between 31-50 years of age. The mean age computed at 34.10 with a median age of 35.

The number of years of teaching experience for the students answering was reflected as a mean of 2.367, as shown in Table II, which revealed that 57.1 percent had fewer than four years of teaching experience.

TABLE II

YEARS OF TEACHING EXPERIENCE OF RESPONDENTS

	Adjusted Frequency (Percent)
0-1 Years	28.6
2-4 Years	28.6
5-8 Years	20.4
9+ Years	22.4

Valid Cases = 98 Missing Cases = 2

Mean 2.367

Median = 2.250

Although there were two missing cases, the median of years of teaching experience computed as 2.250. This indicates these educators have been employed a relatively short number of years, which could possibly have some import on their responses.

The number of years of work experience in their particular occupations prior to their employment as teachers is indicated in Table III. Although only 27 percent had 0-2 years previous work experience, 54 percent had 5 years or more. This should denote that the

Trade and Industrial teachers are well qualified in their particular occupations and should know what communication competencies are needed to be successful in their specific occupational areas.

TABLE III

YEARS OF EXPERIENCE IN TEACHING AREAS

	Relative Frequency (Percent)	Cumulative Adjusted Frequency (Percent)
0-2 Years	27.0	27.6
2-3 Years	4.0	31.6
3-5 Years	13.0	44.9
5+ Years	54.0	100.0

Valid Cases = 98 Missing Cases = 2

Mean 2.959

Median = 3.593

In Appendix A, the survey instrument containing seventy-two questions administered to the educators enrolled in certain Trade and Industrial classes at the University of Tennessee is exhibited. This survey gave an opportunity to express anonymously their views of the competencies needed for their specific disciplines. The questionnaire addressed itself into these five broad categories: (1) Speaking and Listening, (2) Literature, (3) Reading and Critical Reading, (4) Writing, and (5) Usage of the Mechanics of Grammar. Although items #1 through #8 tabulated statistical data pertaining to the respondents, the data relating to the competencies started with item #9 and continued through item #80.

Table IV, Appendix B, illustrates the percentages of those answering each item as strongly need, need, little need, or no need for the listed competencies concerning the area of Speaking and Listening in language arts. The strongly needed or needed items were as follows: item #9, to take notes on assigned materials, selected by 84 percent of the respondents; item #10, to follow directions, either written or oral, by 77 percent; item #11, to give directions, either verbal or written, chosen by 73 percent; and item #15, to verbally state the abilities and skills needed to help him/her achieve his/her vocational goal, marked by 88 percent. On the contrary, 70 percent stated that there was no need for using hip language of the culturally diverse.

In the Literature section, Appendix B, Table V, the competencies preferred were item #18, to derive implied meaning of words, phrases, and sentences, opted by 70 percent; item #19, to understand the relationship of organization to meaning, by 74 percent; and item #26, to read literature pertaining to your program, overwhelmingly selected by 85 percent. In contrast to this, the least needed competency was to know what drama is, item #25.

Table VI, Appendix B, reveals that all items in the area of Reading/Critical Reading were considered essential to the various programs. Item #28, to read and interpret safety rules pertaining to various occupations, was elected by 98 percent of those replying.

In the area of Writing, Appendix B, Table VII, the following items were selected as being most important: item #36, to write neatly, by 84 percent; item #37, to write an effective sentence, chosen by 77

percent; item #43, to select significant details in writing, by 70 percent; item #49, to fill out a social security card application, by 81 percent; item #50, to write technical terms relating to his/her occupational area, by 84 percent; item #51, to properly fill out a personal check, by 80 percent; item #52, to write sentences about given situations that might arise on a job, by 74 percent; item #53, to write a business letter, by 76 percent; item #56, to address an envelope, by 77 percent; item #58, to write a personal resume for a job, specified by 90 percent of the participants, and, therefore, being the most important writing competency needed.

Appendix B, Table VIII, refers to the Usage/Mechanics of Grammar of which these competencies were selected: item #62, to spell basic vocabulary for his/her chosen occupational area, picked by 90 percent; item #63, to spell numbers on checks, 73 percent; item #64, to abbreviate terms pertaining to specific skills, by a total of 81 percent; item #66, to apply the rules of punctuation for the comma, period, question mark, exclamation mark, and the apostrophe correctly, by 70 percent; item #76, to select correct forms of words required by a sentence, by 74 percent; item #79, to use a dictionary, designated by 87 percent to be essential; and item #80, to use other reference materials, again selected by a wide margin of those replying, 89 percent. Indeed, items #62, #79, and #80 were deemed essential competencies by an overwhelming majority.

I. SUMMARY

The analyses from the data reexamined from the one hundred vocational educators denote distinct positive factors. In summary, these findings are:

1. The bulk of the teachers are in the age bracket 31-50 with an average of 2.367 years of teaching experience and 2.959 years of work experience prior to teaching compared to one half of these having had more than five years of work experience.
2. Table IV, Speaking and Listening, disclosed that emphasis should be upon the student's being able to verbally state the abilities and skills needed to help him achieve his vocational goals.
3. Table V revealed that as long as literature was directly related to the world of occupations that it could be considered important.
4. Table VI concluded that all items in Reading are significant.
5. Table VII clearly designated that the student must be capable of communicating with others in his/her particular occupation.
6. Table VIII indicated that basic mechanics of grammar were essential, as well as the ability to use pertinent reference materials a necessity.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

In summary, this study has identified pertinent competencies that entering secondary Trade and Industrial students and/or other vocational students would need. The questionnaire, which was divided into eighty items with eight of these being administrative or statistical in nature, was comprehensive in identifying competencies that are taught, or can be taught, by the middle school communications teacher; in addition, a provision was provided at the bottom of the survey for comments by the participants. Some of these comments were as follows: more individualized instruction needed, stress remedial work, stick to the basics of reading and writing, relate to the world of work, more emphasis upon technical terms, and prepare the vocational student as well as the college bound. These comments reenforce the findings in Chapter IV that we do need to change the middle school language arts curriculum to more adequately prepare the entering vocational students to equip them to cope with the essential requirements of communication in their chosen occupations.

II. CONCLUSIONS

Based upon the study of the data collected and the literature reviewed, these conclusions are presented:

1. Vocational teachers are aware of the basic communication skills that their students require; moreover, they realize that they are not equipped to do remedial work in their programs and believe this could best be done in the middle school than any other level of education.
2. Primary emphasis in the language arts curriculum should be upon skills in reading, writing, and speaking.
3. Rather than concerted effort in the cultural literature discipline, instructional time should be better utilized for the basics, and remedial instruction, if necessary.
4. Most textbooks are not up-to-date and do not relate to the world of occupations.
5. Classroom assignments should be inclined toward the occupations and careers rather than cultural activities.
6. Middle school curriculums need to be updated and revised to meet contemporary needs of the students.
7. Language arts instructors collaborating with vocational educators need to redirect existing instructional programs.

III. RECOMMENDATIONS

Based upon the findings within this study and conclusions drawn by this investigator, the following recommendations are made:

1. Long-range plans for the development of new instructional programs in the language arts curriculums should include

preparation of vocational students as well as college bound students.

2. Language arts instructors should develop a more relevant and utilitarian English/language arts communication program for vocational school students, specifically the Trade and Industrial student.
3. Language arts instructors should improvise or redirect existing instructional programs to meet the challenge of contemporary educational needs, specifically vocational education.
4. Curriculum specialists, administrators, vocational educators, and language arts personnel should cooperatively devise curriculums for this segment of the school population.
5. The language arts curriculum needs to be redirected to be more person centered so that minds already decided on technical careers, crafts, and vocations may be challenged.
6. The language arts curriculum should emphasize reading and writing, with emphasis upon remedial instruction, if needed.
7. Up-to-date textbooks based upon the world of work should be requested and utilized in the middle schools.
8. Colleges and universities should adequately prepare the language arts teachers for coping with the needs of vocational students as well as college bound students.

9. Additional intensive research is recommended to further validate this study and broaden the data base to enhance the chance of this study's recommendations being implemented.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE

A SURVEY TO DETERMINE THE COMMUNICATION COMPETENCIES NEEDED BY THE ENTERING TRADE AND INDUSTRIAL STUDENT AS TAUGHT BY THE LANGUAGE ARTS INSTRUCTOR IN THE MIDDLE SCHOOL

Dear Fellow Instructor,

One of the significant needs of modern education is useful feedback on the status and value of the programs of the schools. This is true at every level of education and is rapidly becoming a part of the essential activities of the educational system. This questionnaire is an attempt to ascertain the language arts competencies needed specifically by entering trade and industrial students at the secondary level.

If you please, give your truthful and straightforward opinions of students' needs for your individual teaching area. Your replies to this survey will be held in confidence.

Kindly indicate for statistical purposes your status as listed below:

1. Sex: Male_____ Female_____
2. Age: 21-25____ 26-30_____
   31-40____ 41-50_____
   Over 50____
3. Years of teaching experience:
   0-1_____ 5-8_____
   2-4_____ 9 or more__

4. Specific teaching area:

   (1) Administration_____

   (2) Health_____

   (3) Metals_____

   (4) Drafting_____

   (5) Automotive_____

   (6) Graphic Arts_____

   (7) Construction Trades_____

   (8) Communication_____

   (9) Others_____

5. Years of work experience in teaching area:

   None to 2 years_____

   More than 2 and less than 3_____

   More than 3 and less than 5_____

   Over 5 years_____

QUESTIONNAIRE

PLEASE INDICATE THE COMPETENCY THAT YOUR STUDENTS SPECIFICALLY NEED FOR YOUR PROGRAM.

Agreement Scale:

1	2	3	4
Strongly Need	Need	Little Need	No Need

Speaking/Listening

9.	To take notes on assigned materials?	1	2	3	4
10.	To follow directions, either written or oral?	1	2	3	4

11.	To give directions, either verbal or written?	1	2	3	4
12.	To use proper etiquette in telephone conversations?	1	2	3	4
13.	To give an oral book report?	1	2	3	4
14.	To use "hip" language of the culturally diverse?	1	2	3	4
15.	To verbally state the abilities and skills needed to help him/her achieve his/her vocational goal?	1	2	3	4

Literature

16.	To recognize an author's assumptions, purpose, and motives for writing?	1	2	3	4
17.	To understand figurative language and literary devices?	1	2	3	4
18.	To derive implied meaning of words, phrases, and sentences?	1	2	3	4
19.	To understand the relationship of organization to meaning?	1	2	3	4
20.	To draw conclusions not stated in writing?	1	2	3	4
21.	To know what fiction means?	1	2	3	4
22.	To know what nonfiction means?	1	2	3	4
23.	To know what a novel is?	1	2	3	4
24.	To know what an autobiography or a biography is?	1	2	3	4
25.	To know what drama is?	1	2	3	4
26.	To read literature pertaining to your program?	1	2	3	4

Reading/Critical Reading

27.	To read aloud?	1	2	3	4
28.	To read and interpret safety rules pertaining to various occupations?	1	2	3	4
29.	To read rules on administering first aid?	1	2	3	4

30.	To read the classified sections in a newspaper?	1	2	3	4
31.	To read the newspaper as a source of employment?	1	2	3	4
32.	To read desired information in a telephone book?	1	2	3	4
33.	To read your trade journals?	1	2	3	4
34.	To recall significant facts and ideas?	1	2	3	4
35.	To recognize relationships among ideas?	1	2	3	4

Writing

36.	To write neatly?	1	2	3	4
37.	To write an effective sentence?	1	2	3	4
38.	To write a well developed paragraph?	1	2	3	4
39.	To write imaginatively?	1	2	3	4
40.	To proofread and revise (discard, add, rethink, restructure) own writing?	1	2	3	4
41.	To write expressing feelings?	1	2	3	4
42.	To write expressing opinions?	1	2	3	4
43.	To select significant details in writing?	1	2	3	4
44.	To use figurative language in writing?	1	2	3	4
45.	To develop a topic sentence adequately?	1	2	3	4
46.	To write with an overall structure for a central purpose or theme?	1	2	3	4
47.	To complete application forms for your class, job, or higher institution of learning?	1	2	3	4
48.	To write an advertisement for a newspaper?	1	2	3	4
49.	To fill out a social security card application?	1	2	3	4
50.	To write technical terms relating to his/her occupational area?	1	2	3	4

51.	To properly fill out a personal check?	1	2	3	4
52.	To write sentences about given situations that might arise on a job?	1	2	3	4
53.	To write a business letter?	1	2	3	4
54.	To write a friendly letter?	1	2	3	4
55.	To write a thank-you letter?	1	2	3	4
56.	To address an envelope?	1	2	3	4
57.	To fold and place a letter into an envelope?	1	2	3	4
58.	To write a personal resume for a job?	1	2	3	4
59.	To write his/her own autobiography?	1	2	3	4

Usage/Mechanics of Grammar

60.	To distinguish run-on sentences?	1	2	3	4
61.	To avoid dangling modifiers?	1	2	3	4
62.	To spell basic vocabulary for his/her chosen occupational area?	1	2	3	4
63.	To spell the numbers on checks?	1	2	3	4
64.	To abbreviate terms pertaining to specific skills?	1	2	3	4
65.	To apply the rules of capitalization in letter writing, etc.?	1	2	3	4
66.	To apply the rules of punctuation for the comma, period, question mark, exclamation mark, and the apostrophe correctly?	1	2	3	4
67.	To use correct verb tense in constructing sentences?	1	2	3	4
68.	To properly use nouns and to use these in sentences?	1	2	3	4
69.	To use pronouns correctly and be able to write them in sentences correctly?	1	2	3	4
70.	To use suitable subjects in various word groups?	1	2	3	4

71.	To use suitable predicates (verbs) in various word groups?	1	2	3	4
72.	To discriminate between singular and plural nouns?	1	2	3	4
73.	To discriminate between singular and plural verbs?	1	2	3	4
74.	To identify the subject complements, direct objects, and indirect objects?	1	2	3	4
75.	To distinguish between a sentence and a fragment?	1	2	3	4
76.	To select correct forms of words required by a sentence? (ex. ain't, their for there, etc.)	1	2	3	4
77.	To use prefixes and suffixes to better construct words?	1	2	3	4
78.	To build words by adding prefixes or suffixes to base words?	1	2	3	4
79.	To use a dictionary?	1	2	3	4
80.	To use other reference materials?	1	2	3	4

In the space below, please list any additional competencies you believe necessary for your particular teaching area.

APPENDIX B

TABLE IV

SPEAKING/LISTENING COMPETENCIES

		Strongly Need	Need	Little Need	No Need	Missing** Cases
9.	To take notes on assigned materials?	33.0*	51.0	13.0	3.0	
10.	To follow directions, either written or oral?	75.0	22.0	3.0	-	
11.	To give directions, either verbal or written?	37.0	36.0	26.0	1.0	1 **
12.	To use proper etiquette in telephone conversations?	33.0	28.0	28.0	10.0	1 **
13.	To give an oral book report?	6.0	19.0	35.0	40.0	
14.	To use "hip" language of the culturally diverse?	-	8.0	22.0	70.0	
15.	To verbally state the abilities and skills needed to help him/her achieve his/her vocational goal?	38.0	50.0	10.0	1.0	1 **

*Adjusted Frequencies (percent)

**Not Responding

TABLE V

LITERATURE COMPETENCIES

	Strongly Need	Need	Little Need	No Need	Missing** Cases
16. To recognize an author's assumptions, purpose, and motives for writing?	10.0*	27.0	33.0	30.0	
17. To understand figurative language and literary devices?	12.0	30.0	36.0	22.0	
18. To derive implied meaning of words, phrases, and sentences?	33.0	40.0	18.0	8.0	
19. To understand the relationship of organization to meaning?	35.0	39.0	19.0	6.0	1 **
20. To draw conclusions not stated in writing?	34.0	34.0	20.0	9.0	3 **
21. To know what fiction means?	13.0	25.0	33.0	29.0	
22. To know what nonfiction means?	11.0	26.0	36.0	27.0	
23. To know what a novel is?	10.0	25.0	25.0	40.0	
24. To know what an autobiography or a biography is?	9.0	29.0	28.0	34.0	

TABLE V (continued)

	Strongly Need	Need	Little Need	No Need	Missing** Cases
25. To know what drama is?	8.0	18.0	27.0	47.0	
26. To read literature pertaining to your program?	50.0	35.0	9.0	6.0	

*Adjusted Frequencies (percent)

**Not Responding

TABLE VI

READING/CRITICAL READING COMPETENCIES

		Strongly Need	Need	Little Need	No Need	Missing** Cases
27.	To read aloud?	23.0*	41.0	23.0	13.0	
28.	To read and interpret safety rules pertaining to various occupations?	76.0	22.0	2.0	-	
29.	To read rules on administering first aid?	58.0	32.0	8.0	2.0	
30.	To read the classified sections in a newspaper?	27.0	46.0	15.0	12.0	
31.	To read the newspaper as a source of employment?	33.0	37.0	22.0	8.0	
32.	To read desired information in a telephone book?	33.0	39.0	18.0	9.0	1 **
33.	To read your trade journals?	53.0	36.0	9.0	2.0	
34.	To recall significant facts and ideas?	60.0	30.0	8.0	1.0	1 **
35.	To recognize relationships among ideas?	39.0	48.0	11.0	2.0	

*Adjusted Frequencies (percent)

**Not Responding

TABLE VII

WRITING COMPETENCIES

		Strongly Need	Need	Little Need	No Need	Missing** Cases
36.	To write neatly?	48.0	36.0	12.0	4.0	
37.	To write an effective sentence?	44.0	33.0	18.0	5.0	
38.	To write a well developed paragraph?	31.0	33.0	26.0	10.0	
39.	To write imaginatively?	19.0	23.0	39.0	19.0	
40.	To proofread and revise (discard, add, rethink, restructure) own writing?	28.0	35.0	23.0	14.0	
41.	To write expressing feelings?	19.0	31.0	34.0	16.0	
42.	To write expression opinions?	17.0	43.0	25.0	15.0	
43.	To select significant details in writing?	34.0	36.0	18.0	12.0	
44.	To use figurative language in writing?	15.0	22.0	37.0	25.0	1 **
45.	To develop a topic sentence adequately?	23.0	27.0	34.0	16.0	
46.	To write with an overall structure for a central purpose or theme?	23.0	22.0	35.0	20.0	
47.	To complete application forms for your class, job, or higher institution of learning?	57.0	26.0	11.0	6.0	

TABLE VII (continued)

		Strongly Need	Need	Little Need	No Need	Missing** Cases	
48.	To write an advertisement for a newspaper?	22.0*	22.0	30.0	25.0	1	**
49.	To fill out a social security card application?	48.0	33.0	8.0	9.0	2	**
50.	To write technical terms relating to his/her occupational area?	59.0	25.0	13.0	3.0		
51.	To properly fill out a personal check?	51.0	29.0	11.0	8.0	1	**
52.	To write sentences about given situations that might arise on a job?	31.0	43.0	19.0	5.0	2	**
53.	To write a business letter?	32.0	41.0	18.0	9.0		
54.	To write a friendly letter?	17.0	30.0	33.0	20.0		
55.	To write a thank-you letter?	21.0	38.0	28.0	13.0		
56.	To address an envelope?	33.0	44.0	33.0	10.0		
57.	To fold and place a letter into an envelope?	24.0	31.0	27.0	17.0	1	**

TABLE VII (continued)

	Strongly Need	Need	Little Need	No Need	Missing** Cases
58. To write a personal resume for a job?	54.0	36.0	7.0	1.0	
59. To write his/her own autobiography?	8.0	36.0	24.0	31.0	1 **

*Adjusted Frequencies (percent)

**Not Responding

TABLE VIII

USAGE/MECHANICS OF GRAMMAR COMPETENCIES

	Strongly Need	Need	Little Need	No Need	Missing** Cases
60. To distinguish run-on sentences?	16.0*	28.0	32.0	24.0	
61. To avoid dangling modifiers?	18.0	23.0	35.0	24.0	
62. To spell basic vocabulary for his/her chosen occupational area?	59.0	31.0	8.0	2.0	
63. To spell the numbers on checks?	36.0	37.0	13.0	12.0	2 **
64. To abbreviate terms pertaining to specific skills?	44.0	35.0	16.0	5.0	
65. To apply the rules of capitalization in letter writing, etc.?	41.0	26.0	20.0	13.0	
66. To apply the rules of punctuation for the comma, period, question mark, exclamation mark, and the apostrophe correctly?	40.0	30.0	21.0	9.0	
67. To use correct verb tense in constructing sentences?	34.0	31.0	24.0	11.0	
68. To properly use nouns and to use these in sentences?	33.0	33.0	23.0	11.0	
69. To use pronouns correctly and be able to write them in sentences correctly?	34.0	28.0	27.0	11.0	

TABLE VIII (continued)

	Strongly Need	Need	Little Need	No Need	Missing** Cases
70. To use suitable subjects in various word groups?	32.0	28.0	28.0	11.0	1 **
71. To use suitable predicates (verbs) in various word groups?	29.0*	29.0	29.0	13.0	
72. To discriminate between singular and plural nouns?	33.0	28.0	27.0	12.0	
73. To discriminate between singular and plural verbs?	32.0	23.0	30.0	15.0	
74. To identify the subject complements, direct objects, and indirect objects?	25.0	23.0	37.0	15.0	
75. To distinguish between a sentence and a fragment?	33.0	23.0	27.0	17.0	
76. To select correct forms of words required by a sentence? (ex. ain't, their for there, etc.)	33.0	41.0	12.0	14.0	
77. To use prefixes and suffixes to better construct words?	33.0	32.0	25.0	10.0	
78. To build words by adding prefixes or suffixes to base words?	32.0	24.0	30.0	14.0	

TABLE VIII (continued)

	Strongly Need	Need	Little Need	No Need	Missing** Cases
79. To use a dictionary?	62.0	25.0	9.0	4.0	
80. To use other reference materials?	69.0	20.0	7.0	4.0	

*Adjusted Frequencies (percent)

**Not Responding

VITA

Born in Oklahoma on January 7, 1930, LaFerra Sue Powell, daughter of Al Worthen and Kathleen Wooldridge Worthen, was educated in the Lawton Public Schools and attended Cameron State Agricultural College in that city.

Residing in Lincoln, Nebraska, in 1950, and hired as a bookkeeper and secretary for a manufacturing company, she later moved to Kansas City, Missouri, where she was employed by the U. S. Department of Agriculture as a stenographer and secretary.

Returning to Oklahoma, she gained employment with the U. S. Civil Service Commission at Fort Sill, Oklahoma, as a clerk typist. Subsequently selected as one of six persons to be government trained as a certified data processing operator for the first computer center on that military installation, she worked in the I.B.M. section for the Publications and Nonresident Training Division for five years.

A graduate of Oklahoma College for Women in 1963, Mrs. Powell holds a Bachelor of Arts degree in Language Arts. Having taught English five years in Oklahoma, she has been teaching language arts for the past eight years at Knox Doss Junior High School, in Hendersonville, Tennessee.

Entering the Graduate School of the University of Tennessee, Knoxville, in 1973, Mrs. Powell is a candidate for the Master of Science degree in Industrial Education in the spring of 1978.

A member of the National Education Association, Tennessee Educational Association, Middle Tennessee Education Association, Sumner County

Education Association, National Council for Teachers of English, the American Association of University Women, Mrs. Powell has two sons and is married to Terrence L. Powell, a professor with the University of Tennessee.