



THE EFFECTS OF GRAMMAR REVIEWS AND PEER-  
EDITING ON SELECTED COLLEGIATE  
STUDENTS' ABILITY TO WRITE  
BUSINESS LETTERS  
EFFECTIVELY

By

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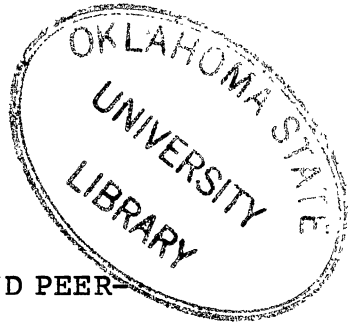
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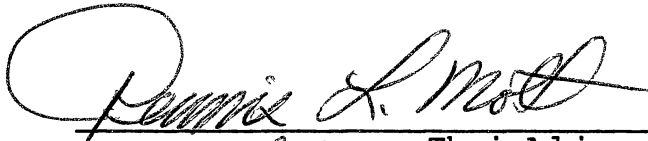
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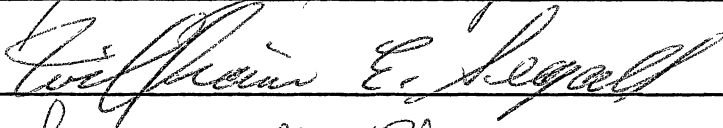
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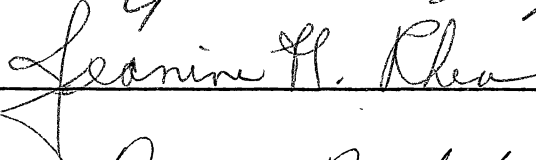
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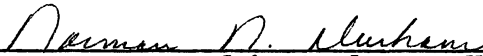


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## CHAPTER I

### INTRODUCTION

Most business people will agree that the development of effective business communication skills, which include listening, speaking, reading, and writing are the major goals of the educational process and the "life-line" of organizations which exist to reap profits. Lewis stated the following concerning the importance of effective communication in business and industry:

Today's graduates from our business schools must learn that managers have to use all their combined talents and energies to develop their organizational peers and subordinates into well-rounded human beings; this can be accomplished through management by communication because communication is what makes the organization work. It is the foundation upon which our organization exists—the pivotal base; it is the lubricant in the cogs of business. (Lewis, 1975, p. 15.)

It would appear that an individual's ability to communicate effectively, in most instances, is a stronger factor in "climbing the ladder of success" than his/her technical skill.

A survey of business executives who were employed with 58 of California's largest corporations was conducted to determine what factors were most important in promoting executives to top-level positions. Sixty percent (35) of the questionnaires were returned. All respondents indicated that the ability to communicate effectively played a part in their "climbing the ladder" of success in their corporations. More specifically, 60 percent of the respondents reported that "effective communications skills" had played a "major part" in their obtaining top management positions. (Bennett, 1971, p. 5.)

Hulbert stated that:

Business Executives readily affirm that the "ability to communicate" is a prime requisite for managerial success. They repeatedly attest to the fact that sound communication skills facilitate their promotions to executive positions. (Hulbert, 1979, p. 10.)

Hyslop stated that:

Ample evidence exists that students must be able to compose effective business messages. Many research studies and task analyses of how employees spend their time clearly indicate the need for writing competence. (Hyslop, 1981, p. 22.)

Inman also shared his concern about written communication when he stated the following: "In order to improve the teaching of written communication in colleges and universities, more information is needed about how students learn to write". (Inman, 1970, p. 1.)

Consequently, institutions of learning, especially those engaged in educating people for business professions, should exhaust their creativity in discovering methods which will better assist students in perfecting their communication skills.

#### Statement of the Problem

Complaints from schools, businesses, and industries are often heard concerning students' and graduates' inability to communicate effectively—especially in written communication. The fault, however, may not always lie with the students; many times, it could be in the effectiveness of some teaching methods. Nevertheless, a large percentage of students and graduates have problems communicating effectively and steps need to be taken to assist them in becoming better communicators.

Professors of business communication express a need for research in business communication through controlled experimentation. Hopefully, much of that research would reveal innovative methods of teaching and learning. Subsequently, colleges and universities will be able to meet the educational needs of their

students as well as the needs of businesses that hire their graduates. As many people will agree, employees in all professional careers have become aware of the importance of effective business communication. Consequently, it has become common practice for professional employees to attend colleges, workshops, and seminars in order to improve their communication skills.

After conducting a classroom experiment, Ross concluded that:

their (students') abilities are not adequate for the requirements of most of today's employers. . . My thesis is that since they have not learned how to communicate adequately, they believe additional work in this area is a difficult and trying experience. (Ross, 1971, p. 3.)

Knapper's study which dealt with the identification and classification of writing deficiencies of business people gave the following recommendation: "There is a need for research through controlled experimentation to devise programs of education which will produce greater writing competencies of students as well as businessmen." (1961, pp. 167-168.)

Planned peer-editing could be one of the possible methods by which students could develop and/or improve their skills. According to Penrose, other possible benefits derived from Peer-Editing are as follows:

the students develop a feeling that it is 'their course' and they are an active part of it; they become aware that their feelings are respected; the recipients of the student prepared grades often are quicker to accept them because of the peer-level origin; and the students gain some organized experience in that common business of evaluating other's performance. (1975, p. 31.)

It would seem, therefore, that the business communication classes should be designed to enhance students' communicative skills, add to their repertoire of knowledge, and upgrade their marketable professional stature. Consequently, students would be able to listen actively, to read with an understanding, to speak and write effectively, to discover, analyze, and interpret data, to give logic to ideas, and relate personally and professionally to views of other people.

### Purpose of the Study

The purpose of this study was undertaken to determine the influence grammar reviews and peer-editing had on selected collegiate business communication students' achievement levels after being taught by two different instructional techniques.

### Background and Value of the Study

Current discoveries in every academic discipline as well as advanced technology have changed almost every aspect of people's lives. Consequently, challenging societal demands have dictated that people become educated in technical and communication skills.

Educators must, therefore, be cognizant of changing needs of business and industry. This awareness will assist educators in better meeting the needs of students who must compete in a society where the supply of college graduates is much greater than the demand. Therefore, every functional innovative method that will help develop students' abilities to express themselves effectively, either written or oral, should be utilized.

Students should also know the value of effective written and oral communication skills. It would appear that most business communication faculty believe that one of the primary values in the study of business communication is that it will provide students with psychological implications as to why a particular approach to writing business correspondences should be used. Studying business communication will also provide students with knowledge of the English language structure, which is fundamental in thinking, speaking, reading, and writing. A third value of studying business communication is that it furnishes students with a foundation of communication skills as well as a working vocabulary for recognizing, analyzing, and solving problems in written and oral communication. A fourth value in

studying business communication is that it helps students prepare for their professional employment interviews, which is probably one of the most important reasons for their coming to college.

#### Assumptions of the Study

The conduct and the results of this study were based on the following assumptions:

1. Students' written communication ability is related to English language test scores.
2. The Language Knowledge Test is a reliable and valid predictor of ability in grammar.
3. The Language Knowledge Test is a reliable and valid predictor of one's ability to construct grammatically correct business letters.
4. The research design selected for this study sufficiently controls extraneous factors.
5. The statistical tests selected for the analyses have sufficient power to discriminate.

#### Scope of the Study

This study was limited in students, in facets of written business letters to be graded, and in length of experimental time. Only those students who attended Central State University, Edmond, OK, and enrolled in Business Communication 2143, sections 1280 and 1285, fall semester 1981 were included in the experiment. Three types of letters were written: Good News, Neutral News, and Bad News. Each letter primarily involved determining the purpose of the given situation, selecting the appropriate psychological approach—deductive or inductive, and then collecting data, organizing data, and developing data into an effective business letter.

The experiment was limited to twelve (12) weeks. Students at Central State University are permitted to add and drop courses during the first three weeks of the fall and spring semesters. Those students who were not enrolled in classes by the end of the third week of school were not permitted to enroll. Students who were enrolled in classes were permitted to drop classes until the last two weeks of the semester. Therefore, the study began the fourth week of the fall semester—only after students were not permitted to enroll in the course. Beginning with the fourth week of classes the professor conducted one control section and one experimental section of 36 class meetings. All subjects wrote nine letters to be edited and/or graded during the research period. Thirty-five students were randomly selected at the conclusion of the experiment from the control group, and thirty-five students were randomly selected from the experimental group using the table of random numbers. A total of seventy students were selected for this study. The two groups of students were the subjects used to determine the effectiveness of Three-Minute Grammar Reviews and Peer-Editing vs. Professor's-Editing on the students' ability to write business letters effectively.

#### Limitations of the Study

To avoid gross-generalizations of the results of this study, the following limitations were recognized:

1. The investigation was limited to two sections of business communication classes that were scheduled at Central State University, Edmond, OK during the fall semester of 1981.
2. The subjects for the two groups (experimental and control) were assigned to the professor through regular scheduling techniques at Central State University.
3. The validity of the scores recorded are restricted to the instrument used in the study.

### Hypotheses Tested

In order to achieve the purpose of this study, the following null hypotheses were tested at the .05 level of significance:

H<sub>01</sub>: There is no significant difference in the pretest Language Knowledge Test scores between the experimental and control groups.

H<sub>02</sub>: There is no significant difference in the posttest Language Knowledge Test scores between the experimental and control groups.

H<sub>03</sub>: There is no significant difference in the pretest letter scores between the experimental and control groups.

H<sub>04</sub>: There is no significant difference in the posttest letter scores between the experimental and control groups.

H<sub>05</sub>: There is no significant relationship among the variables of the overall college grade point average, pretest and posttest letter scores, Language Knowledge Test scores, enrollment in high school, college major.

### Definition of the Terms

Bad News Letters: Letters which say no to something which the sender has requested. For example: granting credit, granting favors, providing positive information.

Control Group: The class in which the professor did the editing and grading of all letters.

Deductive Writing Approach: A letter that begins with the main idea or best news and then progresses to the explanation and positive closing.

Experimental Group: The class in which the professor graded letters one, five, and nine. Letters two through four and six through eight were edited by class peers in groups of usually four or five. These groups of students also received three-minute daily grammar reviews.

Good News Letters: The letters which say yes to something the sender has requested. For example: granting credit, granting favors, providing positive information.

Grading/Editing: This term was interpreted to include the following factors:

- A. Pointing out necessary revisions in such mechanics as grammar usage, spelling, punctuation, capitalization, and sentence structure.
- B. Pointing out such necessary revisions as definitions, organization, relevance, logic, choice of words.
- C. Pointing out incidence of excellence or improvement in grammar usage and in writing.

Grammar Reviews: Short intense reviews of English grammar. Each review was followed by several examples pertaining to the rule covered.

Grammar: The study of the structure of the language and the way the language system functions regardless of the level or varieties of usage. Language which is grammatically accurate may not have proper usage in all social or business situations.

Inductive Writing Approach: A letter that begins with a buffer or neutral news about the subject matter and then progresses to adequate information about the subject before the bad news is presented. The letter ends with neutral news or another buffer.

Language Knowledge Test Change Score: The difference in the scores obtained on the Language Knowledge Test—Form A, and the Language Knowledge Test—Form B.

Letter-Rating Scale: A weighted rating scale for scoring good, neutral, and bad news letters.

Neutral-Letters: The same as the Good News Letters.

Peer-Editing: The reading and editing of letters cooperatively among students in small groups or committees of experimental subjects. The professor acted only in an advisory role.



Proofreading/Editing: Reading for clarity, spelling accuracy, sentence structure, and mechanical errors.

Professor-Editing: The reading and editing of all letters by the professor responsible for teaching the class.

#### Procedures of the Experiment

The procedures used in this study consisted of the following steps:

1. Pertinent literature was reviewed to develop an adequate background for the study.

2. Permission was obtained from Central State University to do this study. Central State University administration granted permission to involve students, classes, and the professor in this research study.

3. A research design was selected that would provide answers to research questions and to control variances. Campbell and Stanley (1963, p. 34.) used the term "quasi-experimental design" to describe the situation when the researcher had control over the scheduling of data collection procedures but had to accept accidental sampling rather than follow true random sampling procedures. This type of situation pertains to classroom research.

4. Student information sheets were designed. The designed forms were completed by the students at the beginning of the research project.

5. The experimental and the control groups were designated. The students in the experimental group edited letters two through four and letters six through eight. These students also received daily three-minute grammar reviews. The professor edited the letters written by the students in the control group. The students in the control group did not receive grammar reviews.

6. Tests were given and data were collected at various intervals during the 1981 fall semester. The letters were written at predetermined intervals.

7. The data collected were coded, analyzed, and interpreted.

8. The written report of the research was prepared.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Formal instruction in business writing began in the United States in the late 1890's. Literature reveals that business writing, or as it was initially called "Business English," was first taught in the private business schools. The private business schools "accepted the challenge" to adopt this course because public schools and colleges perceived business English-Writing to be too practically oriented. Others perceived it as nothing more than a subdivision of the behavioral sciences. Still other academicians believed that business writing did not merit a listing among the taxonomy of the so-called "academic subjects." Proprietary schools seemingly visualized business writing as essential for meeting the needs of a country that was to become a world power. Consequently, as the United States grew, so did the need for effective business communication.

Today, business and industry are still seeking prospective employees who can communicate effectively.

All business college graduates are not expected to be universally competent in basic skill areas such as accounting, computer science, and statistics; they are, however, expected to be effective communicators, regardless of their majors. Most people agree that divergent abilities or interests are no longer acceptable alibis for ineffective communicators.

Because written communication requires the conglomerate abilities to think, to speak, to spell, to formulate words and sentences, and to punctuate, it can be understood why so many people find writing difficult and why complaints about students' poor written communication skills are frequently heard. According to Labrant, "Learning to express oneself in writing is a long process, probably the most difficult area of language growth." (1967, p. 138.)

Each person is uniquely different; therefore, no two persons are expected to think alike, to speak alike, or to write alike. However, there are many basic principles which lend themselves to objective evaluation, such as, the use of relevant details to support ideas and proper use of words and punctuation. The acquisition of these objective principles will assist students, according to current literature, in improving their written communication behaviors. This acquisition, however, must come through practice. Roddan said, "One cannot learn to write from a textbook anymore than he can learn to ski from looking at a travel poster from the Alps." He contends that the most effective preparation for life is to read, to listen, to take part in life, and to be curious about oneself and about others. (1968, p. 29.)

#### Support For Grammar

Hyslop said, "The overall goal of any writing assignment is effectiveness—achieving the desired objective. Effectiveness must remain the most important criterion of writing success." (1981, p. 2.) Therefore, students must be able to properly utilize all components of writing which will assist them in constructing effective business letters.

A relevant, logical business letter which defies correct grammar usually has a negative effect on the reader. Consequently, the possible effectiveness of that letter was not achieved, simply, because of incorrect grammar usage.

According to Persing, "Many readers are so appalled by errors in mechanics that they dismiss the writer as unworthy of their attention." (1981, p. 202.)

A study completed by Clark reveals that:

A knowledge of writing principles and communication psychology [sic] two essential ingredients for effective communication. More basic, though, is a fundamental grasp of grammar principles—the way our language is structured. Too many times incidences of miscommunication occur because of faulty grammar. (1977, p. 33.)

Quible, Johnson, and Mott stated the following about grammar usage in business documents:

The proper use of grammar in written communication is crucial. Even though the content of a document is appropriate and contains the essential qualities of written communication, the presence of incorrect grammar will have a negative impact. (1981, p. 26.)

As a result of an English-Oriented diagnostic test given by Nik (1981) to nearly 500 students each semester for six consecutive semesters, the following data were gathered:

Overall average scores by part show students scoring highest on spelling (average 78 percent correct) and lowest on grammar (64 percent) and punctuation (68 percent) questions. (p. 25.)

White reinforces the importance of grammar in Business Communication classes by stating the following:

It is not always safe to assume that students have mastered grammar in their respective high schools. Thus, a review at the beginning of the semester proves to be a learning experience for those students whose backgrounds are weak; it serves as a "memory jogger" to those who may have temporarily forgotten the rules and their application. (1979, p. 21.)

Much discussion and some research by business communication and English instructors continue to support the view that correct grammar usage will determine, in many instances, if a business letter, report, or proposal will meet its desired purpose.

A pilot study was conducted in ten state colleges in California involving thirty-nine business communication instructors. The purpose of this study was

to determine the content areas of a business communication course. More specifically, more than two-thirds, 69.3 percent, of the professors indicated that they included a grammar review in their business communication class. The amount of time allotted for reviewing grammar ranged from one hour to more than five hours a semester. Several of the respondents stated that these hours were approximate because it would naturally depend on the needs of students in each class. (Keyser, 1972, p. 35.)

Additional research supports the fact that many business students do not have effective letter and report writing skills. The Undergraduate Studies Committee of the American Business Communication Association collected a review of literature in 1972 which showed that business people ranked business communication high on the list of needs for optimum business performance. These business people perceived letter writing, report writing, and communication mechanics skills as important for those who want to perform efficiently and effectively in their work places. (ABCA Spring Conference—Proceedings, 1980, p. 41.)

A study undertaken by Hergenroeder identified five areas that should be emphasized in the business communication classes. A "review of English fundamentals" which includes grammar ranked second and the "development of written communication competencies" which includes proofreading, editing, and punctuation ranked third. (Hergenroeder, 1973, p. 68.)

A similar research study conducted by Tilley was undertaken to determine the major topic areas that should be covered in a business communication class. Eleven topic areas were identified and ranked according to their importance as perceived by students and personnel at the University of Houston. Three statistical tests were used to measure the results of the experiment. No

significant statistical differences were found between students and personnel ranking totals. However, there was a tendency for students to give consistently higher rankings to: (1) letter writing, (2) listening, and (3) grammar, punctuation, and spelling. (1977, pp. 6-7.)

#### Contributions of Business and Industry

The ability for a manager to communicate effectively is a fundamental requisite for success in organizations. Jack Hulbert said that about 90 percent of a manager's time is spent in some type of communication. (1981, p. 10.) Consequently, many organizations are providing ways for their office and professional personnel to develop their communication effectiveness.

Representatives of business and industry have begun to publish their views about the importance of effective communication skills as well as their views about what they expect of business graduates.

James Steele reported that James Brady, a partner in James & Thomas, Inc., wrote him stating:

If a person wants to rise rapidly and be successful in business, he'd better be able to communicate persuasively, accurately, and succinctly, whether he's speaking or writing. He needs to understand the YOU ATTITUDE.

I found that my course in Business and Technical Writing has been very beneficial. Of course I took every writing course I could when I was in college (University of Illinois). (ABCA REPORT, 1972, p. 18.)

To further support the importance of effective communication skills, Steele quoted the owner of an appliance mart as saying: "The course ought to be required for all students. Too many employees can't write a simple letter or memo—I even have trouble with secretarial help. I wind up having to train them." (ABCA Report, 1972, p. 18.)

The School of Business Advisory Council at Eastern Illinois University 12 members from business, industry and government and 12 faculty members of the

University studied the importance of communication skills. The council members identified and ranked their communication priorities as: (1) Additional emphasis needs to be given in developing human relation skills, (2) Additional background information needs to be presented in semantics, (3) Additional emphasis in written communication should be encouraged with more attention being given to specific organization and analysis skills in various daily directives and reports that business continually requires. (ABCA Report, 1972, pp. 18-19.)

Persing reported that a former student and auditor with Arthur Anderson & Company interviews Central State University, Edmond, OK students each year. During each of those visits to the campus, he stresses to students and faculty alike that business communication was one of his most valuable courses; and he wishes he had completed more work in communications. He stated that students should be better prepared to meet the demands for written and oral communication skills placed upon them by businesses. (ABCA Report, 1972, pp. 18-19.)

Margaret D. Zuagg directed a communication class in a study of the communication needs of business. Following a literature review, the students conducted a survey of thirty-four businessmen employed in the personnel department of their respective firms in the Toledo, Ohio area to determine their views about communication preparation. Concerning specific written communication skills, the following are some of the findings reported:

1. Thirty-four (100 percent) of those interviewed indicated that students should be able to write a mailable letter and an acceptable informal report.

2. Twenty-six (76 percent) said that students should learn to write an acceptable formal report.

3. Twenty-four (71 percent) indicated that students should be able to write an acceptable procedure.

4. Sixteen (47 percent) said that students should be taught to write an acceptable policy statement.

5. Thirty-one (91 percent) stated that students should learn how to write acceptable notices to go to people within the company. (ABCA Report, 1972, p. 19.)

The following studies also express the attitudes businesspeople have about communication:

Fieldon conducted a study and found that when businessmen are asked about the most troublesome problem they have to live with, they mention their employees' inability to write effective business letters, memos, and reports. (1964, pp. 144-152.)

In a study of 3,620 top and middle managers, the top managers reported the most needed courses are those in communication techniques, financial management, and fundamentals of supervision. The middle managers indicated that they most needed to know how to work with individuals and to keep themselves current through discussion. Growing out of the study were recommendations that (a) universities offer courses in human relations, communications, and management development and (b) courses be made convenient to business through programmed materials, television, and correspondence study. (Dubin, 1967, p. 19.)

A survey of 147 former students who are now businesspeople was conducted to determine curriculum needs at Florida State University, Tallahassee, Florida. The respondents ranked accounting first, communication second, and finance third in importance. Eighty-five percent of those polled gave accounting a "most beneficial" rating and eighty-two percent assigned communication a "most beneficial" rating. (Edgeworth, 1971, pp. 13-14.)

White indicated that preparing students for a business life focused on change requires an education preparation including (a) mathematics at least through calculus, (b) behavioral science with emphasis on normal versus abnormal behavior, and (c) all subjects with definite and specific value for developing an ability to communicate effectively both orally and in writing. He believes that nothing so marks the educated person as competent use of language skills. He further



contends that business schools must make a concerted effort to improve communication skills of their prospective graduates. (1970. pp. 26-34.)

To determine the ranking of fifty business courses as recommended for business students, Hines conducted a study of senior managers in small- to medium-size manufacturing, engineering, retail, wholesale, processing, and service firms, and of business school faculty members, throughout the United States and New Zealand. The United States managers returned 158 of 300 questionnaires. One hundred seventy-one of the 300 questionnaires were returned from the New Zealand managers. Seventy-five of 125 questionnaires were returned from the United States educators; and 64 of 90 questionnaires were returned from New Zealand educators.

Some of the findings included (a) United States managers rank ordered the ten most highly recommended courses: Business letter writing, first; English composition, second; human relations, third; personnel management; fourth; and public speaking, fifth. (b) United States educators placed the same courses in the top ten, but ranked business letter writing ninth. They ranked industrial psychology first; English composition second; human relations third; public speaking fourth; and personnel management tenth. (c) Managers and educators in New Zealand did not agree and also emphasized quantification instead of the behavioral sciences. (1971, pp. 12-20).

Norma Carr-Smith reported Ray Timmerman, vice president, Bank of America, as saying:

If I must choose between hiring an applicant who can write well and one who knows accounting well, I will choose the person who can write well. We can provide the necessary training in accounting principles rather quickly and easily. We don't attempt to tackle writing problems because the training is such a long and difficult process . . . the ability to write well is also indicative of the ability to think well.

Carr-Smith also reported that Rozalind Brack, liaison officer, Equal Employment Opportunity Commission as saying: "I prefer to hire people with

report writing backgrounds. They are usually able to do an excellent job for us." (1977, pp. 18-19.)

Also listed in this same article were seven steps which will assist students in developing their business writing communication skills. Carr-Smith stated that "Any approach to develop such skills" should be utilized. She concludes the article with the following remark: "Helping students to become effective business writers is a complex and challenging business; the lifetime results, however, make it well worth the effort." (1977, pp. 18-19.)

#### Student-Peer Editing of Business Letters

Literature supports the fact that group dynamics enhances the achievement level of students in business communication classes, especially in the area of written communication. A report from the University of California claimed high levels of success in using group dynamics in the classroom. As a result of the group methods used, "Lagging pupils improve by writing 'A' themes." (Briggs, 1950, pp. 84-90.) Even though this study was obviously done in an English Grammar and Composition class, the principles can easily apply to written business communication.

Collins, a professor of freshmen composition and business communication, contends that research which informs freshmen composition professors can also improve the instruction in business writing. She states the following pertaining to students helping students:

By making peer groups a serious part of our course, we force the students in their role as peer evaluators to reflect seriously on what constitutes an effective message. For if the evaluator is to act responsibly toward his or her peers, the evaluator must be able to articulate in terms clear to both fellow-student and teacher what it is that has shaped the evaluation. The pedagogical advantage is that not only as writer, but also as an evaluator, the student must put into practice the principles of good writing learned from text and teacher. In effect, each peer group's session becomes a test of the degree to which the student has incorporated what is being taught. And of course one hopes that in evaluating other students' papers the student will become a better critic of his or her own writing. (A B C A, 1981, p. 11.)

One of the major ways in which peer editing occurs is when each member of the peer group senses an obligation to assist each other in solving problems i. e. learning concepts, analyzing letters, correcting writing mechanics, etc . . . Kelley and Thibart (1969) described group problem solving as action taken in an attempt to satisfy common interest which emerge from common problems. They further defined a "group problem" as one in which each member of the group has an interest in finding a solution. (1969, p. 41.)

Jones conducted an experimental study to determine if the utilization of a specific technique would increase the quantity and quality of peer teaching. This study was also conducted to determine if this technique would increase individual student satisfaction with the learning process in comparison to a more traditional teaching method.

Jones' study was conducted in a university setting. The subjects were between the ages of 19 and 23 and they were taking a laboratory course in first year Zoology at a major university in Oklahoma. The instructors were graduate teaching assistants.

The control group in Jones' experiment sat at lab tables on non-graded projects. The experimental group was differentiated primarily by purposely forming permanent heterogeneous project teams. Additionally, the experimental group differed by calculating the team members' peer evaluations of each other into overall grades.

Both groups in Jones' study were exposed to the same course material and took exams which, in the opinion of the coordinator of these sections, were standardized. All sections met in one of the three identical laboratories. Statistical tests were administered and the results indicated that the experimental group resulted in increased cooperativeness and academic performance. (1982.)

Student-peer editing could be one possible way of eliminating some of the problems that have been found in endeavors to provide more meaningful instruction

in business communication classes. The increased communication demands that businesses have placed on professors and students encourage the editing of business letters by students in learning situations. Camp stated that, "Once students learn how to proofread efficiently, they will be better prepared to meet the challenges and the demands of the modern office." (1979, p. 26.)

It would appear that a large percentage of business communication professors support the fact that many students pay little attention to the proofreading marks made on their papers by written communication professors. Consequently, those professors believe their time was misdirected and that minimum learning has occurred on behalf of students. Furthermore, many students are discouraged and their incentive to develop written communication skills can be suppressed when they see their finished product marked ruthlessly in red by a professor. It would also seem that excessive professor editing could have a devastating effect on students' self-esteem.

It is believed that professors of business communication should, therefore, concentrate upon using less red ink on students' letters. Of course, this goal can only be achieved when students learn how and what to do with their ideas and experiences that are to be communicated in writing.

By placing students in peer-editing groups, students are forced to become more attentive to written communication guidelines which are vital in constructing effective business communication messages. Several advantages, according to Holder, are derived from peer editing, namely: (1) rapid feedback which is almost impossible to give in large classes where the professor does all the editing and (2) a variety of evaluative comments. (1979, p. 24.) Another advantage, according to Collins, derived from peer editing is that, ". . . in evaluating other students' papers, the student will become a better critic of his or her own writing." (1981, p. 10.) Consequently, as students begin to develop their editing skills, . . . the learning process can incorporate a combination of self, peer, and teacher evaluation." (Wollenhaupt, 1981, p. 22.)

Feedback constitutes one of the most significant and integral aspects of the learning situation, whether it be self-provided or peer-provided. Lamberg's study on "Self-provided and Peer-provided Feedback," regards the notion of redefining the term feedback in lieu of its previously held definition as it relates to classroom instruction. The former (teacher feedback) definition of feedback is expressed in terms of information a writer receives from a reader; however, Lamberg's restructuring of the term feedback renders a new perspective. The Lamberg definition suggests 'information on a performance.' Lamberg's study expresses the concept that feedback should be rendered for the sole purpose of auspiciously "affecting" later performance. (1980, pp. 63-69.)

In Lamberg's study, students received feedback from three sources: teacher, peer, and self. This study also involved the manipulation of a checklist of restraints by which students' performances were to be audited. The checklist was to be used by all three sources as a medium for instruction. From this innovative and compelling study, the following results were found: (1) the students had a multiple and varied audience, (2) the students developed their critical reading skills by responding to their own papers, (3) the students developed critical skills to their own writing through self-provided feedback and developed confidence in their abilities to direct and evaluate their own performance, and (4) the students attended to particular aspects of writing and thus improved their subsequent compositions. (1980, pp. 63-69.)

Several approaches are used in the teaching and the editing of written business communications. Some approaches which are used frequently are the teacher-directed approach, the content-base approach, and the problem solving approach as well as other experimental approaches.

Fruehling promoted the problem-solving approach that utilizes the case studies in which students read and then respond by writing an appropriate letter. (1973, p. 5.) Church's career-oriented approach focuses on human interaction and

careers in the business world; in this approach, role playing is very important (1975, p. 23.) Even though these approaches are directed toward group writing, they also promote the concept that students want the opportunity to be active in the learning process. (Christensen, 1977, p. 2.)

Fruehling and Church's studies indicate that interpersonal approaches to written communication not only assist students in developing their written and oral communication skills, but they simultaneously help them develop their abilities to make quality decisions within groups—attributes which are essential for those who seek middle and top management positions.

In an experiment conducted by Walcott, he discovered that student-peer editing brought significant improvement in students' writing abilities as well as relief to teachers in grading assignments. He believed that proofreading, revising, and sentence checking for clarity, completeness, and brevity of thought as one "that belong to the writer; one improves by doing it oneself, not by having it done by a convenient expert who, presumably doesn't need the discipline as much." (1955, p. 16.) Walcott also believed that "there is a great need for more teachers to become involved in the student-peer editing process, especially at the collegiate level." (1955, pp. 18-19.)

Rowell conducted a study to determine the effects group dynamics had on students written communication ability as well as to determine the effects that group dynamics had on students interpersonal communication skills. The students who participated in this study were introduced to a unit on group dynamics. These students also received instruction on fundamental principles of written business communication.

Each student in Rowell's experiment was given letters to write. All letters were collected and redistributed to students who were working in groups. The students were then responsible for rating letters as mailable or unmailable. All mailable letters were ranked. The instructor selected several of the letters

ranked number one, made transparencies of them, and then the class critiqued the number one letters.

The results of this study are as follows:

1. Each group improved significantly in its ability to identify specifically both positive and negative aspects of the letters they evaluated.
2. There was a direct correlation between students ability to critique letters and the quality of letters submitted. As the groups became more proficient in their critiques, individually, the quality of their letters improved.
3. Students also recognized the importance of working cooperatively in order to achieve group goals. (1975, pp. 24-26.)

This study as well as others suggests that students definitely receive maximum benefit from group writing and group editing. Holder contends that group writing and editing can also motivate students in written communication classes to improve their communication skills. Her article lists the following advantages from group writing and editing:

1. It provides rapid feedback.
2. It provides an opportunity for peer response. It is often true that a fellow student—writing at approximately the same skill level and attempting the same task can offer suggestions that are more direct and more useful than the instructors comments.
3. It provides students with a variety of evaluative comments. When a piece of writing is subjected to the scrutiny of a small group of fellow writers, the comments that emerge provide an excellent supplement to the instructor's evaluation. (1979, pp. 22-24.)

Wollenhaupt stated ". . . Teachers are well aware that students possess ability to severely criticize the work of others. Once students develop the ability to evaluate their classmates writing, the teacher can encourage them to critically analyze their own work." (1981, p.22.)

Ford conducted a study in his English classes to determine the effects of peer-editing/grading on students ability to write English theme compositions. He concluded that having student-peers actively participate in editing English theme

compositions in a freshmen English class was a more effective method of teaching English grammar-usage and theme composition than by having the course professor edit all the compositions.

Jakes contends that people begin to develop writing skills when they are not only able to sense that something is wrong in their writing, but can figure out how to correct it. (1981, p. 7.) Peer editing provides one of the means by which students can learn how to "fix" their inappropriate writing.



## CHAPTER III

### METHODS AND PROCEDURES

Seventy college students randomly selected from two business communication classes at Central State University during the fall semester of 1981 served as experimental and control subjects for determining the effect of grammar reviews and peer editing on students' ability to write business letters. These groups of students were taught by the same professor for 16 weeks, three hours each week.

The experimental group included 35 students who received daily three-minute grammar reviews and had their class assigned business letters edited by their peers. The peer-editing was completed under the supervision of the professor who taught the course.

The control group also consisted of 35 students who had three-minutes of "small talk" ranging from current events to philosophical views in lieu of the three-minute grammar reviews given to the experimental group. The professor of the class and the students in the class alternated in bringing up issues to be discussed. The professor edited and graded all business letters of the control group.

The difference in scores assigned to pretest and posttest business letters that were written in class depicted the amount of gain experienced by the two groups in their ability to write business letters. The pretest/posttest scores on the Language Knowledge Tests, (Forms A and B) were used to determine the amount of grammar usage gained by the two groups during the experiment.

The methods and procedures of this study involved three distinct phases: pre-experimental procedures; experimental procedures; and analysis of data.

#### Phase I, Pre-Experimental Procedures

Pre-experimental procedures involved the selection of an appropriate research design for the study. The Randomized, Pretest/Posttest Control Group design in which several observations are to be taken at different intervals during the study was selected after considering the hypotheses to be tested, the number of subjects in each group, and the type of measures to be taken.

The two basic purposes of a research design are (1) to provide answers to research questions and (2) to control variances. Kerlinger stated that research is made effective through the design of the study. (1973, pp. 300-301) Best also stated the following regarding research design:

Experimental design is the blueprint of the procedures that enables the researcher to test his hypotheses by reaching valid conclusions about relationships between independent and dependent variables. Selection of a particular design is based on the purposes of the experiment, the type of variables to be manipulated, and the conditions or limiting factors under which it may be conducted. The design deals with such practical problems as how subjects are to be selected for the experimental and control groups, the way variables are to be manipulated, the way extraneous variables are controlled, how observations are to be made, and the type of statistical analysis to be employed in interpreting variable relationships. (1970, p. 150.)

A schemata of the study is shown on Table 1. In this schemata, the following symbols are used:

R= Random selection of subjects from the population. The random selection of subjects came from two classes, one experimental and one control.

T= Experimental treatment. There were daily grammar reviews and peer-editing.

O= Observations taken or test given to subjects. The observations included pretest and posttest measures, the Language Knowledge Tests, and pretest and posttest of neutral and good news business letters.

TABLE I  
SCHEMATA OF RESEARCH DESIGN

<u>O=Observations</u>			<u>T=Treatment</u>			<u>R=Random</u>
	English	Letter		English	Letter	
Experimental Group	0	0	T	0	0	R
Control Group	0	0	-	0	0	R

The second step of the pre-experimental procedures was the selection of an instrument to measure dependent variables. Since writing is a subjective exercise involving several acceptable and correct styles, ten criteria designed by Himstreet and Baty (see Appendixes A and B) were chosen for evaluating students' written business communication.

Subjects' ability to write business letters and/or communicate was measured by using a pretest and posttest measure of their English grammar ability. The test selected for this measurement was the Language Knowledge Test used by the English Department of Central State University, Edmond, OK which includes using: verbs, nouns, pronouns, adverbs, adjectives, prepositions, conjunctions, Interjections, modifiers, connectives, and Capitalization and Punctuation.

The English Composition professors at Central State University administer the Language Knowledge Test to incoming first-year students to determine their grammar skills and writing knowledge. Students' scores on the Language

Knowledge Test will determine if they will be recommended to enroll in a regular or remedial English Grammar-Composition course. Therefore, the researcher selected the LKT for two reasons; namely, its historical and present use in the English department at Central State University to determine incoming students' grammar skills and its local availability to the researcher.

The researcher performed two computer-statistical tests on the LKT to determine its degree of reliability and validity. Cronback's Alpha Coefficient of Reliability, a test that determines internal consistency and correlation among test items (Emory, 1980, p. 133), was conducted on the LKT (Forms A & B) as well as on the scores of the experimental and control groups to determine internal consistency and correlation among test items. The results of this statistical test, Cronback's Alpha Coefficient of Reliability, as shown in Table II established the reliability of the Language Knowledge Test. The Alpha Values on the Language Knowledge Test indicate that internal consistency, correlation, and homogeneity among test items are very strong. Perfect positive correlation for an Alpha Value is 1.00 (1980, p. 133).

TABLE II  
LANGUAGE KNOWLEDGE TEST COEFFICIENT  
OF RELIABILITY\*

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	<u>Alpha Value</u>	<u>No. of Examinations</u>
Forms A & B	.939	140
Form A	.926	70
Form B	.945	70
Experimental Group (A & B)	.921	70
Control Group (A & B)	.952	70

Number of Questions 200

\*Cronback's Alpha Coefficient of Reliability

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Validity of a measuring instrument may be obtained by two methods; namely, externally which measures the generalizability of the research results to the populations, and internally which shows the ability of the instrument to measure what it claims to measure (Roscoe, 1975, p. 136). Emory stated the following regarding Internal Content Validity:

The Content Validity of a measuring instrument is the extent to which it provides adequate coverage of the topic under study. If the instrument contains a representative sample of the universe of subject matter of interest, then content validity is good. To evaluate the content validity of an instrument we must first agree on what elements constitute adequate coverage of the problem. . . We must then determine what forms of these opinions constitute relevant positions on these topics. If the questionnaire adequately covers the topics which have been defined as the relevant dimensions, we conclude that the instrument has good content validity.

The determination of content validity is judgmental and can be approached in several ways. First, the designer may, himself, determine the validity through a careful definition of the topic of concern, the items to be scaled, and the scales to be used. This logical

process is somewhat intuitive and is unique to each research designer. A second way to determine Content Validity is to use a panel of persons to judge how well the instrument meets the standards. (1980, p. 29.)

To establish Content Validity of the LKT, the researcher sent out 30 questionnaires (See Appendix C) as well as a copy of the LKT to Edmond and Oklahoma City teachers and professors of English Composition and Business Communication. On a scale of one to five, the educators selected as Communication Experts were instructed to rate the validity of the LKT. Twenty-four of the questionnaires were checked and returned. The Mean was computed on each part of the test. Then a pooled Mean of scores of the 24 educators was also computed to determine Content Validity of the LKT. The results (see Table III ) of the test established Content Validity of the LKT.

TABLE III  
 CONTENT VALIDITY OF THE LANGUAGE  
 KNOWLEDGE TEST\*

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Part I	Classifying Sentences and Parts of Speech	
	(Maximum Score - 5)	Mean - 4.797
Part II	Using Verbs	
	(Maximum Score - 5)	Mean - 4.9166
Part III	Using Nouns, Pronouns, and Verbs	
	(Maximum Score - 5)	Mean - 4.7083
Part IV	Using Modifiers, Connectives, and Pronouns	
	(Maximum Score - 5)	Mean - 4.9166
Part V	Using All Parts of Speech	
	(Maximum Score - 5)	Mean - 4.666
Part VI	Capitalization and Punctuation	
	(Maximum Score - 5)	Mean - 4.666

\*As determined by a survey of English and Business Communication professors

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The Pooled Mean = 28.6666 (Maximum Score = 30) indicates that the Language Knowledge Test has a high degree of Content Validity.

In addition to the Language Knowledge Test scores, students' first and last business letters served as pretest/posttest measures for comparing gain experienced in business letter writing ability. Those letters were written by all students in both the control and experimental groups. Since Murphy and Peck's business communication textbook is the second most used business communication textbook in colleges and universities in the United States, (Undergraduate Studies Committee of the Business Communication Association, 1982) the letters selected

for pretest and posttest measures are believed to have a high degree of validity. The pretest and posttest neutral news letters were written in class and were graded by three business communication professors who used identical rating scales to evaluate the selective characteristics of the communication. The Mean and Standard Deviation of the pretest and posttest letters were then computed. The Mean of both letters (See Table IV) indicates a strong degree of agreement among raters.

TABLE IV  
AVERAGE RATINGS GIVEN TO PRETEST AND POSTTEST  
BUSINESS LETTERS BY SELECTED PROFESSORS

Professor	(Max. 15)		(Max. 25)	
	Pretest Letter MEAN	SD	Posttest Letter MEAN	SD
A	12.086	.742	16.857	1.478
B	12.057	.725	16.686	1.659
C	12.200	.833	16.486	1.704

A study conducted by Godshalk revealed that when objective questions specifically designed to measure writing skills are evaluated against reliable writing skill criterion, they prove to be highly valid. (1966, p. 40.) Godshalk further contends that written material cannot be considered valid until the score is based on at least three different evaluations. He also stated that the most efficient predictor of a reliable measure of writing ability is one which includes essay questions or interlinear exercises . . . in combination with objective questions. (p.



41.) Godshalk concludes that, when essay scores are combined with objective scores, they produce validity coefficients even higher than those for the combinations which include interlinear exercises. (p. 41.)

Following three evaluations, the mean agreement between rankings was calculated using a Coefficient of Concordance which expresses an average agreement on a scale from .00 to 1.00. If there is agreement among rankings, the coefficient should be significantly different from zero (Kerlinger, 1973, p. 293). The outcome of this statistical test for letter one (Pretest) was .5719 ( $p < .05$ ) and for letter nine (Posttest) was .7723 ( $p < .01$ ). The W coefficients of letters one and nine which are substantially different from zero indicate a significant degree of agreement among the grades given by instructors. Therefore, the W Coefficients (See Appendixes H and I) were sound bases for establishing the reliability of the instrument. ". . .reliability is the internal consistency of a test: the test items are homogeneous." (Kerlinger, 1973, p. 301.)

#### Teaching Experimental Subjects to Edit Letters

The third step in the pre-experimental procedures was to teach the experimental subjects to edit letters. The 35 students in the experimental group edited business letters two, three, four, six, seven, and eight, using the evaluation guide shown in Appendixes A, B, and J. Three formal class teaching sessions were held for students in the experimental group. These students were taught how to edit business letters. They also practiced editing letters from a previous business communication class. The students in the control group did not receive instruction in editing since their letters would be edited and graded by the researcher.

#### Statistical Test

Analyses of Covariances (ANCOVA) were utilized to compare experimental and control subjects' letter score and establish a state of equilibrium between the

control and experimental groups on variables such as Language Knowledge Test scores, accumulative grade-point average, major, enrollment in high school, age, and business letter writing scores. The ANCOVA is specifically designed to test significant differences between means of final experimental data by taking into account the correlation between dependent variables and one or more covariates, and by adjusting initial mean differences in the experimental group. (Kerlinger, 1973, p. 370.)

### Phase II, Experimental Procedures

The experimental procedures consisted of (1) the distribution and collection of biographical data, (2) the administration and collection of Language Knowledge pretest and posttest (Forms A and B), and (3) the administration and collection of the neutral news pretest- and posttest letters.

### Procedural Narrative

The experiment began with the assignment of students through university regular enrollment procedures to two different sections of business communication courses taught by the same professor. Next, the investigator completed the necessary preparation for the research study. This preparation included selection of (a) the research design, (b) the statistical tests, (c) and the development of data collection instruments.

The Language Knowledge Test, a diagnostic tool which tests students' knowledge in English grammar, (Form A, shown in Appendix A) was administered to all students in the control and experimental groups during the first week of classes. For the first three weeks of the semester, activities and assignments for the control and experimental groups differed only in one way; namely, students in the experimental group were taught to edit letters. The students in the experimental group subsequently edited six business letters that had been written by their peers.

The experiment actually started at the beginning of the fourth week of the semester—after students were not able to add classes. Business letters one, five, and nine from both groups—control and experimental were edited by the professor who taught the classes as well as by two other business communication professors. Godshalk contends that written material cannot be considered valid until the score is based on at least three different evaluations. A Coefficient of Concordance, which depicts agreement among rankings, was therefore computed to establish the reliability and validity of the pretest and posttest letters. After the pretest letters of both groups were edited, the procedures for editing letters in the control group remained the same; that is, all letters were edited and graded by the professor.

Students in the experimental group were divided into groups of five and remained in these groups throughout the experiment. These students collectively edited letters two through four and then letters six through eight—a total of six letters. The researcher monitored the editing activities of the experimental group and responded to comments students had about procedures.

Students in the control and experimental groups wrote all letters in class, on the same day, and about the same business situation. The business situations about which students had to write were determined by the professor; however, students were not given advance notice about the task. Once the edited papers had been returned to students, they were to be corrected and resubmitted to the professor. Both letters—first draft and final copy were placed in students' folders, which were kept in the professor's office. Students were required to review their folders at least three different times during the semester. During the review sessions, the professor responded to student questions which may not have been asked during class.

The professor graded letters one, five, and nine for both classes. These grades from letters five and nine counted as part of students' final course grade. All other letters, in both groups, received suggestions for improvement or praise for parts which were well-written. Supplemental teaching-learning aids, such as overhead projectors, films, guest speakers, or outside readings used in one group were also used in the other group.

The experimental students received a three-minute grammar review at the beginning of each class session for twelve weeks. Grammatical errors which occurred in students letters were included as part of the grammar reviews in succeeding class meetings. Students in the experimental group were also required to complete brief grammar exercises out of class and return them to the professor at the beginning of the next class period. The control group had three minutes of "small talk" prior to scheduled class activities. These students did not receive grammar reviews nor did they edit each others business letters.

The students in the experimental group began their editing responsibilities with the second business letter and continued editing each others letters through letter eight, with the exception of letters five and nine. Each student in the experimental class was responsible for marking errors and providing constructive comments believed to be helpful for the letter writers in his/her group. When papers were returned to the writer, each writer individually edited his/her own work, made corrections, and rewrote his/her letter. The rewritten letters—one, five, and nine were resubmitted to the professor for final grading.

After the posttest letter had been written, edited, corrected, and returned to the professor for final grading, the Language Knowledge Test (Form B, shown in Appendix E) was given to students in both the experimental and control groups. The pretest-posttest scores from the Language Knowledge Tests were used to determine the amount of language skill gained by the two groups—control and experimental. The differences in the scores assigned to pretest and posttest

letters depicted the amount of increased business letter writing ability gained by the two groups.

Thirty-five students in the control group and thirty-five students in the experimental group furnished the data used in testing the five hypotheses for this experiment. Both groups met the requirements for inclusion in the experiment. These requirements consisted of data such as: Language Knowledge Test scores, age, major, size of high school, pretest-posttest scores, overall college grade point average. The change scores of the control subjects were compared to the change scores of the experimental subjects in testing the stated hypotheses.

#### Administration and Collection of Biographical Data

It was necessary for the researcher to control certain extraneous independent variables which could significantly affect the outcome of the experiment. The particular independent variables controlled by the researcher included: (1) English Language Knowledge Tests (Forms A and B), (2) Pretest Letter Writing Ability, (3) Major, (4) Age of subjects, (5) Overall Grade Point Average, and (6) Size of high school subjects attended.

Forty-five students were initially enrolled in the control group and forty-five students were initially enrolled in the experimental group. All students provided information needed for their inclusion in this study. However, since the attritional rate was low in both the control and experimental groups for the duration of the experiment, thirty-five subjects were selected for the control group and thirty-five subjects were selected for the experimental group, yielding a total of seventy subjects. The subjects were selected using a table of random numbers at the end of the experiment. This selection helped the research process control biases which could have occurred if subjects were chosen at the beginning of the experiment.

#### Administration and Collection of Pretest (Language Knowledge Test)

The Language Knowledge Test (LKT) was given during the first week of classwork to both the control and experimental groups. This test was administered to both classes on the same day. Another testing session was held for students who missed the first testing session. In order to minimize the "Hawthorne Effect," (Best, 1976, p. 150.) students were not informed they were involved in an experiment. The test (LKT) yielded the following subscores for each student: (1) Classification of sentences and parts of speech, (2) Verb Usage, (3) Nouns, Pronouns, and Verb Usage. (4) Use of Modifiers, Connectives, and Pronouns, (5) Use of all eight parts of speech in sentences, and (6) Capitalization and Punctuation.

#### Administration and Collection of Pretest Letters

The pretest letter was administered during the fourth week of classwork. This letter assignment required subjects to determine the purpose of the given situation, select appropriate psychological approach, collect data, organize, and develop data into an effective business letter. (See Appendix F)

#### Administration and Collection of Posttest (LKT)

The posttest measure on the LKT (Form B), which is another version of the test) was given during the last week of the semester. This test (LKT) was administered under the same conditions and by the same instructor who administered the pretest.

#### Phase III: Data Analysis Procedures

The data collected from students in this experiment were processed through the Computer Center at Central State University, Edmond, OK. The researcher used an Analysis of Covariance (ANCOVA) and students' t-scores to test the

hypotheses and conduct ancillary findings. The Analysis of Covariance was used to test the hypotheses and simultaneously controlled the effects of the extraneous variables. The specific hypotheses, the data involved in the computations, and statistical tests are shown in Table V. Each hypothesis was checked at the .05 level of significance.

TABLE V  
DATA AND STATISTICAL TESTS USED  
TO TEST HYPOTHESES

Hypotheses	Data Used in Statistics	Statistical Tests
H <sub>01</sub>	Pretest LKT scores from Control & Experimental Groups	t-test for two independent groups
H <sub>02</sub>	Posttest LKT scores of Control & Experimental Groups	One-way ANCOVA
H <sub>03</sub>	Pretest scores of neutral news letters from Control and Experimental groups	t-test for two independent groups
H <sub>04</sub>	Posttest scores of Good news letters from Control and Experimental groups	One-way ANCOVA
H <sub>05</sub>	Pre LKT, post LKT, pre letter, post letter, college GPA, age, size of high school sex, major	Pearson's Product Moment Correlation

The results of the data analysis were synthesized and written into final presentation format. The results of this experiment are presented in Chapter IV. A summary of the entire study, the conclusions drawn from the results, and implications for further experimental research are shown in Chapter V.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to determine the effects of grammar reviews and peer editing on selective students ability to write effective business letters.

Seventy students who were enrolled in two business communication courses at Central State University, Edmond, OK served as subjects in an experimental study which compared the pretest and posttest English Grammar Scores and pretest and posttest business letter scores of students who had been taught by two different methods: (1) the traditional (control group) and (2) the peer-editing and three-minute grammar reviews (experimental group).

Each student in the experimental group and the control group wrote nine business letters in class, on the same day, and about the same business situation. Letters one, five, and nine were graded by three business communication professors who made independent evaluations of the final product. The evaluations of letters one, and nine, given by each professor, were used as a covariable in later analyses. The degree of agreement among professors' evaluations was determined by computing a Coefficient of Concordance. The results of this statistical test (Coefficient of Concordance) for Letter One was  $W=.5719$ ; Letter Nine was  $W=.7723$ . The  $W$  coefficients significant beyond the .05 level suggest that one professor's evaluations are comparable to the other professors' evaluations.

The pretest-posttest difference scores of the control and experimental groups were used to test the five hypotheses stated previously. Ancillary findings, which serve as further explanations for the overall experiment, provided opportunity for additional analyses.

## Descriptive Statistics of Control and Experimental Groups

The descriptive statistics of the control and experimental groups are presented in Table VI, along with means, standard deviations, and t-scores. Frequency counts are also shown for dichotomous variables.

TABLE VI  
 DESCRIPTIVE STATISTICS OF CONTROL  
 AND EXPERIMENTAL GROUPS  
 (N-70)

Variables	Experimental		Control		t-score
	X	SD	X	SD	
1. Pretest-Language Knowledge Test (Max. Possible = 200)	96.8	23.60	104.7	29.76	-1.23
2. Pretest Letter (Max. Possible = 15)	12.0	0.74	11.2	1.63	1.63
3. College GPA (Max. Possible = 4.0)	2.7	0.72	2.7	0.52	0.51
4. Age	22.4	4.40	22.5	0.85	-0.13
5. Enrollment in Home High School	1472.0	1289.51	1034.0	774.55	130.92
6. Major	99%*		98%*		

\* = Business Majors

The descriptive data presented in Table VI shows that the experimental and control groups were statistically similar, at the beginning of the semester, in all areas observed.

#### Results of Testing Hypothesis One

The first hypothesis was designed to assess differences in the English ability of subjects in both the experimental and control groups. The specific hypothesis tested was as follows:

H<sub>01</sub>: There is no significant difference between the pretest English Language Knowledge t-scores of the experimental and control groups.

The t-test was used to determine the acceptance or rejection of Hypothesis One. Individual t-scores for both the Experimental and Control groups were tested. The results of this statistical computation are presented in Table VII.

TABLE VII  
A t-TEST COMPARISON OF MEAN SCORES OF  
EXPERIMENTAL AND CONTROL GROUPS  
IN THE LKT PRE-EXAMINATION

Group	Mean	Standard Deviation	t-score
Experimental Group (Max. Possible = 200)	96.80	23.61	-1.23 <sup>a</sup>
Control Group (Max. Possible = 200)	104.71	29.76	

<sup>a</sup>No Significant Difference at the .05 Level of Significance.

The results of testing Hypothesis One show that the two groups, experimental and control, were statistically equal at the beginning of this study.

Table VIII provides a comparison of the pretest and posttest scores on the LKT for both the Experimental and Control groups. A perfect score on the LKT is 200.

TABLE VIII  
A COMPARISON OF THE PRE-LKT AND POST-LKT SCORES—  
EXPERIMENTAL AND CONTROL GROUPS

<u>Grammar Analysis</u>				
Group	Pre-Experimental LKT Grammar Score	Experimental Treatment	Post-Experimental LKT Grammar Scores	LKT Net Change
A*	97	Yes	122	+25
B*	105	No	117	+12

A\* = Experimental Group

B\* = Control Group

Table VIII shows that the experimental group gained 25 raw score points from the Pretest (LKT) to the Posttest (LKT) while the Control group gained only 12 raw score points from the Pretest (LKT) to the Posttest (LKT). The difference in raw scores gained from Pretest to Posttest was not significant at the .01 or .05 levels as shows in Table IX.

Results of Testing Hypothesis Two

The second hypothesis was tested to determine whether the change in subjects' Language Knowledge Test scores was significant. The specific hypothesis tested was as follows:

H<sub>02</sub>: There is no significant difference between the posttest Language Knowledge t-scores of the experimental and control groups.

Table IX shows the results of testing Hypothesis Two utilizing the ANCOVA at the .05 Significance Level.

TABLE IX  
ANALYSIS OF COVARIANCE OF POSTTEST LKT SCORES  
FOR EXPERIMENTAL AND CONTROL GROUPS UTILIZING  
PRETEST LKT SCORES AS A COVARIATE

Source of Variation	Degrees of Freedom	Adjusted Mean Square	F	p <sup>a</sup>
Between Groups	1	1296.870	2.76	.05 <sup>b</sup>
Covariate	1	14511.456	30.88	.00 <sup>c</sup>
Within Groups	67	469.831		
Total	69			

<sup>a</sup>Significance Level

<sup>b</sup>Significant;  $p > .05$

<sup>c</sup>Significant;  $p < .05$

The results of testing Hypothesis Two revealed no statistically significant difference between Post-LKT scores of the Experimental and Control groups. This finding shows that the LKT scores were not significantly affected by the use of grammar reviews when tested at the .05 Level of Significance. However, when the effect of the covariate was removed, the difference between the two group means was significant.

### Results of Testing Hypothesis Three

The third hypothesis was tested to assess the writing ability of the Experimental and Control groups on their pre-experimental letter. The pretest letter scores of both groups were compared to determine if statistical differences existed between the experimental and control groups. The specific hypothesis tested was as follows:

H<sub>03</sub>: There is no significant difference between the pretest letter scores of the experimental and control groups.

Table X shows the results of testing Hypothesis Three utilizing the T-test.

TABLE X  
COMPARISON OF EXPERIMENTAL AND CONTROL  
GROUPS' PRETEST BUSINESS LETTER  
SCORES UTILIZING THE T-TEST

Groups	Mean	Standard Deviation	t-score
Experimental Group (Max. possible 15)	12.086	0.74	1.63a
Control Group (Max possible 15)	11.29	1.64	

<sup>a</sup>Not Significant;  $p > .05$

The results of testing hypothesis three, as presented in Table X, show that the Pretest business letter scores of the Experimental and Control groups were not significantly different at the .05 Level of Confidence.

#### Results of Testing Hypothesis Four

The fourth hypothesis was tested to determine the degree of change in the subjects' writing ability during the study. The posttest letter scores of both groups were statistically compared in order to measure the degree of change in writing ability of the experimental and control groups. The specific hypothesis tested was as follows:

H<sub>04</sub>: There is no significant difference between the posttest letter scores of the experimental and control groups.

Table XI shows the results of the posttest business letter scores of the Experimental and Control groups utilizing the ANCOVA.

TABLE XI  
ANALYSIS OF COVARIANCE OF POSTTEST BUSINESS LETTER  
SCORES OF EXPERIMENTAL AND CONTROL GROUPS  
UTILIZING PRETEST BUSINESS LETTER  
SCORES AS A COVARIATE

Source of Variation	Degrees of Freedom	Adjusted Mean Square	F	p <sup>a</sup>
Between Groups	1	172.387	72.15	.05 <sup>b</sup>
Covariate	1	193.037	80.80	.05 <sup>c</sup>
Within Groups	67	2.389		
Total	69			

<sup>a</sup>Significance Level for the test was set at .05 Level of Confidence.

<sup>b</sup>Significant;  $p < .05$

<sup>c</sup>Significant;  $p < .05$

Table XI shows the posttest business letter scores of the Experimental and Control groups were statistically different.

#### Results of Testing Hypothesis Five

The fifth hypothesis was tested to determine the relationship among independent variables. Independent variables included the scores subjects received on the Language Knowledge Test and the grades assigned to subjects' business letters. The specific hypothesis tested was as follows:

H<sub>05</sub>: There is no significant relationship among the variables of the major, overall grade point average, pretest and posttest letter scores, and pretest and posttest grammar test scores.



In order to determine the degree of correlation among the various measures listed, a correlation matrix was computed utilizing Pearson's Correlation Coefficients. In relation to this statistical measure, Popham stated that:

As in the case with many of the more complex statistical procedures, there are certain assumptions underlining the proper interpretation of the product-moment  $r$ . . . In order to draw proper interpretations regarding the calculated  $r$ , the data must fulfill two important assumptions. First, the data must be distributed in a linear fashion, i.e., so that they are capable of being graphically represented by a straight line. This can be quickly ascertained by plotting the values on a simple correlation chart.

A second assumption that the data must satisfy in order for  $r$  to be properly used required that for all values of one measure. . . be approximately equal in variability. This assumption. . . is known technically as the assumption of homoscedasticity (homo means equal, scedasticity means scattering). (W. James Popham, Educational Statistics (NY: Harper & Row, 1967), pp. 77-78.

The results of these correlation calculations are presented in two tables. Table XII shows the complete correlation matrix of all variables. These variables include Pre-LKT, Post-LKT, Pre-Business Letter, Post-Business Letter, College GPA, Age, Number of Students Enrolled in high school, and Major. Table XIII, which is a further breakdown of Table XII, shows only the correlations that were significant at or beyond the .05 level.

The outcome of the intercorrelations as shown on Table XIII indicates that significant correlation coefficients existed among 5 out of the 28 measures taken. These significant correlations occurred among variables of the following measures: (A) Pretest (LKT) and Posttest (LKT),  $r = .5540$ ,  $p < .01$ ; (B) Pretest (LKT) and Posttest (Business Letter),  $r = -.2479$ ,  $p < .05$ ; (C) Pretest (Business Letter) and Posttest (Business Letter),  $r = .6061$ ,  $p < .01$ ; (D) Posttest (Business Letter) and College Grade Point Average,  $r = .1994$ ,  $p < .05$ ; (E) Pretest (Business Letter) and Major,  $r = -.1984$ ,  $p < .05$ .

TABLE XII

A COMPARISON OF INDEPENDENT VARIABLES UTILIZED IN THE EXPERIMENT INVOLVING  
 BOTH THE EXPERIMENTAL AND CONTROL GROUPS AS MEASURED BY  
 THE PEARSON CORRELATION COEFFICIENTS

Variable	LKT (Pre)	LKT (Post)	Letter (Pre)	Letter (Post)	College GPA	Age	High School	Major
LKT (Pre)	1.00 <sup>a</sup>							
LKT (Post)	.5540**	1.00 <sup>a</sup>						
Letter (Pre)	-.1377	-.0164	1.00 <sup>a</sup>					
Letter (Post)	-.2479*	.0466	.6061**	1.00 <sup>a</sup>				
College GPA	-.1051	-.0705	.0036	.1994*	1.00 <sup>a</sup>			
Age	.1477	.1649	-.0271	-.0300	.0138	1.00 <sup>a</sup>		
No. In High School	-.0454	.1408	.0095	.1393	.0421	.0124	1.00 <sup>a</sup>	
Major	-.1383	-.1471	-.1984*	.1213	.0108	.07447	.0964	1.00 <sup>a</sup>

\*Significant beyond the .05 level

\*\*Significant beyond the .01 level

<sup>a</sup>1.00 = Perfect positive correlation for all cells.

-1.00 = Perfect negative correlation for all cells.

TABLE XIII

A COMPARISON OF INDEPENDENT VARIABLES UTILIZED IN THE EXPERIMENT INVOLVING  
 BOTH THE EXPERIMENTAL AND CONTROL GROUPS AS MEASURED BY  
 THE PEARSON CORRELATION COEFFICIENTS

Variable	LKT (Pre)	LKT (Post)	Letter (Pre)	Letter (Post)	College GPA	Age	High School	Major
LKT (Pre)								
LKT (Post)	.5540**							
Letter (Pre)								
Letter (Post)	-.2479*		.6061**					
College GPA				.1994*				
Age								
No. In High School								
Major			-.1984*					

\*Significant beyond the .05 level  
 \*\*Significant beyond the .01 level

<sup>a</sup>1.00 = Perfect positive correlation for all cells.  
 -1.00 = Perfect negative correlation for all cells.

The first significant correlation occurred between Pre-Business Letter scores and Post-Business Letter scores for all participants. The correlation coefficient of .6061 indicates that students who received high scores on their Pre-Business Letters also received high scores on their Post-Business Letters. This relationship between Pre-Business Letter scores and Post-Letter scores is the highest coefficient of all comparisons.

The second significant correlation occurred between Pre-Language Knowledge Test scores and Post-Language Knowledge Test scores for all participants. The correlation coefficient of .5540 indicates a positive relationship between the Pre-LKT and the Post-LKT. Students with the highest Pre-LKT scores also had the highest Post-LKT scores. This relationship between the Pre-LKT and the Post-LKT is the second highest coefficient of all comparisons.

The third significant correlation occurred between students' Pre-LKT scores and their Post-Business Letter scores. The correlation coefficient of  $-.2479$  indicates an inverse relationship between the Pre-LKT and Post-Business Letters. This inverse correlation could result from a chance negative correlation which was purely random. However, in any sense, this correlation does show the lack of a positive relationship between the Pre-LKT and the Post-Business Letter.

The fourth significant correlation occurred between students' College Grade-Point Average and their Post-Business Letter scores. The correlation coefficient of .1994 indicates that students with higher College Grade-Point-Averages also received higher scores on their Post-Business Letters. This relationship between College Grade Point Averages and Post-Business Letters was one of the least significant measures.

The fifth significant correlation occurred between students' Pre-Business Letter and their declared Major. The correlation coefficient of  $-.1984$  indicates a negative correlation between Pre-Letter scores and Major.

### Summary of Hypotheses Testing

Students' T-Test, Analysis of Covariance, and Pearson's Correlation Coefficient were used to test the five hypotheses of this study. No significant difference existed (at the .05 level) between the two groups involved in this study at the beginning of the experiment as shown by Pre-LKT scores and Pre-Business Letter scores. The results of testing these five hypotheses are used for further interpretations of the effects of grammar reviews and peer editing on students' ability to write effective business letters.

## CHAPTER V

### SUMMARY, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine if 70 randomly selected collegiate students enrolled in Business Communication would experience similar achievement in letter writing ability after having been taught by two different pedagogical methods: peer editing and brief grammar review method (Experimental Group) and teacher editing with no grammar review method (Control Group). Five hypotheses were tested to determine the effects of the two different teaching methods on students' ability to write effective business letters.

The researcher used two sections of Business Communication students enrolled at Central State University, Edmond, OK to conduct the study. Both groups of students (Experimental, N=35 and Control, N=35) completed the Language Knowledge Test, Form A, during the first week of the fall semester, 1981-82. An alternate Language Knowledge Test, Form B, was completed during the last week of the fall semester to determine increased grammar usage ability. Increased letter writing ability was evaluated by comparing the scores of the pretest and posttest business letters which were written during the fourth and sixteenth weeks of the experiment by both the control and experimental groups.

During the experiment, the experimental and control groups were instructed to write nine (9) selected business letters. A standardized method of editing and

grading business letters was utilized to assign numerical values to each letter (See Appendix B).

Students' t-Test scores, Pearson's Correlation Coefficient, and Analyses of Covariance (ANCOVA) were used to test the five hypotheses and simultaneously control the effects of extraneous variables. The Pearson's Correlation Coefficient included demographic variables (Age, College Grade Point Average, Major, Pre-LKT, Post-LKT, Pre-Business Letter, Post-Business Letter, and Enrollment in High School) which may or may not have impacted the findings.

### Results

H0<sub>1</sub>: There is no statistically significant difference between the pretest Language Knowledge Test scores of the Experimental and Control groups.

The result of computing a t-Test on the first hypothesis showed no statistically significant difference between the experimental and control groups on the pretest Language Knowledge Test scores. Therefore, the researcher could not reject the null hypothesis.

H0<sub>2</sub>: There is no statistically significant difference between posttest Language Knowledge Test score of the Experimental and Control Groups.

The result of computing an Analysis of Covariance on the second hypothesis showed that there was no statistically significant difference between the experimental and control groups after the experiment had been conducted. Consequently, the researcher could not reject the null hypothesis.

H0<sub>3</sub>: There is no statistically significant difference between the pretest business letter scores of the Experimental and Control groups.

The result of computing a t-Test on the third hypothesis showed no statistically significant difference between the experimental and control groups on the pretest business letters. Therefore, the null hypothesis could not be rejected.

H0<sub>4</sub>: There is no statistically significant difference between the posttest business letter scores of the Experimental and Control groups.

The result of computing an Analysis of Covariance on the fourth hypothesis showed that the posttest business letter scores of the experimental and control groups were statistically different at the .05 level of significance. Therefore, the fourth hypothesis was rejected. The statistical difference between the scores of the two groups on the posttest business letters was directly influenced by peer editing and grammar reviews.

H05: There is no relationship among the variables of Major, College Grade Point Average, Pretest and Posttest Business Letter scores, Pretest and Posttest Language Knowledge Test scores, age, and number enrolled in high school.

The fifth hypothesis was tested by utilizing Pearson's Correlation Coefficient Matrix. Several statistically significant relationships at or beyond the .05 level of significance were revealed as shown in Table XIII.

### Conclusions

The following conclusions, drawn from the results of this study, are summarized as follows:

1. The results of this experiment showed no statistically significant difference between the Experimental and Control groups in pretest and descriptive measures at the beginning of this study. Therefore, it can be concluded that subjects used in this experiment were statistically equal in all areas observed (as determined by t-Test) and representative of the population from which they were drawn.

2. The results of this experiment showed no statistically significant difference between Experimental and Control groups at the end of the study on the Language Knowledge Test scores. Therefore, the lack of a statistical difference leads to the conclusion that increased English grammar ability was not statistically enhanced by the experimental treatment.

3. Even though there was no significant statistical difference between the Experimental and Control groups on the Posttest-LKT scores, students in the



Experimental group started with lower Pretest-LKT scores and ended the investigation with higher scores on the Posttest-LKT than did students in the Control group on the Posttest-LKT. The researcher concluded, therefore, that the experimental teaching method directly contributed to the additional points the Experimental group received on the Posttest-LKT as compared to the Control group.

3. The results of this experiment showed a statistically significant difference in favor of the Experimental group on Posttest Business Letter scores at the end of the experimental treatment. On the basis of these results, it can be concluded that the experimental method (peer editing of business letters and brief grammar reviews) was a more effective method of teaching written business communication than the Control group approach in which English grammar reviews and editing of business letters were provided by the professor.

4. From the researcher's observation, the Experimental students' participation in the editing process contributed to faster and more efficient learning than that which was experienced by the Control group students. The researcher further concluded that students in the Experimental group wrote effective business letters because they (students) had opportunities to proofread and objectively critique business letters written by their peers. Consequently, after the Experimental students had learned what to do grammatically and structurally with their ideas and experiences that were to be communicated, they (Experimental Students) were able to write more effective business letters than students in the Control group.

5. A Pearson's Correlation Coefficient Matrix (consisting of all possible pair-linear relationships among variables listed in H05) revealed five (5) out twenty-eight (28) relationships (See Table XIII) that were significant at or beyond the .05 level. Recognizing that correlation analyses are used mainly

to find relationships (not causations) among variables, the most important thing this correlation analysis has done for this study is given the researcher additional insights about the results of this experiment. Based on the five significant correlations, the following conclusions were drawn:

- a. Students who received high scores on the pretest business letters and pretest LKT also received high scores on the posttest business letter and posttest LKT. It is perhaps a conclusion that intelligent hard-working students are success oriented; therefore, they apply themselves to a greater degree than students who are not as intelligent and as motivated.
  - b. Students ability to remember rules in English grammar is not significantly related to their ability to compose effective business letters. The researcher concluded that letter writing involves other components, such as: ones ability to think creatively, to use words properly, and to analyze conceptually, in addition to ones ability to understand gram mar usage.
  - c. While students' College Grade Point Averages could be influenced by 1) grade inflation, 2) type of tests administered, 3) variations in professors' standards of assigning grades, and 4) types of courses taken, the College of Business Administration Business Communication students college grade point averages are not strongly related to their ability to write effective business letters.
  - d. There were less than two percent (2%) non-business majors involved in the experiment; therefore, the sample size was inadequate to draw definitive conclusions about their ability to write effective business letters.
6. Based on the above findings and prior research, it can be further concluded that peer-editing and brief gram mar reviews is an effective method of

teaching written business communication at the collegiate level in terms of writing skill development. The researcher finally concluded that the experimental method is most effective in teaching letter writing and somewhat effective in reviewing English grammar.

#### Recommendations

Seventy university students enrolled in two different sections of Business Communication classes at Central State University, Edmond, OK served as subjects for this experimental study. This study was designed to measure the effects of peer-editing and brief grammar reviews on students' ability to write effective business letters. Specific recommendations for further research are as follows:

1. Additional research should be conducted with the same research design used in this study, but with students from community colleges and two-year business schools.

2. Additional variables (such as sex of students being tested, race, family socio-economic background, and students involvement in extra-curricular activities) should be considered when testing hypotheses.

3. Additional research should be conducted utilizing different professors for the experimental and control groups.

4. Additional research should be conducted which measures students' attitude about peer editing as well as their attitude about their peer-editing group members.

5. Different instruments should be considered for determining students' grammar and writing abilities, such as: the Wide Range Ability Test (WRAT), the Cooperative English Test, and the English section of the School and College Ability Test (SCAT).

6. Additional research should be conducted which combines the peer-editing approach with the professor-editing approach to determine if the combined editing approaches would influence students' ability to write effective business letters.

7. Additional research should be conducted that will prescribe treatments in principles of business letter writing and in English grammar for students who do not pass pretests measures.

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## CHARACTERISTICS OF A GOOD LETTER

## Check List

## Message Justified

1. Decisions fair
2. Conclusions logical
3. Information factual

## Ideas in Proper Sequence

1. Beginning properly introduces the message
2. Middle moves sensibly from part to part
3. Ending provides logical summary and parting words
4. Suggested outline followed
5. Complete information is given
6. Relevant information given
7. Purpose clearly stated

## Writing Coherent

1. Uses sentences that grow naturally from preceding sentence
2. Use link words and transition sentences to keep reader on proper mental track

## Message Easy to Read and Understand

1. Uses common words and short sentences
2. Uses correctly placed modifiers
3. Uses few prepositional phrases
4. Uses no conditional clauses and phrases (no hedging)

## Writing has Variety

1. Uses variety in word choice
2. Uses variety in sentence length
3. Uses variety in sentence structure

## Tone Positive

1. Confident
2. Courteous
3. Reader-Centered
4. Friendly
5. Natural
6. Sincere

**Writing Concise**

1. Uses enough words to cover subject convincingly
2. Uses enough words to assure courtesy
3. Avoids a distracting style
4. Omits platitudes and off-the-subject statements

**Emphasis and Subordination Used Properly**

1. Conveys estimate of importance of ideas
2. Uses various means to emphasize an idea

**Grammar, Spelling, and Punctuation Acceptable**

1. Subject and verb agreement
2. Words spelled correctly
3. Pronoun reference clear (definite antecedent)
4. People as subjects (rather than ideas)
5. Punctuation marks correctly used

**Style Inconspicuous**

1. Writes to express, not impress
2. Uses no trite expressions or business jargon

**APPENDIX B**

**LETTER EVALUATION GUIDE**

## CHARACTERISTICS OF A GOOD LETTER

Student \_\_\_\_\_

<u>CHARACTERISTICS</u>	<u>BEST</u>	<u>BETTER</u>	<u>AVERAGE</u>	<u>POOR</u>	<u>POOREST</u>
Message Justified	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Ideas in Proper Sequence	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Writing Coherent	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Message Easy to Read and Understand	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Writing Has Variety	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Tone Positive	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Writing Concise	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Emphasis and Sub- ordination Used Properly	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Grammar, Spelling, Punctuation Acceptable	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
Style Inconspicuous	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>

Total Points Possible \_\_\_\_\_

Student's Score \_\_\_\_\_

APPENDIX C

CONTENT VALIDITY OF LANGUAGE

KNOWLEDGE TEST

## CONTENT VALIDITY OF LKT

The attached test was administered to two business communication classes at the College of Business Administration, Central State University to determine students' grammar ability. On a scale of one to five, how would you rate the validity of this test?

## Language Knowledge Test

Scale: 1                      2                      3                      4                      5  
 (POOR)                      (FAIR)                      (FAIRLY GOOD)                      (GOOD)                      (EXCELLENT)

---

 PART I      Classifying Sentences and Parts of Speech

1                      2                      3                      4                      5

---

## PART II      Using Verbs

1                      2                      3                      4                      5

---

## PART III      Using Nouns, Pronouns, and Verbs

1                      2                      3                      4                      5

---

## PART IV      Using Modifiers, Connectives, and Pronouns

1                      2                      3                      4                      5

---

## PART V      Using All Parts of Speech

1                      2                      3                      4                      5

---

## PART VI      Capitalization and Punctuation

1                      2                      3                      4                      5

---

COMMENTS ABOUT THE TEST

APPENDIX D

LANGUAGE KNOWLEDGE TEST, FORM A (PRETEST)



Form A

Name \_\_\_\_\_

## Part I. Classifying Sentences and Parts of Speech

On the first line before each sentence classify it as to form by writing S for simple, Cd for compound, Cx for complex. On the second line tell the part of speech of the word underlined by using symbols: n, noun; pron, pronoun; v, verb; adj, adjective; adv, adverb; prep, preposition; conj, conjunction.

Example: Cd n Ruth sang a song and Eleanor gave a reading .

- \_\_\_\_\_ 1. If Evelyn cannot go with us, we won't go.
- \_\_\_\_\_ 2. Betty and her parents travel much and enjoy their travels.
- \_\_\_\_\_ 3. Sarah seldom comes late, but she is late now.
- \_\_\_\_\_ 4. In an unguarded moment Philip Nolan cursed his native land.
- \_\_\_\_\_ 5. He soon realized how foolish he had been.

## Part II. Using Verbs

Each sentence below contains two underlined verbs. On the lines before each sentence write in proper order the correct forms. If only one verb is incorrect, write C on the second line.

Example: dived C Dick drove into the pool and swam across.

- \_\_\_\_\_ 1. I done my studying while you were laying down.
- \_\_\_\_\_ 2. Here comes Betty and Ruth, but they haven't saw us.
- \_\_\_\_\_ 3. Neither of her sisters were there when she run.
- \_\_\_\_\_ 4. If I was you, I'd set down.
- \_\_\_\_\_ 5. Some had went home before Gene give his report.
- \_\_\_\_\_ 6. Don't Jerry know that you was chosen?
- \_\_\_\_\_ 7. Was Lorene and her sister there when the play begun?
- \_\_\_\_\_ 8. I would have wore my blue dress if it hadn't been torn.
- \_\_\_\_\_ 9. She should leave me learn her the words to the new song.
- \_\_\_\_\_ 10. After we had ate the hot dogs, we drunk some pop.
- \_\_\_\_\_ 11. No one knowned who had wrote the letter.
- \_\_\_\_\_ 12. Has your brother drove the car since the radiator was froze?

- \_\_\_\_ 13. She has took many plane trips but has never rode on a train.
- \_\_\_\_ 14. Someone had broke the lock and had stole the money.
- \_\_\_\_ 15. The pipes had froze, but they hadn't burst.

Part III. Using Nouns, Pronouns, and Verbs

Each sentence below may contain two errors. On the lines before each sentence write in proper order the correct noun, pronoun, or verb. If a sentence contains only one error place C on the second line.

Example: roofs C Were you helping the men to repair the rooves?

- \_\_\_\_ 1. Here is some fat turkies in this pen.
- \_\_\_\_ 2. Before the sun had risen, she had did her work.
- \_\_\_\_ 3. Tom and he seen several of we girls.
- \_\_\_\_ 4. Ruths aunt designs and makes lady's hats.
- \_\_\_\_ 5. The coach and us boys put up shelves.
- \_\_\_\_ 6. Two bucketsful of blackberry were sold by them.
- \_\_\_\_ 7. Both of her brother-in-laws are jockies.
- \_\_\_\_ 8. You had ought to have seen him when he run.
- \_\_\_\_ 9. She sells womens' clothes in Blair's and Brown's store.
- \_\_\_\_ 10. Us students have been reading mysterys.
- \_\_\_\_ 11. Neither of the boys have paid their dues.
- \_\_\_\_ 12. Why can't you learn Sam and I?
- \_\_\_\_ 13. Sarah and me are sure it is not our's.
- \_\_\_\_ 14. It was him who give the information.
- \_\_\_\_ 15. Beverly and her sang soloes.
- \_\_\_\_ 16. Helens aunt gave we girs some flowers.
- \_\_\_\_ 17. Harry and him sheared the sheeps.
- \_\_\_\_ 18. I asked if he was going with you and she.
- \_\_\_\_ 19. Is there many boy's clubs in your town?
- \_\_\_\_ 20. Each of the girls done what they could.

- \_\_\_\_ 21. Why don't someone fine out who's hat this is?  
 \_\_\_\_ 22. Wasn't you and him there with us?  
 \_\_\_\_ 23. You and she could of ridden with we boys.  
 \_\_\_\_ 24. Jack and Dick's eyes were eager when they set down.  
 \_\_\_\_ 25. It was her who arranged the lilies for you and I.

Part IV. Using Modifiers, Connectives, and Pronouns

Each sentence below may contain two errors. On the lines before each sentence write in proper order to correct adjective, adverb, preposition, conjunction, or pronoun. If a sentence contains only one error, place C on the second line.

Example: nor anything Neither Bob or he knew nothing about it.

- \_\_\_\_ 1. The book that fell off of the table must be her's.  
 \_\_\_\_ 2. Randy and he sure need the money bad.  
 \_\_\_\_ 3. They were kind of disappointed to learn that their plan was different than ours.  
 \_\_\_\_ 4. It seems like Jerry always looks happily.  
 \_\_\_\_ 5. If Sue and her were to the game, I didn't see them.  
 \_\_\_\_ 6. Neither Jo or I have seen her, but I think she is some better today.  
 \_\_\_\_ 7. Tom is the tallest and most handsome of the twins.  
 \_\_\_\_ 8. Her and him couldn't do nothing about it.  
 \_\_\_\_ 9. He looked like he had been frightened when he walked into the house.  
 \_\_\_\_ 10. Jo and Eva are both real pretty, but Jo is the prettiest.  
 \_\_\_\_ 11. Neither Fred or Jim had brought their instrument.  
 \_\_\_\_ 12. I read in the paper where our town has had less accidents this year.  
 \_\_\_\_ 13. Mike feels badly and stayed to home today.  
 \_\_\_\_ 14. The girl who sits in back of me talks very slow.  
 \_\_\_\_ 15. You should have divided the candy between the six boys like I told you.

- \_\_\_\_\_ 16. Most of us girls do not like those kinds of boys.
- \_\_\_\_\_ 17. Our team played real good, and we were all happy.
- \_\_\_\_\_ 18. We received hardly no letters from you and she.
- \_\_\_\_\_ 19. Neither of the boys would lend their books to Jo and she.
- \_\_\_\_\_ 20. The cheapest of the two dresses was the most colorful.
- \_\_\_\_\_ 21. Those roses smell more fragrantly than these kind of roses.
- \_\_\_\_\_ 22. Most every driver needs to drive more careful.
- \_\_\_\_\_ 23. Sarah would not sing without Beverly and me would sing with her.
- \_\_\_\_\_ 24. I heard that our class had less failures than your's.
- \_\_\_\_\_ 25. Someone beside Harriet and she should go.

#### Part V. Using All Parts of Speech

Each of the sentences below contains two errors. On the lines before each sentence write in proper order the corrections for those errors.

Example: us spoken Several of we students had spoke very indistinctly.

- \_\_\_\_\_ 1. Someone had hidden the candy, and us girls could find it nowheres.
- \_\_\_\_\_ 2. It seems like Mary and she are both some taller than you.
- \_\_\_\_\_ 3. The mem whom I seen were them.
- \_\_\_\_\_ 4. Were you there when the boy's team was entertained by the men's club.
- \_\_\_\_\_ 5. Loyd and he surely won't arrive safely without they drive slow.
- \_\_\_\_\_ 6. Nobody was to home beside him and her when I arrived.
- \_\_\_\_\_ 7. Some of the girls picked up two bucketsfull of peaches that had fell during the storm.
- \_\_\_\_\_ 8. Richad sure looked handsome, and he sang very good.
- \_\_\_\_\_ 9. Most all the people thought that the smaller of the two flowers was the most fragrant.
- \_\_\_\_\_ 10. Neither Edna nor Iva had given their report.
- \_\_\_\_\_ 11. Isn't these kind of shoes different than ours?

- \_\_\_\_\_ 12. If she were him, she would do like she was told.
- \_\_\_\_\_ 13. She felt badly because the work was not equally divided between the four members.
- \_\_\_\_\_ 14. Doesn't Bertha know that her sister-in-laws haven't received no invitation?
- \_\_\_\_\_ 15. When Sam and he came into the room, their dog was laying on the bed.

#### Part VI. Capitalization and Punctuation

In the sentences below correct the capitalization and punctuation.

Example: Tell me , Mamie , about your sum mer in colorado.

1. Grandmother likes flowers. Especially roses asters and tulips.
2. My sister majored in french at Stanford university said Ruth.
3. Do you know major Belvins he is stationed in South carolina.
4. Yes Marie I read "gulliver the great" a story about a dog.
5. The Mississippi river empties into the gulf of Mexico below New orleans Louisiana.
6. My aunt from the south spent christmas with us she had never seen snow before.
7. This is a problem Henry said that we must try to solve.

APPENDIX E

LANGUAGE KNOWLEDGE TEST, FORM B (POSTTEST)

From B

Name \_\_\_\_\_

Part I. Classifying Sentences and Parts of Speech

On the first line before each sentence classify it as to form by writing S for simple, Cd for compound, Cx for complex. On the second line tell the part of speech of the word underlined by using abbreviations.

Example: Cd pron You must tell the truth, or you will be sorry.

- \_\_\_\_ \_\_\_\_ 1. Good stories entertain us and broaden our sympathies.
- \_\_\_\_ \_\_\_\_ 2. When we are discourteous, we are very foolish.
- \_\_\_\_ \_\_\_\_ 3. The boys usually help us, but they have gone home.
- \_\_\_\_ \_\_\_\_ 4. In early times the people had many superstitions.
- \_\_\_\_ \_\_\_\_ 5. No one understood why he did not come.

Part II. Using Verbs

Each sentence below contains two underlined verbs. On the lines before each sentence write in proper order the correct forms. If only one verb is incorrect, write C on the second line.

Example: flown C The birds had flew away as soon as it had grown cold.

- \_\_\_\_ \_\_\_\_ 1. You was chosen, but Martha don't like it.
- \_\_\_\_ \_\_\_\_ 2. Diane would set there quietly as if she was you.
- \_\_\_\_ \_\_\_\_ 3. Why don't you leave her learn you that new trick?
- \_\_\_\_ \_\_\_\_ 4. The pony that we had rode has been took to the barn.
- \_\_\_\_ \_\_\_\_ 5. He drunk his milk after he had ate the cookies.
- \_\_\_\_ \_\_\_\_ 6. She swum in the meet, but neither of her parents were there.
- \_\_\_\_ \_\_\_\_ 7. The lock was broke, and the money had been stole.
- \_\_\_\_ \_\_\_\_ 8. If my plaid dress hadn't been tore, I would have worn it.
- \_\_\_\_ \_\_\_\_ 9. While she was laying down, I done the dishes.
- \_\_\_\_ \_\_\_\_ 10. I haven't drove a car since I run into that pole.
- \_\_\_\_ \_\_\_\_ 11. Although the pipes had froze, they had not burst.
- \_\_\_\_ \_\_\_\_ 12. No one knowed when the letter had been wrote.

- \_\_\_\_\_ 13. There comes Jo and Ed, but each of them is late.
- \_\_\_\_\_ 14. The game begun early, but Carl and his mother was already in their seats.
- \_\_\_\_\_ 15. Vera has went to the store as soon as her mother give her the money.

### Part III. Using Nouns, Pronouns, and Verbs

Each sentence below may contain two errors. On the lines before each sentence write in proper order the correct noun, pronoun, or verb. If a sentence contains only one error, place C on the second line.

Example: Thieves him Weren't the thieves captured by the sheriff and he?

- \_\_\_\_\_ 1. Roberta and her were invited to both parties.
- \_\_\_\_\_ 2. Won't you please set here with Ken and I?
- \_\_\_\_\_ 3. Both of her son-in-laws are attornies.
- \_\_\_\_\_ 4. George and him are sure that it is their's.
- \_\_\_\_\_ 5. There was several monkies in the cage.
- \_\_\_\_\_ 6. Why wasn't you there when Dick run?
- \_\_\_\_\_ 7. Several of we boys seen Ed and him yesterday.
- \_\_\_\_\_ 8. It was him who give the instructions.
- \_\_\_\_\_ 9. Smith's and Blaire's store sells childrens' clothes.
- \_\_\_\_\_ 10. You could of ridden with we girls.
- \_\_\_\_\_ 11. She said she had did much work before the sun had risen.
- \_\_\_\_\_ 12. Don't anybody know who's book this is?
- \_\_\_\_\_ 13. Jane and I was carrying two bucketsful.
- \_\_\_\_\_ 14. Each of the girls have brought their lunch.
- \_\_\_\_\_ 15. It would be nice if I was going with you and he.
- \_\_\_\_\_ 16. Us students have been writing storys in class.
- \_\_\_\_\_ 17. There is many girl's camps in this region.
- \_\_\_\_\_ 18. Neither of the boys done what he had promised.
- \_\_\_\_\_ 19. This store had ought to sell baby's dresses.



- \_\_\_\_\_ 20. It was him who picked the daisies for you and I.
- \_\_\_\_\_ 21. Miss Brewer and us girls talked to Bob and me.
- \_\_\_\_\_ 22. Was you and her with them at the show?
- \_\_\_\_\_ 23. Rita and Jane's feet are tired, and the girls have set down.
- \_\_\_\_\_ 24. Jerrys uncle gave we fellows some tickets.
- \_\_\_\_\_ 25. Joan and me saw the deers in the park.

#### Part IV. Using Modifiers, Connectives, and Pronouns

Each sentence below may contain two errors. On the lines before each sentence write in proper order the correct adjective, adverb, preposition, conjunction, or pronoun. If a sentence contains only one error, place C on the second line.

Example: smarter well Jerry, the smartest of the twins does his work good.

- \_\_\_\_\_ 1. Neither of the women would express their opinion of you or he.
- \_\_\_\_\_ 2. These kind of roses smell more sweetly than those roses.
- \_\_\_\_\_ 3. I think most everyone tries to drive careful.
- \_\_\_\_\_ 4. We were real happy because the boys played so good.
- \_\_\_\_\_ 5. He feels badly because he didn't do like he should.
- \_\_\_\_\_ 6. I saw in the paper where the money was divided between the five heirs.
- \_\_\_\_\_ 7. There would be less accidents if people would drive slower.
- \_\_\_\_\_ 8. There wasn't nothing that John and he could do to help.
- \_\_\_\_\_ 9. The boy who sits in back of me stayed to home today.
- \_\_\_\_\_ 10. Neither Betty or Nancy had finished their work.
- \_\_\_\_\_ 11. No one beside Jane and I is going.
- \_\_\_\_\_ 12. The longest one of the two books is by far the best written.
- \_\_\_\_\_ 13. It seems like Lucile always looks beautifully.
- \_\_\_\_\_ 14. He walked in the room just like nothing had happened.
- \_\_\_\_\_ 15. Bob and Don are sure tall, but Don is the tallest.

- \_\_\_ \_\_\_ 16. The paper that fell off of the desk must be your's.
- \_\_\_ \_\_\_ 17. Sam would not go without Bill and me went with him.
- \_\_\_ \_\_\_ 18. Her dress is different than the others, but it is kind of pretty.
- \_\_\_ \_\_\_ 19. Most of all us girls thought the lemonade tasted too sweetly.
- \_\_\_ \_\_\_ 20. We couldn't see no one except Tom and he in the crowd.
- \_\_\_ \_\_\_ 21. Weren't Susan and her to the show last night?
- \_\_\_ \_\_\_ 22. Not many of we students like those kind of pencils.
- \_\_\_ \_\_\_ 23. Bert and he sure do spell bad.
- \_\_\_ \_\_\_ 24. I read in the paper where your school has less pupils than ours.
- \_\_\_ \_\_\_ 25. Which of the twins is the prettiest and most popular?

#### Part V. Using All Parts of Speech

Each of the sentences below contains two errors. On the lines before each sentence write in proper order the corrections for these errors.

Example: run slowly Bert and he surely must have ran too slow.

- \_\_\_ \_\_\_ 1. Why doesn't he divide the money between his two daughters and two son-in-laws?
- \_\_\_ \_\_\_ 2. Neither Harry nor Glen are going to ride their bicycle.
- \_\_\_ \_\_\_ 3. If I were her, I'd do like I promised.
- \_\_\_ \_\_\_ 4. Some of us boys raked up two basketsfull of leaves that had fell during the night.
- \_\_\_ \_\_\_ 5. Ann sure looked beautiful, and she played good.
- \_\_\_ \_\_\_ 6. Ed and he feel badly because they aren't no taller.
- \_\_\_ \_\_\_ 7. Us girls have looked everywheres for the money that was hidden.
- \_\_\_ \_\_\_ 8. Your purse was laying there when Nita and I came into the room.
- \_\_\_ \_\_\_ 9. Were you sure that it was them whom you seen.
- \_\_\_ \_\_\_ 10. There wasn't anybody to home beside her and me.
- \_\_\_ \_\_\_ 11. Tom and he won't succeed without they act different.

- \_\_\_\_\_ 12. Although Ruth is the youngest of the two, most all people think she is the older.
- \_\_\_\_\_ 13. Those kind of books is different than hers.
- \_\_\_\_\_ 14. The girl's glee club often sings at the womens' club.
- \_\_\_\_\_ 15. It seems like Joe and he are both some taller.

Part VI. Capitalization and Punctuation

In the sentences below correct the capitalization and punctuation.

Example: Yes, she spent the winter in florida, Nancy.

1. No Carl I have never read Lone cowboy the autobiography of Will James.
2. The Nile river flows into the Mediteranean sea near Alexandria egypt.
3. Richard likes stories: Particularly stories about sports pirates or animals.
4. After we have finished Ruby said let's go to a show.
5. I saw colonel Sawyer tuesday he asked me about you.
6. My uncle teaches spanish in Harvard College James said.
7. Didn't you spend easter with your uncle he lives on a ranch in wyoming.

APPENDIX F

PRETEST BUSINESS LETTER

## PRETEST BUSINESS LETTER

You are chairperson of the chamber of commerce second annual spring luncheon, and you've been working hard on plans for the past two months. A senator of your state, the Honorable Denise J. Doe, has accepted your invitation to be principal speaker. Because you anticipate that recent events in the state capitol will generate a high level of interest, you have moved the luncheon to a larger room at the local athletic club. You have decided to permit each member to bring one nonmember guest. The purpose of these luncheons is to provide an opportunity to get reacquainted with other business executives in your community and to hear a challenging and provocative message from a prominent public figure. The program this year should provide both. The date is Thursday, May 20, 1985. The total number you can accommodate is 175. Your cutoff date for reservations is May 16. Luncheon will begin at 12 noon. Write the letter announcing this event and make action easy for reservations. Be specific.

APPENDIX G

POSTTEST BUSINESS LETTER

## POSTTEST BUSINESS LETTER

As executive assistant to the president of Topeak Life Insurance, Tulsa, Oklahoma, you have the pleasure of writing an announcement today (March 1) to all Topeak stockholders. (It will be signed by the president.) The board of directors voted to declare a 10 percent stock dividend payable to all stockholders of record on April 15 this year. This is the first stock dividend declared by the company. It can be attributed mainly to the outstanding combined efforts of the board of directors, home office, and field marketing personnel. Since its inception, Topeak has been dedicated to growth, not for the sake of growth alone, but because the company recognizes growth as the primary instrument to be used in building a successful and progressive company. The president feels that stockholders can look upon the company's past growth with justified pride and toward its future growth with great optimism.

Tell the stockholders that if their home address has changed recently, they should notify the home office to prevent delay in receiving dividends. If a stockholder is currently holding Topeak stock which is not in his or her name, the stock should be forwarded to the home office so that a transfer can be made before April 15. Right after that date the dividend will be computed and sent directly to each stockholder of record. The stockholder need not send any verification to the home office. Your announcement is to be a complete form with the same salutations for all recipients.

APPENDIX H

KENDALL'S COEFFICIENT OF CONCORDANCE -  
LETTER ONE (PRETEST)



Kendall's Coefficient of Concordance—Letter One.

<u>Variable—Student</u>	<u>Mean Rank</u>
1	12.67
2	17.17
3	16.67
4	16.67
5	8.50
6	12.50
7	25.67
8	4.00
9	12.50
10	16.67
11	26.83
12	26.83
13	16.67
14	30.00
15	21.17
16	21.17
17	26.83
18	12.17
19	16.67
20	30.00
21	16.67
22	12.50
23	8.50
24	30.00
25	12.50
26	12.50
27	30.00
28	16.67
29	17.17
30	12.67
31	21.17
32	12.17
33	12.67
34	16.67
35	26.83

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Cases	<u>W</u> Coefficient	Significant at
3	.5719	.0058

The W Coefficient indicates a significant degree of agreement among the grades given by professors and it also established the reliability of the instrument.

APPENDIX I

KENDALL'S COEFFICIENT OF CONCORDANCE -  
LETTER NINE (POSTTEST)

Kendall's Coefficient of Concordance—Letter Nine.

<u>Variable—Student</u>	<u>Mean Rank</u>
1	20.33
2	20.50
3	2.50
4	7.17
5	3.83
6	4.17
7	15.67
8	8.50
9	9.17
10	20.67
11	24.17
12	22.00
13	12.67
14	31.33
15	20.67
16	20.67
17	13.00
18	9.17
19	8.50
20	23.50
21	9.17
22	11.67
23	12.67
24	27.17
25	18.00
26	10.50
27	34.00
28	20.00
29	24.33
30	27.83
31	25.50
32	27.83
33	20.67
34	27.83
35	34.67

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Cases	<u>W</u> Coefficient	Significant at
3	.7723	.0001

The W Coefficient indicates a significant degree of agreement among the grades given by professors and it also established the reliability of the instrument.

APPENDIX J

SYMBOLS USED FOR MARKING LETTERS

## SYMBOLS USED IN MARKING LETTERS, MEMOS, AND REPORTS\*

Ac	Check accuracy.	PL	Place letter lower on the page.
ACE	Avoid copying examples.	PRI	Put reader into this.
ACP	Avoid copying problems.	Psy	Use good psychology here.
AV	Use in active verb.	PV	Keep the correct point of view.
BC	Be consistent	RA	Recheck assignment.
BMS	Be more sincere.	RB	Show reader benefit.
BNF	Give best news first.	Refs	List references.
BP	Follow good business practice.	Reo	Reorganize.
Cap	Capitalize.	RPF	Recheck problem facts.
Cl	Make meaning clear.	Sal	Use appropriate salutation.
CSAD	Give clear statement of action.	SL	Avoid stereotyped language.
	desired (tell what and how).	SO	Spell out.
DA	Date the action if desirable.	Sp	Use correct spelling.
DP	Avoid dangling participles.	Spec	Be specific.
Ds	Double-space.	SR	Strengthen resale material.
EA	Remember "easy action."	SS	Improve sentence structure for unity, coherence, emphasis.
Fig.	Use figure(s).	STP	Subordinate this point.
FW	Use fewer words; condense.	TAP	Improve tone and/or psychology.
GRF	Give reasons first.	TNT	Include typed name, too.
HCA	Hyphenate compound adjectives.	UA	Strengthen you-attitude
H&E	Is this honest and ethical?	UAC	Use antecedents correctly.
HHE	How can you help employer?	UAW	Use appropriate word(s).
ITI	Interpret this idea (give concrete evidence to illustrate)	V	Use correct verb.
K	Eliminate the awkward expression.	#	Insert space.
Lc	Make lowercase (don't capitalize).	↗	Delete.
Log	Make this logical.	↖	Reverse (transpose) order of letters or words.
M	Improve margins.	[ ]	Close up (leave no space).
MII	Place most important idea first.	/syl	Move copy (up, down, across).
Na	Insert name or initials.	plan	Divide word correctly.
Neg	Can you eliminate negative?		See text for proper planning.
NNITS	Include nothing new in terminal section.	⌘	Make new paragraph.
NR	Avoid needless repetition.		Serious error; paper unmailable.
Om	Insert omitted word(s).		
OS	Avoid obvious statements.		
P	Use correct punctuation.		
Pos	Use positive language.		
PC	Use parallel construction.		
PH	Place letter higher on the page.		

\*To help you recognize the symbols easily, note (a) in those that are composed of two or more capitals, each capital letter represents the first letter of an important word in the comment, for instance, BNF—best news first. (UA is an exception.) (b) the symbols with only one letter capitalized represent a part of one important word; for example, Log—logical.

VITA

William H. Roberts

Candidate for the Degree of

Doctor of Education

**Thesis:** THE EFFECTS OF GRAMMAR REVIEWS AND PEER-EDITING ON  
SELECTED COLLEGIATE STUDENTS' ABILITY TO WRITE BUSINESS  
LETTERS EFFECTIVELY

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