

A QUESTIONNAIRE SURVEY COMPARING THE RESPONSES OF ENGLISH
TEACHERS WITH VOCATIONAL-TECHNICAL EDUCATORS REGARDING
THE RELEVANCY OF ENGLISH COURSES FOR VOCATIONAL-
TECHNICAL STUDENTS IN KANSAS JUNIOR COLLEGES

by 4529

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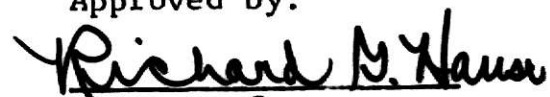
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CHAPTER I

INTRODUCTION

I. BACKGROUND OF THE STUDY

The community junior college is one of the newest and fastest growing educational institutions in the United States. In the past ten years the United States has had five hundred new community colleges (7). The State of Kansas has followed this recent national trend by establishing nineteen junior colleges with four being founded within the last six years. Table XXVI in the Appendix gives the names, locations, and founding dates of these junior colleges. More and more students are enrolling in these institutions because of the lower cost, proximity to home, and open admission policies. Ten years ago, one out of five students were enrolling in the nation's junior colleges; now the number is more than one out of three (7). As a result of the rapid increases in enrollment, administrators are confronted with problems of philosophy, finance, and curriculum planning. Most of the junior college educators throughout the nation tend to agree that the community junior college should adhere to an open door policy, extending its facilities to

anyone who might benefit from them (12). Because of this philosophy, planning a curriculum designed to meet the needs of a diversified student body becomes a difficult task.

The English curriculum in the junior college is particularly affected by the open door policy since English is generally accepted as a required course for both transfer and terminal students who are seeking an associate degree (14, p. 61). Students enrolled in English classes have varied educational goals. Some are planning to continue their education at a four-year institution and are academically oriented; others plan to terminate their education in two years and tend to be oriented toward vocational-technical careers. As a result of having these students with varying educational aims, the junior colleges are confronted with the decision as to whether or not they should develop "two track" or "one track" programs.* The present trend is to de-emphasize tracks and put more importance on the individual needs of the students (14, p. 316). English departments in the junior colleges are becoming increasingly aware of this need and are making an effort to examine their class offerings and course content to see if these are relevant to the needs of both transfer and terminal students.

*The "one track" program enrolls transfer and terminal students in the same classes; the "two track" program separates the groups.

Junior college departments of English throughout the nation organized a professional group in 1962 within the National Council of the Teachers of English to study and identify the problems of English instruction in the junior colleges and to make recommendations and research proposals. In February, 1965, a National Conference on the Teaching of English in the Junior College was held at Arizona State University. Six study groups were formed and two of the groups considered the topics of English courses for transfer students and English programs for terminal students (21). Research is currently being carried out in these areas, but the amount of information available at the present time is extremely limited.

Since extensive research and experimentation in junior college English is relatively recent, most junior colleges follow a traditional pattern in their English course offerings. The majority require students to enroll in a freshman English composition or communications class which is taken for credit applying toward an associate degree. If a student is incapable of accomplishing the requirements for this course, he usually is required to enroll in a non-credit course in remedial English which attempts to help him attain minimum competence for entry into the regular English composition class (26, p. 220). In spite of the claim in many junior college catalogues that they

place special importance on programs for the terminal students, this is often more likely to be fiction rather than fact. According to Medsker's studies, the junior colleges show more interest and concern for the transfer student than the terminal student because it is much easier to pattern classes after those offered at the four-year colleges and universities than it is to develop new programs designed for the terminal junior college student (14, p. 24).

In addition to solving their own peculiar problems, the departments of English in junior colleges are involved in a broader area of curriculum planning which comes under the heading of general education. Most educators are of the opinion that a person requires in his education more than learning to perform efficiently on the job. The Commission on the Humanities in 1964 stated: "all men need vision and ideas toward which they may strive; democracy calls for wisdom on the part of the average man" (28). Norman Harris, professor at the Center for the Study of Higher Education at the University of Michigan, suggested that the "basic problems in man today are not centered in industry, business, or technology, but in man himself--in his loves, his hates, his beliefs, his attitudes, his relationships with others" (10). Much more research must be carried out to determine which general education courses, if any, help a

person to become a better citizen and help him lead a fuller life.

The junior college, as a young developing educational institution less entrenched in tradition than other American educational institutions, should be eager to experiment and not be satisfied with the traditional course offerings and course content. If the departments of English in the junior colleges are not complacent and are willing to accept the challenge of research and experimentation, the teaching of English may achieve some dimensions which will enhance the education of both the transfer and the terminal students.

II. STATEMENT OF THE PROBLEM

Research in English in the junior college has suggested that more investigation is needed in the area of English for the vocational-technical student seeking a terminal associate degree. The problem involves the question of what kind of English course, if any, should be required of these students. Three options become apparent. The first option is that of requiring no English class. The second is that of the same English course being required for both transfer and vocational-technical students. The last option involves establishing a separate English course specially designed for vocational-technical students who are working toward a terminal associate

degree. If the last two options are selected, then the problem of course content arises. This research report attempted to determine which options have been chosen by junior colleges in Kansas and then to evaluate these options. Therefore, the specific objectives of this research were the following:

1. To determine what English courses are presently being offered to and required of Kansas vocational-technical students who are seeking a terminal associate degree from a junior college.

2. To compare the responses of English teachers and vocational-technical educators regarding their opinion of the relevancy of English courses presently being required of terminal vocational-technical students seeking an associate degree from the junior college.

3. To compare the responses of the groups being surveyed by the questionnaire regarding the material which these educators feel should be taught in an English course specifically tailored to meet the needs of the terminal vocational-technical student seeking an associate degree from the junior college.

III. DEFINITIONS OF TERMS USED

The junior college. In this report the term "junior college" refers to a two-year public post high school institution established for three primary purposes: 1. To prepare

students for transfer to four-year colleges and universities,

2. To provide vocational-technical training for students, and
3. To offer adult education courses (4).

The words "two-year institution" and "community junior college" are used interchangeably with the term "junior college" to avoid monotonous repetition in the writing of the report.

The terminal associate degree. In this report the term "terminal associate degree" is the degree granted to students who have completed the courses required for graduation in the vocational-technical curriculum but who do not wish to transfer to a four-year institution. Some colleges in Kansas grant an Associate of Arts degree to the terminal vocational-technical student and others grant the Associate Degree in Applied Science. Because of this varied practice, the term "terminal associate degree" is used to refer to either type of degree.

The transfer student. This term applies to a student who enrolls in the two-year junior college with the intention of continuing his formal education at a four-year college or university.

The terminal student. In this paper the term "terminal student" refers only to vocational-technical students who desire a terminal associate degree from the junior college.

Terminal English. This term refers to an English course designed specifically for the vocational-technical student who is seeking an associate degree but who does not wish to transfer to a four-year institution. In the questionnaire survey this course is called "special course tailored to meet the needs of vocational-technical students."

Transfer English. This term describes the English course required for students who plan to transfer credit from the two-year junior college to a four-year institution. It is comparable to the English courses offered at most four-year colleges and universities. In the questionnaire survey it is referred to as "regular college English course."

CHAPTER II

REVIEW OF THE LITERATURE

Little has been written regarding English for the vocational-technical student in the junior college who is seeking a terminal associate degree. In fact, a large portion of research pertaining to English for the junior college student is in its initial stages. The only recent comprehensive research report on this topic was compiled by Samuel Weingarten, Chairman of the Conference on College Composition and Communication which was under the direction of the National Council of Teachers of English. Before an adequate English course can be developed for the vocational-technical students, research must attempt to answer the following questions: 1. What characteristics do vocational-technical students have in common? 2. What English courses are presently being required of vocational-technical students? 3. How relevant are the English courses to the needs of the vocational-technical students? 4. What English skills are needed by these terminal students? Library research provided some helpful insights in answering these questions.

I. APTITUDINAL AND SOCIOECONOMIC CHARACTERISTICS OF TERMINAL STUDENTS

Since junior colleges enroll students in transfer and terminal programs, studies have been conducted to compare these two groups of students. One of the leading authorities on the junior college is Leland Medsker, a director for the Study of Higher Education at the University of California, Berkeley, who has accomplished several research projects in this area. One study of his compared the aptitude scores on the ACE (American Council on Educational Psychological Examination) of students enrolled in transfer programs as compared to the scores of students enrolled in terminal associate degree programs. The information was obtained from thirteen junior colleges located in five different states. Medsker found that the difference between the mean of the two groups was eight points with the transfer group being the higher of the two (14, p. 31). Another part of his research project compared the means of transfer and terminal students from eight junior colleges in regard to seventeen curricular fields. In all fields the mean was again higher for the transfer student (14, p. 35). Medsker pointed out that although these findings applied to a large percentage of students, the fact should not be overlooked that an overlap in scores also indicated some similarities in the two groups;

some terminal students are as capable as transfer students (14, p. 36).

Donald Hoyt, Director of Educational Research, Kansas State University, in a more recent study reinforced Medsker's findings. Hoyt's samples for his research included 838 vocational-technical students from six junior colleges. Their scores on the ACT (American College Testing Program) were compared to a 1963 ACT research project involving 102,256 freshmen in two and four year institutions and also to the ACT scores of 14,981 junior college freshmen from 43 two-year colleges. From this data Hoyt concluded that compared to all junior college students the occupational-terminal students as a group were somewhat below average (11).

In an additional study involving transfer and terminal students, John Hakanson, affiliated with the School of Education, University of California, Berkeley, compared the SCAT scores of these groups. The evidence he found agreed with both Medsker and Hoyt (8). The research carried out by these three men -- Medsker, Hoyt, and Hakanson -- supported the earlier 1958 research findings of Harold Seashore, Vice President and Director of Test Division of the Psychological Corporation of New York, who also found that the average terminal student's aptitude was lower than the average transfer student's aptitude and that the

terminal students were less scholastically oriented as a group than the transfer students (23).

Another study which compared transfer and terminal students was carried out by Lincoln Hall, Dean of Instruction, College of the Sequoias, California. From his findings, he concluded that average ability transfer students are more likely to complete graduation requirements than average ability terminal students, but in both groups the percentage graduating was low -- of 579 transfer students, 36.7 percent were graduated and of 115 terminal students 22 percent were graduated (9). The researcher explained that the low percentage of graduating terminal students could be partially attributed to immediate employment which may have come before completion of their degree (9).

Besides comparing transfer and terminal students' aptitudes, Hoyt collected the high school grade averages of the vocational-technical students who were included in his research sample. According to Hoyt, most occupational-terminal students' transcripts from high school, regardless of region or college, revealed a "C" grade average (11). Hakanson's research indicated that occupational-technical students also tend to be occupationally oriented during their high school years (8).

Hakanson's study not only determined the levels of attainment of terminal students but also determined the socioeconomic

status of this group of students. His assessment of the socio-economic status of terminal students provided another characteristic of the vocational-technical which might be a factor to consider when determining course content. Hakanson's findings indicated that of the 319 subjects used in the research, most came from middle class or low socio-economic homes (8). Furthermore, he concluded that terminal students of medium scholastic aptitudes with middle socio-economic backgrounds were more likely to complete their programs (8).

II. JUNIOR COLLEGE ENGLISH COURSES FOR THE TERMINAL STUDENT

Several studies have been conducted which surveyed English offerings in the junior college. The most comprehensive research in this area was accomplished by a committee under the auspices of the National Council of Teachers of English. The results were published under the chairman's name, Samuel Weingarten. As a part of this research, questionnaires were sent to 187 two-year colleges, public and private, in all except eight states. The responses to these questionnaires indicated that the typical English requirement for the Associate of Arts degree was a year of freshman English; 32.0 percent required it even for students who received a certificate (5, p. 17). For students in the

nontransfer program, two schools required a one-year special English course; on the other hand, another school required no English course for vocational-technical students receiving an Associate of Arts degree (5, p. 17). Most of the evidence from the questionnaire indicated that less than 10 percent required only one semester or none for graduation (5, p. 18).

Another aspect of this study of the National Council of Teachers of English related to track systems used by junior colleges. The research showed that 65.8 percent of the schools used this system for placing students -- the most common system having two classifications, regular and remedial English and the most common determinant in placement being standardized test scores (5, p. 22).

Although Medsker's studies were not primarily concerned with English courses, his research did reveal similar findings to those of the National Council of Teachers of English regarding English as a requirement for students seeking an associate degree. Of 230 colleges surveyed by Medsker, 86 percent required English or communications for graduation (14, p. 61).

III. THE RELEVANCE OF ENGLISH COURSES FOR TERMINAL STUDENTS

After the available research had been collected regarding terminal students' aptitudes and regarding English courses being

required of these students, the problem of the relevance of English classes arose -- how well has the content of the English courses met the needs of this segment of the student body?

Robert Fitch, associated with the Office of Institutional Research at Cerritos College, California, conducted an especially informative study in this area. Although his research related to all junior college students, the implications of his findings can be applied to the terminal student. Fitch's sample was composed of 100 students on academic probation who had received a total of 170 F's among them; of these 170 F's, 120 were received in general education courses and more specifically 21 were received in remedial English and 10 in English I (6). Fitch attributed these F's to a need for more remedial work in the junior college, a lack of preparation in high school, and the tendency for junior colleges to emphasize liberal arts programs designed to transfer to the four-year institutions (6). Although Fitch concluded that more remedial work should be given to the students, it was apparent from his study that the remedial English class and the English I class might not be meeting the needs of a number of students enrolled in them.

Although Fitch's study of F's indicated that some reassessment could be made in the material taught in English classes, this small isolated study was by no means conclusive evidence of

this need. The National Council of Teachers of English in their research included some additional informative material about the content of English courses in the junior college which most terminal students working toward a terminal associate degree are required to take. One particularly interesting finding was the amount of grammar being taught in the English classes. Forty-one percent of the teachers surveyed reported that no grammar was being taught, but 12 percent said "much" and 12.83 percent said "considerable"; 99 percent of the English department chairmen being surveyed felt that grammar in one degree or another was important in a remedial course (5, p. 29). This research suggested that a significant percentage of junior college English teachers are not keeping up with current research in the field of English which has shown that the learning of traditional formal grammar has little affect upon a person's ability to communicate effectively in writing (3, p. 37). A possible inaccuracy could have occurred in the percentages cited because the results may have been affected by varied interpretations of the word "grammar" which could mean traditional formal grammar or a more highly regarded grammar such as transformational grammar (5, p. 31).

As a part of their research, the National Council of Teachers of English distributed questionnaires to 292 English

teachers asking them about the content of the English courses they taught. The majority felt that the content of their transfer English course was patterned closely after freshman English courses offered by most four-year institutions; five percent felt the content of their course resembled that of a four-year technical college and 7.8 percent felt the content of their course to be nearer high school than college level (5, p. 29.)

IV. SUMMARY

The lack of significant research was apparent in the area of English for the vocational-technical student in the junior college terminal program. As this review of literature indicated, most of the research produced so far is sporadic and, for the most part, inconclusive. Several tentative conclusions, though, could be drawn from the available research. 1. The majority of the terminal students have lower aptitudes for learning than the average transfer student; as a result, the terminal student may need a special English course tailored especially for him. 2. The majority of junior colleges offer transfer English. Most transfer English courses, as the research indicated, are almost identical to regular college English in the four-year institution; consequently, any special needs of the

terminal student could easily have been overlooked. 3. The relevance of some of the material being taught in the junior college English class to terminal students could be questioned. As research continues to provide more answers to the problems of English in the junior college, the departments of English will be better equipped to adapt their courses to the individual student's needs.

CHAPTER III

METHODS OF RESEARCH

I. DESCRIPTION OF THE SAMPLE

The questionnaire survey used in this research report was sent to the nineteen state junior colleges in Kansas and the findings of the questionnaire related specifically to these institutions. These schools and their locations are given in Table XXVI in the Appendix. The subjects of this survey were the chairmen of the English departments in the nineteen junior colleges of Kansas and the heads of vocational-technical curriculum in the nineteen junior colleges of Kansas. Since the chairman of the English department usually has a part in determining the courses offered in English and the head of vocational-technical curriculum or instruction helps to determine the courses required of the vocational-technical student, these two people were selected as respondents at each Kansas junior college.

II. DESCRIPTION OF THE MEASURE

The measure employed in this research was the questionnaire survey. The content of the questionnaire was determined by the

objectives stated on page 6. Eight questions were asked in the closed form so that the responses could be analyzed by a computer.

The first question on the questionnaire asked the person who was being surveyed to identify his teaching position in the junior college -- whether English teacher, vocational-technical teacher, or other. This was the only personal information requested. In order to correlate the attitudes of English teachers and vocational-technical teachers this distinction was necessary for identification purposes.

Questions 2 and 3 related to the first objective of this research project by inquiring about the English courses presently being offered to and required of vocational-technical students who are seeking a two-year terminal associate degree. To determine what Kansas junior colleges could do to improve English offerings, it is necessary to be aware of the courses which exist at the present time. Questions 2 and 3 answered the question, "what is?"

The next four questions, numbers 4, 5, 6, and 7 requested that the persons being surveyed express their opinions regarding the relevancy of courses in English in which vocational-technical students are enrolled. These questions related to the second objective of the research. The responses of questions 4 and 6

were recorded on a three-point rating scale of "irrelevant," "moderately relevant," and "relevant." Questions 5 and 7 were "yes-no" answers. The English teachers' responses were correlated with the vocational-technical educators' responses to see if these two groups were in agreement about the relevancy of the English courses for the terminal students. Also a comparison was made to see how closely English teachers' attitudes corresponded, and similarly how closely vocational-technical educators' attitudes corresponded to each other.

Question number 8 related to the third objective of the research and asked the teachers to identify material which they felt should be included in an English course specifically designed for the vocational-technical student seeking a terminal associate degree from the junior college. These responses were analyzed in bivariate frequency tables to determine which items most of the teachers felt would be necessary content for this course.

After the questions for the questionnaire were developed, a copy of these was given to four Kansas State University professors who have an understanding of the problems faced by junior colleges. Several minor changes were made in the wording of the questions. Also the question was brought up as to whether or not the vocational-technical student in the two-year

certificate program and the short term vocational-technical student should be included in this project. These students were excluded from the research because English was usually not required of these students and because some of the occupational programs lasted for a short period of time; consequently the inclusion of an English course was not feasible in the allotted time for the completion of their programs.

The reliability and validity was checked further by comparing the information presented in Kansas junior college catalogues regarding the ways each junior college in Kansas classifies its students, the degrees and certificates it offers, and the courses required of students in the vocational-technical curriculum who are seeking a terminal associate degree. One particularly important item which appeared in the comparison of the catalogues was that the majority of the junior colleges grant an Associate Degree in Applied Science for the technical student; whereas other institutions grant an Associate of Arts degree to all students completing the two-year vocational-technical program. As a result of this finding, the term "associate degree" was used in the questionnaire so that it could be interpreted as either degree by the person being surveyed.

III. RESEARCH DESIGN AND PROCEDURES

After the questionnaire was prepared, a letter of transmittal was written to accompany it. (Both the questionnaire and the letter are included in the Appendix.) The letter emphasized the importance of returning the questionnaire particularly since the study included only the nineteen junior colleges of Kansas.

The experimental design employed in this research report was the questionnaire survey. A two-page questionnaire and a one-page letter of transmittal plus a self-addressed stamped envelope were placed in an envelope and were mailed on May 4, 1970, to each of the English department chairmen in the nineteen junior colleges of Kansas and to each of the heads of vocational-technical curriculum in these same junior colleges. These letters were mailed on a Sunday evening in hopes that their arrival at the beginning of the week would increase the number of returns. If the questionnaires had arrived near the end of the week, a greater possibility existed that the persons being surveyed would have been more likely to put them aside over the weekend and forget to respond. The letter requested that the questionnaires be returned by May 15.

Since the major problem in carrying out a questionnaire survey is receiving a sufficient percentage of responses, a follow-up letter was sent to those persons who failed to complete

the questionnaire. Enclosed in the letter was another copy of the questionnaire in case the person being surveyed had misplaced his first copy. The persons who did not reply to the follow-up letter were contacted by telephone and asked to return the questionnaire. Of five calls, three produced questionnaires.

The returns from the questionnaire were not 100 percent. Thirty-four of the thirty-eight respondents replied, which was approximately 90 percent. The number responding from each sample was seventeen. Although every questionnaire was not received, each junior college in Kansas had at least one questionnaire returned so that all of the nineteen junior colleges were represented in the data.

CHAPTER IV

FINDINGS

I. ANALYSIS TECHNIQUE

The responses to the questions asked by the questionnaire were designed to be analyzed by a computer which was programmed to produce bivariate frequency tables plus chi squares. The bivariate frequency table was appropriate for this study because the purpose of the report was to compare the responses of two nominal variables -- a group of Kansas junior college English teachers and a group of Kansas junior college vocational-technical educators. The data in the tables presented in this research report are given in percentages. The chi squares were computed but used only as an aid in determining whether or not a relationship existed between the variables. In most cases the relationship was obvious without referring to the chi square.

II. DESCRIPTION OF FINDINGS PERTINENT TO EACH OBJECTIVE

The first objective stated in this report was to determine what English courses are presently being offered to and required of Kansas vocational-technical students who are seeking an

associate degree from a junior college. Tables I and II provide the data which pertain to this first objective. According to the tabulated answers from the respondents, the majority of Kansas junior colleges offer the terminal vocational-technical student at least one semester of regular college English. If the columns are totaled in Table I, excluding the zero row, the summation shows that 88.24 percent of the respondents said that at least one semester of regular freshman English is available to the terminal vocational-technical student; 38.24 percent said that a traditional English course of less than college level is available; 41.18 percent said that a special course tailored to meet the needs of this group of students is offered, and 8.82 percent said that other courses such as Business Skills and Communications Skills are offered. The data provided in Table II tended to support one of the findings of the committee of the National Council of Teachers of English which found that the typical requirement for the associate degree program in the nation's junior colleges is at least a year of regular college English (5, p. 61.). In this questionnaire study, including only the nineteen junior colleges of Kansas, 44.12 percent of the groups responding said that a year of regular college English is required for vocational-technical students seeking an associate degree; 20.59 percent said a year or less than college level

TABLE I
NUMBER OF SEMESTERS AND KINDS OF COURSES OFFERED TO
VOC.-TECH. STUDENTS IN DEGREE PROGRAM

No. of semesters available	N	Percent who said regular English available	Percent who said below college level course available	Percent who said special course available	Percent who said other
0	34	11.76	61.76	58.82	91.18
1	34	17.65	20.59	14.71	5.88
2	34	38.24	14.71	26.47	2.94
3	34	32.35	2.94	0	0

TABLE II
NUMBER OF SEMESTERS AND SPECIFIC COURSES REQUIRED OF
VOC.-TECH. STUDENTS IN DEGREE PROGRAM

No. of semesters available	N	Percent who said no English required	Percent who said regular college English required	Percent who said below college level course required	Percent who said special course required	Percent who said other course required
0	34	5.88	47.06	79.41	64.71	88.24
1	34	0	8.82	0	8.82	2.94
2	34	0	41.18	20.59	26.47	8.82
3	34	0	2.94	0	0	0

English is required; 26.47 percent said that a year of a special course tailored to meet the needs of vocational-technical students is required, and 8.82 percent said other courses are required depending on the student's special field. Only one of the nineteen junior colleges in Kansas has no English requirement for the vocational-technical students who are working toward an associate degree.

The second objective of this research project was to compare the responses of the English teachers and the vocational-technical educators in regard to the relevancy of English courses presently being required of vocational-technical students in Kansas junior colleges. Table III shows the respondents' answers to the question which asked them about the relevance of regular college English at their school for the vocational-technical student. It is interesting to note that approximately 18 percent more of the English teachers than vocational teachers felt that the regular college English course is relevant and no English teacher felt that the class is irrelevant. Approximately 12 percent, or 2 vocational-technical educators felt that this course is completely irrelevant. The majority of both groups circled "moderately relevant" or "relevant." Question six on the questionnaire requested the respondents to evaluate the special English course at their school designed specifically to

TABLE III
RESPONSES DESIGNATING THE RELEVANCE OF REGULAR COLLEGE
ENGLISH FOR VOC.-TECH. STUDENTS

Sample	N	Percent who did not respond to question	Percent who said regular English not required	Percent who said required course is irrelevant	Percent who said required course is moderately relevant	Percent who said required course is relevant
English teachers	17	11.76	23.53	0	29.41	35.29
Vocational- technical educators	17	5.88	41.18	11.76	23.53	17.65
Totals	34	8.82	32.35	5.88	26.47	26.47

meet the needs of the terminal vocational-technical students. The majority of respondents whose schools offered such a course selected the answer of "relevant." Approximately 32 percent of the entire sample being surveyed said that a special course is not offered at their junior college. Table IV provides the statistical data for question number six.

In reply to the question concerning whether junior colleges should or should not offer a special English course specifically designed to meet the needs of the vocational-technical students seeking an associate degree, most of the English teachers and vocational-technical educators agreed that such a course should be offered. They also agreed almost unanimously that this special course for vocational-technical students should carry credit toward an associate degree. Tables V and VI contain these data.

The final objective of this questionnaire study was to compare the responses of the two groups being surveyed to determine the material which could be taught in the English curriculum to benefit the terminal vocational-technical student in Kansas junior colleges. The last question on the questionnaire listed eighteen content areas; the respondents were requested to select as many areas as they felt should be included in this special English course. After the data had been tabulated, the most

TABLE IV
RESPONSES DESIGNATING THE RELEVANCE OF THE
SPECIAL COURSE FOR VOC.-TECH. STUDENTS

Sample	N	Percent who did not respond to question	Percent who said special course not offered	Percent who said special course irrelevant	Percent who said special course moderately relevant	Percent who said special course is relevant
English teachers	17	17.65	29.41	0	11.76	41.18
Vocational- technical educators	17	17.65	35.29	5.88	5.88	35.29
Totals	34	17.65	32.35	2.94	8.82	38.24

TABLE V
RESPONSES OF APPROVAL OR DISAPPROVAL OF SPECIAL COURSE
FOR VOC.-TECH. STUDENTS

Sample	N	Percent who did not respond	Percent who said they did approve of course	Percent who said they did not approve of course
English teachers	17	5.88	76.47	17.65
Vocational- technical educators	17	0	70.59	29.41
Totals	34	2.94	73.53	23.53

TABLE VI
RESPONSES ON WHETHER A SPECIAL COURSE SHOULD
CARRY DEGREE CREDIT

Sample	N	Percent who did not respond	Percent who said course should carry credit	Percent who said course should not carry credit
English teachers	17	0	88.24	11.76
Vocational- technical educators	17	17.65	82.35	0
Totals	34	8.82	85.29	5.88

significant finding was that vocational-technical educators and English teachers tend to agree on the subject matter which should be taught in the course for vocational-technical students.

The tables in the Appendix show the statistical data acquired from the final question on the questionnaire. None of the chi squares rejected the null hypothesis. In all instances the null hypothesis was retained indicating that no significant relationship existed between the group membership of the respondents and their responses to the questions. No one in either group selected history of the language as content for the special English course. It was the only answer on the questionnaire with 100 percent agreement. A very small percentage of respondents selected argumentative writing, narrative writing, creative writing, levels of usage, and current and classical literature. The items which were circled most often are listed in order of frequency: letter writing, spelling, reading comprehension, vocabulary study, speech, technical writing and/or manual preparation, listening, and comprehension in the reading of technical writings. The responses were divided in the following areas: grammar, development of critical thinking, descriptive writing, and expository writing. The respondents were also requested to add any content areas to the list which they felt would be beneficial to the vocational-technical student in this course.

Contemporary prose from contemporary magazines, modern literature, and writing related to the area of vocational educational training were the only additions to the list.

III. OTHER FINDINGS

Although all the questions asked on the questionnaire were in the closed form which could be analyzed by computer, the respondents were given the opportunity to express their opinions, if they wished, under the heading of "comments." Even though these comments could not be programmed into the computer, they still provided some valuable insights into the specific problems of English courses for vocational-technical students in the various Kansas junior colleges. The majority of the respondents who made comments were especially concerned about the individual needs of the students rather than the specific course content. The questionnaire did not allow for the individual differences of students enrolled in each junior college; it considered the "type" of student who usually enrolls in the vocational-technical curriculum and the material included in the course which would most likely be beneficial to this student. Recorded below are some of the particularly pertinent comments made by the Kansas English teachers and the vocational-technical educators who were surveyed.

Comments by English teachers:

"You are assuming that all technical students have the same needs. I do not share this assumption."

"In the basic requirements, I see no reason why they (vocational-technical students) should be more or less human than any other student. If there is a peculiar and particular need it should be in addition not in place of."

"I believe our present system here to be adequate to meet all needs."

"I cannot be sure about courses which classify students. I think that their having been categorized as those who are less than academically minded has structured their evaluation of themselves--and sometimes improperly and injuriously. Since all our societal groups live together...I have found it a better learning experience if we learn together--especially in the field of communication."

Comments by vocational-technical educators:

"I believe vocational students should have a communications course developed to meet their specific needs."

"One must remember that to be effective all the checked items (in question 8) should be directly related to the major interests found in the class and not of the traditional type of subject matter exposure..."

"Sounds impossible--but we are not interested in grades at this point--we want to help the students express themselves and communicate."

"...but have their choice depending on desire, needs, and ability. For any course to be relevant it should be for the students' needs not the faculty or institution."

Several of the respondents explained in more detail the content of the courses offered to vocational-technical students at their particular junior college. An associate dean of vocational division at one junior college explained that the

special course for vocational-technical students was part of a block or core of general education courses which counted as credit toward an associate degree. An English teacher mentioned that Communications I and II for vocational-technical students not planning to transfer to a four-year institution will be offered at her particular junior college for the first time this fall; the content will include the areas of writing, reading, speaking and listening.

Also two English teachers from different junior colleges qualified several of the content areas listed in question 8. One teacher explained that teaching of grammar should be functional and not merely grammar per se. In addition vocabulary study should consist of words related to the respective occupations and spelling should be terms commonly used in the respective occupations. The other English teacher made the suggestion that several "mini-courses" in vocabulary and spelling be offered in a "learning resources center," and that levels of usage be related to "appropriateness" and not "rightness" or "wrongness."

Other respondents explained in greater detail the English offerings for vocational-technical students at their junior colleges. At one Kansas junior college, the student has the option of taking vocational English or regular college English; the vocational English is nontransferable to four-year

institutions, but will apply toward the requirements of the associate degree. The dean of a Kansas junior college stated that his school once offered a special course designed for vocational-technical students but it turned out to be more irrelevant to the students' needs than the regular college English class. Another Kansas junior college made a distinction between technical English and vocational English. Only the technical English is applicable to an associate degree; vocational English leads to a certificate. One of the English teachers surveyed mentioned that one semester of traditional college speech is required in addition to two semesters of less than college level English.

These comments made by the English teachers and vocational-technical educators showed a definite concern and interest in assuring the vocational-technical student an English course designed to meet his particular needs. An awareness of the needs of this group of junior college students is the first step in developing a program of studies.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

I. SUMMARY

Since junior colleges are the fastest growing educational institution in the United States and since little research has been carried out concerning English in the junior college, the purpose of this research report was to reveal the kinds of English courses and to reveal as closely as possible the way teachers feel about the relevancy of the English courses offered to the vocational-technical student seeking an associate degree from the nineteen junior colleges of Kansas. In attempting to obtain this information, questionnaires were sent to the chairman of the English department at each Kansas junior college and to the head of the vocational-technical division of each Kansas junior college. The questions were in closed form and were designed to be programmed into a computer. The answers given by the two sample groups were compared to determine whether or not English and vocational-technical educators agree on the specific courses and the content of the courses in English for the terminal vocational-technical student. After the responses were tabulated,

they were computed into bivariate frequency tables plus the chi squares.

The findings of this project which relate to each of the researcher's objectives are listed under the specific objectives.

First objective: To determine what English courses are presently being offered to and required of Kansas vocational-technical students seeking a terminal associate degree.

1. Approximately 88 percent of the respondents said that the vocational-technical students at their school are offered at least one semester of regular college English.

2. Some schools offer a traditional English course of less than college level and/or a course especially tailored to the needs of the vocational-technical students.

3. About half of the Kansas junior colleges require one semester or more of regular college English for terminal vocational-technical students seeking an associate degree.

4. Other courses less frequently required are a course of traditional English of less than college level and a special course designed to meet the needs of the vocational-technical student in the associate degree program.

Second objective: To compare the responses of English teachers and vocational-technical educators in regard to their

opinion of the relevancy of English courses presently being required of the terminal vocational-technical students seeking an associate degree from the junior college.

1. If regular college English were a requirement at their school, approximately 53 percent of the respondents felt that it is "moderately relevant" or "relevant" to the needs of the junior college vocational-technical student.

2. If the respondents particular junior college offered a special course tailored to meet the needs of the terminal vocational-technical student, approximately 47 percent of the sample said that the course is "relevant."

Third objective: To assess the responses of the groups being surveyed by the questionnaire regarding the material which these educators felt should be taught in an English course specifically tailored to meet the needs of the terminal vocational-technical student seeking an associate degree from the junior college.

1. Kansas English teachers and vocational-technical educators tend to agree on the content of an English course tailored to meet the needs of the terminal vocational-technical student.

2. Of the eighteen content area choices listed in question 8, the most frequently selected for this special class were

letter writing, spelling, reading comprehension, vocabulary study, speech, technical writing and/or manual preparation, listening, and comprehension in the reading of technical writings.

3. The content areas most often rejected were history of the language, argumentative writing, narrative writing, creative writing, levels of usage, and current and classical literature.

Other findings:

1. From the comments attached to the questionnaire, most of the respondents felt more of a concern for the individual student's needs rather than the development of one specific course to cover the needs of the majority of vocational-technical students.

2. Several teachers mentioned that the students should choose the class in English which best suits their needs, rather than be placed in a class which the institution feels fits their needs.

II. CONCLUSIONS

When the researcher undertook this project, she anticipated that the two groups being surveyed would not agree on their responses. She assumed that the possibility existed that the vocational-technical educators would not be as concerned about English classes as the English teachers. The findings, though,

disproved this prediction; vocational-technical educators as well as English teachers were concerned and the two samples showed very little disagreement in their responses on the questionnaire. Since the groups tended to agree, this questionnaire survey became more descriptive and less correlational.

Several conclusions can be drawn from the findings. Even though 25 of the 34 respondents said that they believed the junior college should offer a special course structured specifically to meet the needs of terminal vocational-technical students in the associate degree program, only seven of the nineteen Kansas junior colleges offer such a course. Although educators felt the course should be part of the curriculum, it is not included in twelve Kansas junior colleges.

The comments at the end of the questionnaire and the number of questionnaires returned to the researcher were indications that both English teachers and vocational-technical educators are interested in the problem of English courses which are relevant to the terminal vocational-technical student.

In addition, as the findings indicated, 88 percent of the respondents said their junior college offered at least one semester of regular college English to terminal vocational-technical students. The conclusion could be drawn that the schools believe that English should be a part of these students' program of

studies. Also the courses offered besides regular college English greatly varied from junior college to junior college. Little uniformity was apparent in the combination of English courses required or the number of hours required.

A final conclusion which can be drawn from the findings is that the content areas most frequently selected by the two groups being surveyed are those of practical value rather than academic value.

III. IMPLICATIONS

This questionnaire study has some implications which could be of benefit to the junior colleges in Kansas. Each institution can become aware of what other Kansas junior colleges are including in their English curriculum for the terminal vocational-technical student and what material many teachers feel should be included in an English course for this student. The project affords an overview of the present situation.

Dr. Duane C. Nichols, a professor at Kansas State University who is in charge of the NDEA summer institutes for junior college English teachers, remarked that the national trend in junior college English is to place all transfer and terminal students in the same English class rather than segregating them (18). If this is the case, then the majority of the respondents to this

questionnaire are not in agreement with the present national trend. This researcher could uncover little research in her review of literature to support either position.

When the researcher began this project, she intended to prescribe the content of a special course in English tailored to meet the needs of the terminal vocational-technical student seeking an associate degree. After reading the available research, the writer decided that she could not develop such a course because of her lack of experience in teaching in a junior college environment and because research has not provided any significant findings concerning the specific tools in English which this group of students might require. Instead the researcher decided to find out what Kansas junior colleges were doing in English for the terminal vocational-technical student and attempt to discover what materials Kansas teachers believed should be offered to these students.

The review of literature and the questionnaire results did influence the researcher in the direction of a special course for terminal vocational-technical students. Since these students do not plan to enter a four-year institution and since their interests, social background, and ability generally have been shown to vary from the transfer students, an English course for the terminal vocational-technical student seems to require a

different emphasis from that of the transfer students' course. This writer is of the opinion that the special course should especially emphasize mass media, critical thinking and levels of usage. The transfer students seem to need more emphasis on formal writing skills because they will more than likely be involved in this activity at the four-year institution.

This study does point out that much more significant research is necessary in the area of English courses for the terminal vocational-technical student before an effective English program can be planned for him.

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APPENDIX

THE FOLLOWING TABLES VII-XXV SHOW THE PERCENTAGES OF
THE SUBJECTS WHO DID OR DID NOT SELECT EACH OF
THE CONTENT AREAS LISTED IN QUESTION 8 ON
THE QUESTIONNAIRE.

TABLE VII
PERCENTAGE WHO DID OR DID NOT SELECT GRAMMAR

Sample	N	Percent who did not select grammar	Percent who did select grammar
English teachers	17	52.94	47.06
Voc.-tech. educators	17	35.29	64.71
Totals	34	44.12	55.88

TABLE VIII
PERCENTAGE WHO DID OR DID NOT SELECT EXPOSITORY WRITING

Sample	N	Percent who did not select expository writing	Percent who did select expository writing
English teachers	17	23.53	76.47
Voc.-tech. educators	17	70.59	29.41
Totals	34	47.06	52.94

TABLE IX

PERCENTAGE WHO DID OR DID NOT SELECT ARGUMENTATIVE WRITING

Sample	N	Percent who did not select argu. writing	Percent who did select argu. writing
English teachers	17	82.35	17.65
Voc.-tech. educators	17	94.12	5.88
Totals	34	88.24	11.76

TABLE X

PERCENTAGE WHO DID OR DID NOT SELECT NARRATIVE WRITING

Sample	N	Percent who did not select narr. writing	Percent who did select narr. writing
English teachers	17	76.47	23.53
Voc.-tech. educators	17	82.35	17.65
Totals	34	79.41	20.59

TABLE XI

PERCENTAGE WHO DID OR DID NOT SELECT DESCRIPTIVE WRITING

Sample	N	Percent who did not select descrip. writ.	Percent who did select descrip. writ.
English teachers	17	58.82	41.18
Voc.-tech. educators	17	47.06	52.94
Totals	34	52.94	47.06

TABLE XII

PERCENTAGE WHO DID OR DID NOT SELECT CREATIVE WRITING

Sample	N	Percent who did not select creative writ.	Percent who did select creative writ.
English teachers	17	94.12	5.88
Voc.-tech. educators	17	88.24	11.76
Totals	34	91.18	8.82

TABLE XIII

PERCENTAGE WHO DID OR DID NOT SELECT LETTER WRITING

Sample	N	Percent who did not select letter writing	Percent who did select letter writ.
English teachers	17	5.88	94.12
Voc.-tech. educators	17	29.41	70.59
Totals	34	17.65	82.35

TABLE XIV

PERCENTAGE WHO DID OR DID NOT SELECT SPEECH

Sample	N	Percent who did not select speech	Percent who did select speech
English teachers	17	41.18	58.82
Voc.-tech. educators	17	23.53	76.47
Totals	34	32.35	67.65

TABLE XV

PERCENTAGE WHO DID OR DID NOT SELECT LEVELS OF USAGE

Sample	N	Percent who did not select levels of usage	Percent who did select levels of usage
English teachers	17	70.59	29.41
Voc.-tech. educators	17	64.71	35.29
Totals	34	67.65	32.35

TABLE XVI

PERCENTAGE WHO DID OR DID NOT SELECT READING COMPREHENSION

Sample	N	Percent who did not select reading comp.	Percent who did select reading comp.
English teachers	17	29.41	70.59
Voc.-tech. educators	17	23.53	76.47
Totals	34	26.47	73.53

TABLE XVII

PERCENTAGE WHO DID OR DID NOT SELECT CURRENT
AND CLASSICAL LITERATURE

Sample	N	Percent who did not select cur.&clas. lit.	Percent who did select cur. & clas. lit.
English teachers	17	88.24	11.76
Voc.-tech. educators	17	94.12	5.88
Totals	34	91.18	8.82

TABLE XVIII
PERCENTAGE WHO DID OR DID NOT SELECT LISTENING

Sample	N	Percent who did not select listening	Percent who did select listening
English teachers	17	35.29	64.71
Voc.-tech. educators	17	35.29	64.71
Totals	34	35.29	64.71

TABLE XIX
PERCENTAGE WHO DID OR DID NOT SELECT HISTORY
OF THE LANGUAGE

Sample	N	Percent who did not select his. of lang.	Percent who did select his. of lang.
English teachers	17	100.00	0
Voc.-tech. educators	17	100.00	0
Totals	34	100.00	0

TABLE XX
PERCENTAGE WHO DID OR DID NOT SELECT DEVELOPMENT
OF CRITICAL THINKING

Sample	N	Percent who did not select dev. of crit. thinking	Percent who did select dev. of crit. thinking
English teachers	17	52.94	47.06
Voc.-tech. educators	17	52.94	47.06
Totals	34	52.94	47.06

TABLE XXI

PERCENTAGE WHO DID OR DID NOT SELECT VOCABULARY STUDY

Sample	N	Percent who did not select voc. study	Percent who did select voc. study
English teachers	17	35.29	64.71
Voc.-tech. educators	17	23.53	76.47
Totals	34	29.41	70.59

TABLE XXII

PERCENTAGE WHO DID OR DID NOT SELECT SPELLING

Sample	N	Percent who did not select spelling	Percent who did select spelling
English teachers	17	23.53	76.47
Voc.-tech. educators	17	11.76	88.24
Totals	34	17.65	82.35

TABLE XXIII

PERCENTAGE WHO DID OR DID NOT SELECT TECHNICAL
REPORTING AND/OR MANUAL PREPARATION

Sample	N	Percent who did not select tech. rept. and/or man. preparation	Percent who did select tech. rept. and/or man. preparation
English teachers	17	23.53	76.47
Voc.-tech. educators	17	47.06	52.94
Totals	34	35.29	64.71

TABLE XXIV

PERCENTAGE WHO DID OR DID NOT SELECT COMPREHENSION
IN THE READING OF TECHNICAL WRITING

Sample	N	Percent who did not select comp. in the read. of tech. writing	Percent who did select comp. in the read. of tech. writing
English teachers	17	41.18	58.82
Voc.-tech. educators	17	41.18	58.82
Totals	34	41.18	58.82

TABLE XXV

PERCENTAGE WHO DID OR DID NOT ADD TO THE LIST
OF CONTENT AREAS

Sample	N	Percent who did not add to the list	Percent who did add to the list
English teachers	17	88.24	11.76
Voc.-tech. educators	17	94.12	5.88
Totals	34	91.18	8.82

TABLE XXVI

NAMES OF STATE JUNIOR COLLEGES IN KANSAS	LOCATION	DATE FOUNDED
Allen County Community Junior College	Iola	1923
Barton County Community Junior College	Great Bend	1969
Butler County Community Junior College	El Dorado	1927
Cloud County Community Junior College	Concordia	1956
Coffeyville Community Junior College	Coffeyville	1923
Colby Community Junior College	Colby	1965
Cowley County Community Junior College	Arkansas City	1917
Dodge City Community Junior College	Dodge City	1935
Fort Scott Community Junior College	Fort Scott	1919
Garden City Community Junior College	Garden City	1919
Highland Community Junior College	Highland	1937
Hutchinson Community Junior College	Hutchinson	1928
Independence Community Junior College	Independence	1925
Johnson County Community Junior College	Shawnee Mission	1969
Kansas City Kansas Community Junior College	Kansas City	1923
Labette Community Junior College	Parsons	1923
Neosho County Community Junior College	Chanute	1936
Pratt Community Junior College	Pratt	1938
Seward County Community Junior College	Liberal	1969

717 Bertrand Street
Manhattan, Kansas 66502
May 1, 1970

Chairman of the English Department
Seward County Community Junior College
Liberal, Kansas 67901

Dear Sir:

The nineteen junior colleges of Kansas are the only schools being surveyed by the enclosed questionnaire. As a part of my master's degree program in education at Kansas State University, I am currently involved in a research project concerning the courses in English being required of the vocational-technical students in Kansas junior colleges who are seeking an associate degree but do not plan to transfer to a four-year institution. In order to obtain an accurate analysis of this situation, I would appreciate your taking five minutes of your time to complete the enclosed questionnaire and to return it in the enclosed stamped envelope by May 15th. The completed questionnaire will not only inform me of the English courses being offered to and required of vocational-technical students in the terminal associate's degree program, but in addition, the responses will help me to determine the attitudes of teachers regarding the relevancy of the present English courses offered to this particular vocational-technical student.

If you are interested, I will be happy to send you a summary of the questionnaire results. Thank you for your cooperation in helping carry out this research project.

Yours truly,

Annette K. Huff

QUESTIONNAIRE

1. What is your primary teaching assignment in your school? Circle the appropriate response.

1 teacher of English
2 vocational-technical teacher
3 other. Please specify _____

2. What kinds of English courses are available to vocational-technical students at your school who are seeking an associate degree? Choose as many answers as apply. Circle the 1 if only one course is offered, 2 if two courses, and 3 if three or more are offered.

1 2 3 regular college English course

1 2 3 traditional English course of less than regular college level

1 2 3 special course tailored to meet the needs of vocational-technical students

1 2 3 other. Please describe _____

3. What is the minimum English requirement for the vocational-technical students in the associate degree program at your school? Choose as many answers as apply. Circle the 1 if only one course is offered, 2 if two courses, and three if three or more are offered.

0 0 0 no English is required

1 2 3 regular college English course

1 2 3 traditional English course of less than regular college level

1 2 3 special course tailored to meet the needs of vocational-technical students

1 2 3 other. Please describe _____

4. If your school requires vocational-technical students in the two-year associate degree program to take one or more regular college English courses, to what extent do you believe the required courses are relevant to these students? Circle the appropriate response.

0 students are not required to take regular college English

1 the required course is completely irrelevant

2 the required course is moderately relevant

3 the required course is relevant

5. Do you believe that junior colleges should offer a special English course structured specifically to meet the needs of vocational-technical students seeking an associate degree?

1 yes

2 no

6. If your school offers a special English course structured specifically to meet the needs of vocational-technical students in the two-year associate degree program, to what extent do you believe the course is relevant to these students?

0 we do not offer such a course

1 the special English course is completely irrelevant

2 the special English course is only moderately relevant

3 the special English is relevant

7. If a junior college offers a special English course structured specifically to meet the needs of vocational-technical students seeking an associate degree, do you believe it should carry credit toward an associate degree?

1 yes

2 no

8. If you were to develop an English course specifically designed for the vocational-technical student seeking an associate degree, which items from the list below would you include in the course? Circle as many responses as you wish and also add any suggestions of your own at the end of the list.

0 I am opposed to the development of such a course

1 grammar

2 expository writing

3 argumentative writing

4 narrative writing

5 descriptive writing

6 creative writing

7 letter writing

8 speech

9 levels of usage

10 reading comprehension

11 literature, current and classical

12 listening

13 history of the language

— 14 development of critical thinking

15 vocabulary study

16 spelling

17 technical reporting and/or manual preparation

18 comprehension in the reading of technical writings

19 _____

20 _____

9. Comments:

717 Bertrand Street
Manhattan, Kansas 66502
May 19, 1970

Chairman of the English Department
Pratt Community Junior College
Pratt, Kansas 67124

Dear Sir:

After checking the returns from my questionnaire survey mailed on May 4th, I have discovered that the questionnaire mailed to you is missing. I need your responses in order to obtain any significant findings in my research project regarding English for the terminal vocational-technical student seeking an associate degree from the junior college. I would greatly appreciate your taking a few minutes of your time to answer this brief questionnaire. If, by chance you did not receive the last questionnaire or if you have misplaced it, you will find a copy enclosed in this letter along with a stamped return envelope.

I would be happy to send you a summary of the questionnaire results. Thank you for helping me carry out this research project which is a part of my master's degree program at Kansas State University.

Sincerely yours,

Annette K. Huff

A QUESTIONNAIRE SURVEY COMPARING THE RESPONSES OF ENGLISH
TEACHERS WITH VOCATIONAL-TECHNICAL EDUCATORS REGARDING
THE RELEVANCY OF ENGLISH COURSES FOR VOCATIONAL-
TECHNICAL STUDENTS IN KANSAS JUNIOR COLLEGES

by

ANNETTE KAY HUFF

B. A., Kansas State University, 1964

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

Since junior colleges are the fastest growing educational institution in the United States and since little research has been carried out concerning English in the junior college, the purpose of this research report was to reveal the kinds of English courses and to reveal as closely as possible the way teachers feel about the relevancy of the English courses offered to the vocational-technical student seeking an associate degree from the nineteen junior colleges of Kansas. In attempting to obtain this information, questionnaires were sent to the chairman of the English department at each Kansas junior college and to the head of the vocational-technical division of each Kansas junior college. The questions were in closed form and were designed to be programmed into a computer. The answers given by the two sample groups were compared to determine whether or not English and vocational-technical educators agree on the specific courses and the content of the courses in English for the terminal vocational-technical student. After the responses were tabulated, they were computed into bivariate frequency tables plus the chi squares.

The findings of this project which relate to each of the researcher's objectives are listed under the specific objectives.

First objective: To determine what English courses are presently being offered to and required of Kansas vocational-technical students seeking a terminal associate degree.

1. Approximately 88 percent of the respondents said that the vocational-technical students at their school are offered at least one semester of regular college English.

2. Some schools offer a traditional English course of less than college level and/or a course especially tailored to the needs of the vocational-technical students.

3. About half of the Kansas junior colleges require one semester or more of regular college English for terminal vocational-technical students seeking an associate degree.

4. Other courses less frequently required are a course of traditional English of less than college level and a special course designed to meet the needs of the vocational-technical student in the associate degree program.

Second objective: To compare the responses of English teachers and vocational-technical educators in regard to their opinion of the relevancy of English courses presently being required of the terminal vocational-technical students seeking an associate degree from the junior college.

1. If regular college English were a requirement at their school, approximately 53 percent of the respondents felt that it

is "moderately relevant" or "relevant" to the needs of the junior college vocational-technical student.

2. If the respondents particular junior college offered a special course tailored to meet the needs of the terminal vocational-technical student, approximately 47 percent of the sample said that the course is "relevant."

Third objective: To assess the responses of the groups being surveyed by the questionnaire regarding the material which these educators felt should be taught in an English course specifically tailored to meet the needs of the terminal vocational-technical student seeking an associate degree from the junior college.

1. Kansas English teachers and vocational-technical educators tend to agree on the content of an English course tailored to meet the needs of the terminal vocational-technical student.

2. Of the eighteen content area choices listed in question 8, the most frequently selected for this special class were letter writing, spelling, reading comprehension, vocabulary study, speech, technical writing and/or manual preparation, listening, and comprehension in the reading of technical writings.

3. The content areas most often rejected were history of

the language, argumentative writing, narrative writing, creative writing, levels of usage, and current and classical literature.

Other findings:

1. From the comments attached to the questionnaire, most of the respondents felt more of a concern for the individual student's needs rather than the development of one specific course to cover the needs of the majority of vocational-technical students.

2. Several teachers mentioned that the students should choose the class in English which best suits their needs, rather than be placed in a class which the institution feels fits their needs.