EFFECT OF COMMUNICATION SKILLS OF LISTENING AND READING ON TRANSCRIPTION COMPETENCY OF SHORTHAND STUDENTS

BY

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A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL,
AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF

MASTER OF EDUCATION
IN
BUSINESS EDUCATION

DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY, ZARIA

FEBRUARY, 2000

DECLARATION

I hereby declare that this thesis has been written by me, and that it is a record of my own primary research work. It has not been presented in any previous application for a higher degree. All quotations are indicated by quotation marks or indentation and the sources of information are specifically acknowledged by means of references.

22/03/00

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CERTIFICATION

This thesis entitled: *EFFECT OF COMMUNICATION SKILLS OF LISTENING AND READING ON TRANSCRIPTION COMPETENCY OF SHORTHAND STUDENTS*, by *Odinijah Cherry Adiwu* meets the regulations governing the award of the degree of Master of Education (M.Ed.) in Business Education of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to my son (Michael Anyandi Adiwu), and my late parents (Mr and Mrs. Adiwu Ayhu).

ACKNOWLEDGEMENT

The researcher is extremely grateful to Dr. M. M. Aliyu for the keen supervision, patience and excellent advice he rendered in order to make this work a success.

The same gesture is extended to Dr. (Mrs) C.E. Davis, Mr. Uche Oduala of the University of Jos, who helped with the statistical analysis.

Special thanks go to the researcher's brothers Messrs. Nuhu Anchi Adiwu (Uncle Jim) Adamu Ude Adiwu, Ishaya Adiyha Adiwu and other members of the Adiwu family for their support both morally and materially throughout the researcher's course. Mention must also be made of Miss Lorna Obeya (Business Communication Lecturer, CSIV Class), Mrs. Hauwa L. Kure (Department of General Studies), Mrs. Lois Gotip (Shorthand Lecturer, CSIV Class), my boss, Engr. S. G. Audu, Rector of the Plateau State Polytechnic, Barkin Ladi, the researcher's numerous friends and colleagues in the Plateau State Polytechnic, Engr. E. E. Iwoketok, H.O.D. Mechanical Engineering, who believed in my ability, and encouraged me to carry on when I gave up. Their assistance, support and friendship are highly appreciated.

Finally, the researcher is grateful to the Almighty God for His love, mercies and sustenance.

ABSTRACT

The objective of this research was to establish the effects of the communication skills of listening and reading on the transcription competency of shorthand students, and to establish whether the development of shorthand students' listening and reading skills in a special way can improve their transcription competency. The study used a Purposive Sample consisting of the CSIV students of the Secretarial Department of the Plateau State Polytechnic Barkin Eadi, due to the suitability of the group to the aims and methods of the research and the problems the study was posed to solve. The methodology was built upon an Experimental design consisting of an Experimental and Control group, and tested six null hypotheses on the relationships of the variables (subjects of the secretarial course) which posed the research problems and the research questions. In particular, the study examined the significance of the skills of listening, reading, English language, and shorthand on the transcription competency of shorthand students. It was found, among other things, that transcription and English language showed a high correlation coefficient of 0.834 with an explained variation in transcription due to English language of 69.55%, thus confirming the significance of English language on transcription competency of shorthand students.

The result showed among others that:

1. Transcription and English language showed a high correlation coefficient of 0.834 with an explained variation on transcription due to English language of 69.55%, thus confirming the significance of English language on transcription competency of shorthand students.
2. Students with good English language entry qualification performed belter in transcription than students with poor English language entry qualification.

It was recommended among others that:

1. Business Communication and shorthand lecturers should pay particular attention to these communication skills during teaching to help the transcription competency of the students.

Implications for Business Education.

1. The teachers of Business education will themselves be able to listen better in order to teach the students to listen.
2. Business education administrators should limit admission to only 30-35 for effective learning.
3. Transcription should have separate contact hours where learning, reading, etc will be taught.

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OPERATIONAL DEFINITION OF TERMS

Definition of Terms

Entry Qualification - Independent variable - the qualifications students have at the time of their admission into the Plateau State Polytechnic. The eventual performance of the students during the secretarial course may depend on their entry qualifications.

Her - This was generically used to include men.

Chapter 1

INTRODUCTION

1.1 Background Information

Very often after a dictation has taken place in a secretarial class and students are asked to summarize what has just been dictated, they are often at a loss as to what was said. It is common to hear such students say, "I did not hear all of what was said because of outside noise". It is not that the student did not 'hear' what was said, but the student did not 'L-I-S-T-E-N' to what was dictated. It is one thing to 'hear' what is being said, and another to 'listen'. To listen to what is being said is to hear, understand, and assimilate what was said (Costner, 1988).

A lot of emphasis is usually placed on speed and accuracy by the shorthand teachers without actually stressing the important 'ingredients' that lead to their acquisition. Such 'ingredients' according to *Costner (1988)* include listening, reading, grammar usage, punctuation and other communication skills.

On the students' part, sometimes their problems may stem from the fact that these students do not usually read facial expressions, hand and body gestures of their instructors to get the full meaning of the communication. It is therefore often after a dictation has taken place in a secretarial class and students are asked to summarize what has just been dictated, they are often at a loss as to what was said. It is common to hear such students say, "I did not hear all of what was said important for the receiver of an oral message to be alert and watch the speaker for the hidden message.

The interest of the researcher in doing this study therefore stemmed from the fact that as a shorthand teacher, she has observed that secretarial students tend to fear the course, resulting in poor performance in subjects like shorthand and transcription. Their

fear of the course is not due to its difficulty *per se*, but rather, due to the inability of the teachers and students to develop and properly use good communication ability of listening, and of course, reading. These basic communication skills if properly developed and utilized, may help to simplify effective learning of shorthand.

Listening forms the basis for business communication which, according to *Costner (1988)* is interaction between associates, employers, colleagues, subordinates, employees, and even the public that enhances the effectiveness of the attainment of the set goals and objectives of the organization. This is because effective communication only takes place when the receiver of the message - especially oral message - listens, understands, and properly utilizes the information contained in the message. Misunderstandings have resulted from poor communication. Similarly, businesses have lost millions of naira worth of transactions due to poor and ineffective communication. The importance of effective communication to any organization is such that trainers of secretaries who do most of the communicating in organizations must be very particular about those aspects that help direct the trainee secretaries towards the acquisition of proper and effective communication skills.

Secretarial students should not only be able to listen to a dictation and be able to read back what they took or wrote down during a shorthand dictation, but should also be able to take instructions from teachers, and/or bosses, in order for them to be effective when they get jobs.

It is disheartening to note that about 25% of shorthand students in the Secretarial Department of the Plateau State Polytechnic are not able to read back what they write down in shorthand during a dictation (Plateau State Polytechnic Secretarial Administration Department Examination Report, 1987-89). This could be due to the fact that they do not listen carefully for raised or lowered voice of the instructor during dictation in order to get the full meaning of the passage. The teacher might have raised her voice at a particular point

in the course of the dictation to express an emphasis on a word. If a listener does not detect these inflections in one's voice, and remembers the particular points at which they occurred, the transcription will not be accurate. On the other hand, inaccurate transcription could be due to the improper theory mastery during the theory instructions. It is common to find shorthand students who cannot recognize their own outlines because they either placed them in the first position, when in reality, the outline is a second position outline. So during transcription, confusion sets in, resulting in inaccuracy. Also instances abound from the researcher's experience as a shorthand teacher, which indicate that poor communication skills like incorrect grammar usage, spelling, punctuation, poor vocabulary in both English and shorthand, all contribute to inaccurate transcription.

1.2 Statement of the Problem

From the above, the main problems of this study are:

a) many secretarial students take down shorthand dictations in incorrect positions which then result in improper outline formation;

b) it is known that many students are unable to read back or recognize their own shorthand notes leading to their transcription incompetence;

c) secretarial students do not listen carefully for raised or lowered voice of their instructors for punctuation, and the points at which they occur, nor watch the facial expressions or body movements of their instructors, therefore, they do not acquire the full meaning of any communication they come across, thus sometimes leading to their inaccurate transcription of materials;

d) there is generally a low level of comprehension of communication which leads to improper transcription.

1.3 Purpose of the Study

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The purpose of this study is to investigate the effects of poor communication skills of listening and reading on transcription competency of shorthand students of the Plateau State Polytechnic; in order to achieve the above purpose, the study was aimed towards:

a) directing students towards the development of their listening abilities;

b) helping students to distinguish between listening and hearing;

c) helping students to be able to listen and assimilate through watching the speaker's face and eye for hidden messages;

d) directing students to develop the ability to read back what they write down during a dictation;

e) helping shorthand teachers to improve their own listening skills in order to be able to teach their students effectively;

f) helping readers of the study to discern whether there is a difference between listening and hearing;

g) helping students to listen and assimilate instructions and thus enhance communication between them and their teachers.

1.4 Research Questions

The main problem of this research is the poor performance of secretarial students in shorthand and transcription coupled with their poor skills in listening, reading and comprehension. The objective of the study was therefore to investigate these problems and to seek solutions to them. In particular, the study sought answers to the following questions:

a) to what extent does a secretarial student's English language ability affect her transcription competency?

b) is there any significant relationship between a student's performance in English language and shorthand?

c) do students with good English entry qualifications perform better in transcription than those with poor English entry qualifications?

d) is there any significant relationship between a students' listening and reading skills and her transcription competency?

e) is there any significant difference in the transcription competency of students exposed to listening and reading skills development and those not so exposed?

f) is there any significant difference in the overall scores in transcription competency, shorthand and English language of students exposed to new listening and reading skills development and those not so exposed?

1.5 Research Hypotheses

The following null hypotheses were formulated:

a. there is no significant relationship between a secretarial student's English language ability and her transcription competency;

b. there is no significant relationship between students' performance in English language and shorthand;

c. there is no significant difference in the transcription competency of students with good English entry qualification and those with poor English entry qualification;

d. there is no significant relationship between a student's listening and reading skills and her transcription competency;

e. there is no significant difference in the transcription competency of students exposed to listening and reading skills development and those not so exposed;

f. there is no significant difference in the overall scores in transcription competency, shorthand and English language of secretarial students exposed to new listening and reading skills development and those not so exposed.

1.6 Assumption

The knowledge of the fact that they are being used for the experiment may not affect the students' performance in the pre- and post-tests.

1.7 Delimitations

This study was based on the Plateau State Polytechnic Secretarial Studies Department and the CS IV class in particular.

1.8 Limitations to the Research Methodology

The use of the purposive sample for this study due to reasons given earlier in section 3.3 of this study is a serious limitation to this research and the general applicability or inferences derived from it. It is however hoped that it can be expanded for a larger study in future.

1.9 Summary

Listening and reading are business communication skills that need to be taught by shorthand and English language teachers. The secretarial students need to be taught how to listen very well in order that efficiency in their various fields will be enhanced.

The problems of this study among others are:

a. many secretarial students take down shorthand dictations in incorrect positions which would result in improper outline formation;
b. it is known that many students are unable to read back or recognize their own shorthand notes thus leading to transcription incompetence, etc.

The purpose of this study is to investigate the effects poor communication skills of listening and reading have on the transcription competency of shorthand students of the Plateau State Polytechnic.

This study sought answers to the following questions, among others:

i. to what extent does a secretarial student's English ability affect her transcription competency?

ii. is there any significant difference between a student's English language and shorthand? etc.

The following hypothesis, among others was formulated:

i. there is no significant relationship between a secretarial student's English language ability and her transcription ability.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

Before 1978 when the National Board for Technical Education came into existence, little or no attention was paid to English language as one of the required subjects for entrance into the secretarial programme of the Polytechnics. In the Plateau State Polytechnic, admission was based on local government area quota system. Those who knew highly placed personalities in the state government also got admitted into the Polytechnic. Many students thus came into the secretarial courses with failures in the English language.

Since 1978, only students who passed English language at the General Certificate Examination level are admitted to the secretarial courses. However, the number of students who have difficulties with the course is still high. This could be due largely to inappropriate teaching methods, or may be due to inability of teachers to develop students' abilities to listen and assimilate properly. It could also be due to the students' inability to read what they have written down themselves in symbol shorthand. Inability of students to read and comprehend written instructions from teachers may also be a factor.

Many of these difficulties may stem from the fact that these students only 'hear' the dictations and/or instructions, without actually listening to assimilate and understand what is said. So when they go back to transcribe, they cannot decipher what they had written.

2.2 What is Listening?

Murphy and Peck (1980) say that listening means to see the expressed idea and attitude from the speaker's point of view, to sense how it feels to her to achieve that frame of reference in regard to the thing the speaker is talking about. They further state that listening requires various responsibilities of the listener and brings valuable results. This means that listening does not only involve hearing, because if that were all there was to listening, every noise made around a person will be heard and assimilated. But listening

definitely involves more than hearing. It involves using the mind and the eyes as well *(Costner, 1988)*.

With the eye, one is able to perceive the non-verbal cues that are a major part of the communicated message. With the eye also, the listener watches how the speaker uses parts of the body for emphasis. If the listener is not watching the speaker, she might miss a grin, a frown, a hand made into a fist for added emphasis, and thus miss the non-verbal gist of the message being passed.

Dummont and Lannon (1985) defined listening as the complex and selective process of receiving, focussing, deciphering, accepting, and storing what we hear. They further state that listening does not occur without these five related, yet distant processes:

Receiving - refers to the human ability to hear and see a stimuli.

Focussing - involves limiting our attention to specific stimuli.

Deciphering - refers to decoding and assigning meanings to specific stimuli.

Accepting - is interpreting the message as the speaker intended it.

In a research by *Grunkemeyer (1980)* it was discovered that employers have indicated that employees possess inadequate written and oral communication skills. She also found out that businesses claim that their companies are spending multi-million dollars annually on communication activities. This shows that for secretarial students to perform effectively in the modern businesses that are so particular about the communication skills of their employees, their teachers of shorthand, typewriting, and business communication must work hand in hand to ensure proper acquisition of those skills that will insure their students' efficiency on the job.

One of the first language modes that children acquire as rightly pointed out by *Hyslop and Tone (1988)* is listening. They state that listening provides a foundation for all aspects of language and cognitive development. They state that listening to the shorthand students is like the 'life-wire' of the course. This is because without listening, the students will not be successful in perfecting their chosen career.

Listening skills are defined as the opposite of negative attitudes *(Coakley,, 1985)*. This means that if a person wants to have positive attitudes to life, one must learn to listen. She further gives one common listening attitude as self-centredness, as being opposed to "others-oriented", with a genuine interest in others that leads to acknowledging another person's comments by asking open-ended questions. The listener should place her self in the speaker's shoes and try to feel what she would feel if the listeners were not paying attention to her talk. This will motivate the listener(s) to pay close attention.

Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand. In this next definition *(Ronald and Roskelly, 1985)* point out that listening is related to reading and writing in that the same skills of predictions - that is the listener tries to predict the meaning of what the speaker may have, checking the authenticity of the facts being presented. Revising, that is

relating what is happening or being said to similar incidences. Generalizing, that is applying the facts of the matter to other related situations. To see whether the same results that will be obtained, are used. That is to say that this entails an active participation in listening.

The ability to listen should not be confused with the ability to hear *(Costner, 1988)*. While hearing is dependent on the ears, listening uses the mind and the eyes as well. With one's mind, one is able to perceive the non-verbal cues that are a major part of the communicated message. This assertion applies especially to the secretarial training, because most people do not know that there is a difference between hearing and listening. It is important that the students are directed towards differentiating between hearing and listening so that they are able to use their minds to assimilate the meaning of messages, instructions, directions, and dictations. With the eyes, the listener is able to watch the speaker for facial expressions, hand and body movements for added emphasis.

A member of an audience may hear everything that is said, but if she does not listen, she may not retain the message. Listening *(Costner, 1988)* requires concentration, critical analysis and empathy with the message. This is shown when someone hears every word someone else says in a long conversation or speech, but is unable to repeat even a hazy account of what was said. This type of listening is common in the learning situation where a teacher may spend the whole lesson period talking, thinking that the students are listening. But at the end of the lesson when they are asked to answer questions on the topic discussed, it is discovered that they cannot answer questions on even the last part of the lecture. This shows that they `heard' but did not `listen'. This is described by *Costner (1988)* as a passive activity that appears to be listening, but it is not comprehension. This further explains that listening involves comprehension of what is said. To avoid this types of situation, *Costner (1988)* suggests that listening should include the active involvement of the listener with the speaker, and not tuning out at will. This means that if a listener wants to show that she is

actually listening, she should participate in the conversation either by nodding her head or by voicing out such expressions like `uhnnhh', `mmmnnh', etc.

All the authors so far reviewed agree that listening is more than hearing sounds. They assert that listening involves more than using the ears to hear only. Listening involves using the mind, eyes, and even hands, as a listener is expected to use the hands to take down notes of important facts during a discussion. These researchers have also declared that listening includes empathetic listening in conversations, and counselling sessions. This means that the listener should place herself in the speaker's shoes and try to imagine what the speaker feels when no positive feedback indicating that good listening has taken place is given. So listening is also related to skills and habits, general intelligence, particular facets of intelligence, and certain factors of mental set *(Nichols, 1987)*.

Nichol's description of listening may be noted by business communication teachers when they train their students in listening so that they will learn how to listen attentively.

Bradley and Baird (1977) found out that listening in a business setting was related to other constructs such as inter-personal communication and management style. They suggested that business listening differs from classroom listening. This may be as a result of the fact that in a business organization, most of the listening is done with profit maximization in mind. Whereas in the classroom, listening is done with the main aim of acquiring knowledge for future use.

2.2.1 Importance of Listening

employees, there will not be cordial working relationship which will result in breakdown of law and order. Personal relationships among co-workers are necessary for cooperation that will result in efficiency at work. There should be good listening relationships between teachers and students so that effective learning will result.

Ineffective communication adversely affects work production, morale, and even the family foundation. This is because in every situation, human beings are insecure when they are functioning under "fuzzy" shrouds or tension caused by ineffective communication.

The importance of listening is further emphasized by counselors who report that personal relationships are built on clear understanding of each person's needs. This shows that partners in personal relationship should know each other's needs to be listened to especially when either of the partners needs a shoulder to cry on, and there is someone willing to listen.

Educators on their part, believe that good education occurs when there is clarity of instruction and rapport between teachers and students. If a teacher gives lectures that are not clear and are confusing, there is the likelihood that the students will be bored and will not listen. The method of instructions and even the environment may also contribute to the lack of attention in the classroom. Managers show that management by communicating objectives increases productivity *(Costner, 1988)*.

Knowledge gained from listening can often be turned to profit *(Dummont and Lannon, 1985)*. A client may have an idea of improving a product or service. A manager may suggest ways of increasing employee morale. An employee might suggest ways of increasing production. Students on the other hand, may suggest ways in which learning can best take place, by suggesting what they want included in the school curriculum. Teachers may suggest to school authorities better methods of teaching, new equipment, etc., that will

enhance effective teaching. But unless someone is willing to listen, the ideas are lost, and so are the benefits.

This is an important point especially in a society where anyone who puts forward suggestions that may improve or change the conventional methods of doing things is looked upon as being arrogant or pertinent. The effects of not listening is illustrated by *Dummon and Lannon (1985)* when they quoted an advert of Sperry Corporation of the United State of America that said "Most of an executive's time is spent listening. Yet it's the thing he's least qualified to do". They added that this advert illustrates a revealing contradiction executives and managers ought to spend most of their communication time listening, yet many listen poorly. They gave the example of the American auto industry that refused to listen when customers complained of the fuel consumption rate of their large cars, until they woke up and found that the Japanese auto makers had cornered 20% of the market.

The effects of not listening can further be shown in cases where students may make suggestions as to how to improve learning methods, but teachers may feel too proud to put the suggestions into effect because they did not originate from them. *Murphy and Peck (1980)* in their contribution to the importance of listening, stated a proverb that says that nature gave us two ears and only one mouth, so we could listen twice as much as we speak. This makes sense, in that most teachers prefer to do the talking, thinking that they know so much; that's why they do not like to listen to suggestions from students.

The benefits of listening according to *Costner (1988)* are many including increased knowledge, friendships, job opportunities, promotions, and improved language usage. Costner adds that approximately 90% of a person's waking hours are spent listening either in school, in social interaction, at home, or on the job. *Murphy and Peck (1980)* give the benefits of good listening as valuable dividends, as it permits the speaker(s) and listener(s) to improve communication because each side is more receptive to the other's view point

It leads to positive attitudes. It shows the speaker that the listeners are interested, in turn, the speaker tries harder to give her best presentation. It also results in obtaining useful information that the listener can use to make accurate decisions. It creates better understanding of others and thus helps the listener to work with others. Finally, they say that it helps the one speaking (especially in an interview) to talk out problems. It is therefore important that teachers of transcription should develop the listening abilities of students so that when they eventually graduate and join the business world, they will be effective and efficient secretaries.

2.2.2 Types of Listening

There are several types of listening as research has shown. Some of these are discussed here.

Dummont and Lannon (1985) give the following as some of the types of listening: critical, discriminative, therapeutic, appreciative, and courteous listening. They then went on to explain each as:

Critical Listening - involves analyzing and interpreting a message. This means that one will analyze the message and interpret it in the way she thinks the speaker meant it to be understood.

Discriminative Listening - discriminative listening involves comprehension and recall. A discriminative listener should listen for details, grasp the thesis, and understand relationships, follow sequences, develop questions and answers, summarize the main points, evaluate ideas, store information, recall main points and give feedbacks. It is hoped that people are listening discriminatively when one is explaining a concept, giving instructions, describing a process, outlining a proposal, giving a report, lecturing or other-wise speaking informatively.

Therapeutic Listening - involves listening with empathy. That is, with understanding of another's feelings, beliefs, and values. In contrast to critical and discriminative listening

which call for judging and evaluating, therapeutic listening is non-judgmental, calling instead, for supportive and sympathetic verbal and non-verbal feedback.

This is the form of listening used when employees have work-related or personal problems, when friends need someone to talk to, when children need a good listener, or whenever someone wants to talk something out. Feedback in therapeutic listening serves to keep the person talking. Feedback in therapeutic listening will include comments like: "I see", "What did you do then?" "What do you think made you react that way?" "Uhhunnh", "Yes". While non-verbal feedback would include sympathetic gestures like smiles, nods, and leaning towards the speaker.

Appreciative Listening - involves listening for personal enjoyment. It is for relaxation, satisfaction, and gratification. This form of listening includes listening to music of one's choice.

Courteous Listening - is conversational and social listening. It should be non-judgmental. This involves listening out of courtesy, understanding, and love.

Waters and Leonard (1985) propose two types of listening. These are: active listening - which might be promoted in the context of interpersonal relationships such as that between superior and subordinates at work. Active listening to them involves paying attention to the feelings as well as to the information or a view point conveyed in a message. It often involves sensing the latent content as well as the manifest content in efforts to communicate. The shorthand students need to actively listen to their teachers and employers if they are to have accurate transcription. That is why they should be taught how to watch the speaker for facial, eye, and body movements for non-verbal messages. They give the second type of listening as the non-active listening, which is required at formal presentations, such as speech and prize giving days, convocations, etc.

Costner (1988), like *Waters and Leonard (1985)*, gives two types of listening. These are casual, informal, and active formal listening. He says that casual, informal listening is only intense enough to absorb as many of the speaker's remarks as are needed to keep a conversation going. Any teacher of shorthand and transcription should watch out for evidence of this type of listening in her students, especially when she notices that the lesson is boring, or fixed at the wrong time of day, like hot afternoon when the brain needs rest. This is because effective learning will hardly take place with this type of listening habit. He says that active listening calls for concentrating, absorbing, and fixing in the mind, as many of the details as is required of the student in learning and of the employee in the job performance. He however points out that both types of listening involve activity of the mind. Costner still agrees with Waters and Leonard, when he says that the listener must reach out to empathize and catch what is in the mind of the speaker. One must be involved to the point of being able to put information in sequence and in context with a personal situation. This means that the listener must apply the information to similar situations in her own life. He further says that cognitive listening also involves perceiving non-verbal cues which influence communication as much as the spoken word. This is why the transcription teacher should emphasize the importance of the listener watching the speaker closely for non-verbal expressions and added emphasis.

Johnson and Glenn (1990) discuss the types of poor listening as put forward by *Rasberry and Memoine (1990)*. They say that there are several types of poor listening which the shorthand and business communication teachers should watch out for:

The Faker - looks at the speaker, nods, comments briefly, or smiles occasionally, and appears to listen intently, but in reality, that person's thoughts are on something else entirely. The faker could be detected when she is asked to respond to questions or give any form of feedback and she cannot give anything substantial.

The Continual Talker - loves to talk. She always has something to say about any topic. She doesn't mind interrupting conversations in order to talk, and rarely gives anybody else the opportunity to talk. The teacher should watch out for this type of listeners, and try to curtail their response so that other students can benefit from the lecture or discussion.

The Rapid-writer Note Taker - thinks that it is important to record every word, and in the process, misses the next important point. This type of listener can be found in a new employee who is too eager to impress or please, and in her attempt to show efficiency, tries to record every instruction. If she is not careful, the salient points of the instructions or lecture will be missed.

The Critic - finds faults with almost everything. The subject matter is not interesting, the speaker's delivery style is not appropriate, or the speaker is not knowledgeable about the subject, or even the speaker's grammar. The researcher recalls a classmate in the teacher's college who was more interested in noting down the teacher's grammar errors, which he would review to the class members after the lesson, than taking down notes of important facts and points of the lesson. This person failed to listen for facts and the speaker's underlying feelings were missed.

The "I'm in a hurry" Listener - is too busy to stop, look a person in the eye, and finish a conversation. This listener is talking and listening while talking to others, addressing mail or shuffling through papers or doing some other work. This occurs more often during telephone conversations when the secretary tries to listen to what is being said, and continues with her work. She thus misses points that should have been taken down, so that the message is well understood when it is passed on to the person concerned.

The "hand on the doorknob" Listener - decides that the talk is over, moves towards the door, and stands with her hand on the door knob to indicate that "time is up". This is

common between bosses and subordinates, especially when the boss thinks she is not very interested in the topic of discussions.

The "make sure it is correct" Listener - thrives on pointing out mistakes others make and doesn't mind interrupting conversations or making the speaker look bad. In every situation there appears to be one person who listens very carefully for facts and is the first to signal when an error has been made.

The "Finish the Sentence for You" Listener - thinks she knows exactly what the speaker will say next, and tries to complete the sentence, only to end up using the wrong ideas. This person is impatient, in a hurry, and intrudes when the speaker pauses momentarily.

The "I've done one better" Listener - is the one who responds to events or activities in the lives of others with a story that demonstrates more difficulty, worse conditions, harder trials, and/or better results. This type of listener also misses salient points because she spends the time making comparisons.

The shorthand and transcription teachers need to be aware of these types of listeners in the class, and endeavour to correct such poor listening so that the students will learn better.

2.2.3 Barriers to Effective Listening

There are certain reasons that could be responsible for poor listening. These could be termed barriers to effective listening. They could be internal or external. For a person to be a good listener, she needs to be aware of these causes of/or reasons for ineffective listening, so that she can avoid them. As rightly pointed out by *Costner (1988)*, cognitive, active listening requires one to block out barriers that interfere with comprehension. This means overcoming the obstacles to listening such as distracting mannerisms, environmental distractions, letting the mind wander, over reacting to emotional subjects, or daydreaming.

Costner says that the listener can also control other internal obstacles that interfere with good listening. Among the obstacles he gives are the following:

1. Listening with a judging, prejudiced attitude-believing that it is necessary to approve or disapprove, judging based on personal likes and dislikes.

2. Thinking about oneself and giving a response as soon as the opportunity arises.

3. Assuming what the speaker is going to say, that is unimportant; and then tuning out.

4. Hearing what one wants to hear, ignoring what one disagrees with or feels threatened by.

5. Faking attentiveness and daydreaming.

6. Pre-judging the speaker or the content and closing one's mind to new ideas.

7. Paying too much attention to the speaker's appearances, pronunciation, accent, voice, mannerism, and grammar.

Costner further proposes that to be a good listener, one needs to try and overcome personal irritants. He says barriers that interfere with good listening can be overcome by controlling concentration through willingness and conscientious effort to listen. He adds that if one can control her own body language and posture, this enhances effective listening and comprehension.

Golen (1990) reviewed a study done by *Watson and Smeltzer (1984)*, which identified causes of listening problems as: lack of feedback about listening skills, lack of knowledge, lack of openness in the organization, and lack of employee motivation to practice effective listening. These problems exist in the classroom, and as Golen rightly pointed out, the importance of listening cannot questioned in both academic and organizational settings.

In the *Watson and Smeltzer* study (1984) reviewed by *Golen (1990)*, 114 business college students and 106 business practitioners completed an instrument that contained 14 barriers. The students identified disinterest in the topic, internal distraction, and

inattentiveness as the most serious barriers. The business practitioners identified disinterest in the topic, inattentiveness, and rebuttal tendency as the three top barriers.

Barker (1984) in their study of 127 college students, found that delivery (that is the teaching method and/or style of the teacher), credibility, speaker's voice - especially in a shorthand class, interestingness, understandability, and clarity were used to determine a speaker's effectiveness by the listeners. If any of these were found wanting, poor listening would result.

Seventeen behaviours were analyzed *(Hunt and Cusella, 1983)* which could also be barriers to effective listening, to include empathy (not listening with feelings), receiving skills, instruction, criticism, and giving feedback. If the feedback is poor and lacking, students will not be interested in listening because they know that they will not get the right response.

Dummont and Lannon (1985) give egocentric behaviour as one of the barriers to effective listening. They say that listeners usually fail to focus on the other person's point of view or idea. They also say that it is human nature to want to tell one's ideas, feelings, opinions, convictions, and jobs instantly without even waiting until the other person had finished talking. This leads the listener to interrupt the speaker and often change the subject at the same time. This is egocentricism and it leads to poor listening.

An employee would feel reluctant to express her views when she knows that they will not be listened to by the employers. The student on the other hand, becomes a poor listener when she is not comfortable. This may be due to internal problems like ill-health, hunger, fatigue, etc., or external causes such as noise, bad odour, rowdy environment, or even the teacher. The teacher of shorthand should ensure that the learning situation/environment is free from any kind of distraction, and take note of internal distractions in her students and try to help out.

2.3 Reading

Reading to the researcher is the ability to decipher and give meaning to written words. It is important to note that one should be able to decipher the words, understand them, and then give meaning to these words, before it can be said that one knows how to read.

According to *Briggaman and Sliva (1988)*, reading is a skill that most people possess from the second they are born. This is so because from early non-verbal reading, such as eye contact and voice recognition between parents and child, to high-level skills that bring meaning to the printed work, is reading, and reading is communication. This definition may further be expatiated upon by the fact if one watches a mother and her little infant, one will notice that they interact through reading facial and eye expressions. For example, a mother looks at her 3-month-old child and smiles. The child reads that to mean that the mother is happy with her, and she smiles back. The mother also responds to her child's needs when through watching her, she notices a frown that may indicate readiness to cry because of discomfort. This is all reading at the early stage of one's childhood days. At a later stage, one may be able to give meaning to printed matter.

Effective communication is vital to success and harmony in all aspects of human existence *(Glen and Johnson, 1990)*; and personal satisfaction in business, personal, social, political, and religious relationships, and activities depend on sound communication. The researcher agrees with this, in that in whatever profession or day to day activity carried out by one, one is engaged in one form of communication or the other.

The communication skills of listening, reading, writing and speaking need to be taught and/or developed in students of the secretarial courses extensively. Because as secretaries, they spend most of their time in offices carrying out one form of communication or the other. They could be listening to verbal instructions and dictations from their bosses, discussions with colleagues, subordinates, and members of the public. They read texts written by their

bosses or other people, which they must understand and get the writer's meaning in order to give the correct response.

They write out reports, minutes of meetings, transcribe dictations, write letters, and even speeches to be delivered by their bosses or themselves at occasions. They speak to their bosses, colleagues, subordinates, and members of the general public. This shows that most of the secretary's working hours are spent in one form of communication or the other. Hence the need for the proper development of their communication abilities.

Reading is not an isolated skill. It is a process *(Briggaman and Sliva, 1990)*. In order to read in the most conventional sense, a person must be able to interact with print, to understand the author's meaning and purpose, and to apply what has been read. This means that for a shorthand student to be effective, she should be able to listen to dictation or instructions, write them down, read them back and transcribe them accurately for effective communication to be said to have taken place. Where the student is unable to read back or decipher what she wrote down and thus transcribes inaccurate material, effective communication will not be the result.

Since the secretarial or shorthand students are sometimes required to compose letters, write out speeches, etc., they must know how to read *(Gieselman, 1982)*. Moreover, they must not only be able to read in the conventional sense, but they must be able to develop the highly specialized skills needed to read successfully. The skills include: the skill of proof-reading - quite often, errors are made that render students' transcribed materials unmailable, because these students do not take time to proof-read their work before it is removed from the typewriter and sent to their teachers for correction. The skill of knowing where to look for additional information on printed page - most secretarial students of the Plateau State Polytechnic may not know where to look for additional information of sorting, storing, and

analyzing the print for the total message. Reading, therefore, is not an isolated skill, but one that goes hand in hand with other communication skills.

Reading, like listening and other communication skills can, and should be taught to students during shorthand classes. The shorthand teachers should take time during reading exercises to ensure that emphasis is placed where it should be. Pauses are inserted where commas, semi-colons, and colons appear. The student should be taught during reading to express surprise where there is an exclamation mark, and ask a question when a question mark is used. This is because unless the correct meaning is given to the material being read, transcription will be inaccurate.

As succinctly expressed by *Langemo (1972)*, no shorthand teacher would dispute the fact that well-developed language art skills are essential to transcription. Proper punctuation, proper sentence structure, and proper use of words are all essentials of good transcription. This means that if a shorthand teacher does not teach the students to listen out for punctuation marks during dictation, the meaning of the material or sentences may turn out to be distorted during transcription as the students may omit the punctuation marks. Langemo further stated that without the knowledge of these conventions of written English, students do not find it possible to produce mailable transcripts.

It is only right at this point to discuss how to teach reading, so as to further point out the importance of reading as a communication skill to the shorthand students and teachers.

Briggaman and Sliva (1990) discuss several interpretations as to what exactly constitute reading. Among these interpretations are phonics, whole-word, speaking or listening, and comprehension perspectives. These learning styles can also be considered when learning to read. They went on to discuss these styles as:

Phonics - A method whereby students are taught to put sounds to the symbols called letters. Phonics is used in shorthand when students are taught to put sounds to the shorthand symbols during transcription.

Whole-word - In this method, students are allowed to learn the whole word, and they memorize the word. In this type of learning, there is little understanding associated with the words being learned, and students cannot transfer word meanings to other situations. This style of learning is similar to the one used when students have to learn and memorize the outlines for brief-forms or shortforms in Pitman Shorthand. The writing of the shortforms outlines does not follow the normal rules of fully vocalizing the outlines, and so the principles of writing them cannot be applied to the writing of other outlines that are not shortforms.

Speaking/Listening - Before reading can be meaningful, students must have the ability to manipulate language through speaking and listening. This means that the students must possess a good command of the English language to enable them speak well without errors. They should also be taught how to listen to sounds of words being made before they write them down in shorthand symbols.

Comprehension - There must always be comprehension, meaning, associated with words that are being learned. Meanings associated with even the most simple words are the beginnings of comprehension. Comprehension occurs when students are able to read texts and answer questions about the written material correctly. When this is applied to shorthand, comprehension can be said to have occurred when students can read back or decipher the shorthand symbols they write.

Crank (1982) in their review of a study carried out by *Pullis (1972)*, emphasized that fluency in writing shorthand appeared to be fostered by fluency in reading shorthand. They stated that Pullis indicated the belief that reading shorthand apparently served as an effective motivator in writing shorthand as well as an effective motivation for homework preparation.

They stated that Pullis indicated the belief that reading shorthand apparently served as an effective motivator in writing shorthand as well as an effective motivation for homework preparation. They further stated that while there are exceptional cases, most students who are proficient in reading become proficient in taking dictation. This goes a long way to further emphasize the importance of reading to the shorthand students. They must therefore be taught how to read.

The shorthand teacher must be aware of the fact that students do not have the same learning styles, just as teachers have different styles of teaching. The shorthand teacher should therefore try to discover what the students' learning styles are, and teach them accordingly. The teacher should also endeavour to teach the students how to read in order to learn. The teacher can teach the students how to read back their own shorthand symbols by giving them various exercises that will help them in that direction. Such exercises would include penmanship exercises, reading from stale notes, reading from printed shorthand plates, etc.

2.4 Importance of Reading

Since the ultimate aim of learning shorthand is the production of mailable materials or jobs, reading forms an important part of this process. As pointed out by *Crank (1982)* in their review of the research carried out by *Pullis (1972)*, fluency in writing shorthand appeared to be fostered by fluency in reading shorthand. This shows that a shorthand student must be fluent in reading shorthand outlines before she can write them. This is as a result of the fact that as the student writes shorthand, she tends to read along. When she reaches a word she cannot quickly decipher, she will hesitate and thus automatically, her speed will be reduced.

It is therefore a fact that reading, just like listening, plays an important role in effective communication in the business word.

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2.5 Types of Reading in Shorthand

There are several types of exercises that can be used to teach reading in shorthand. These include reading from stale notes written by the students from printed shorthand plates several days after writing. Reading from shorthand notes in class, with the teacher helping out. Reading in unison or individually. This, according to *Crank (1982)*, should be done in class and the teacher serves as a guide when the students hesitate over difficult outlines. Reading for meaning starts with students learning to read on the individual-character level, and as they gain skill in recognizing these individual characters, their recognition unit should increase to words, phrases, and short taught units.

The teacher can also dictate to students and then ask them to exchange their books and let them read each other's notes. This is to enable them strive to write good shorthand outlines so that another person can easily read them.

2.6 Relationship of Reading and Listening

Listening and reading are related in that they both require the effective use of the brain. *Lundsteen (1989)* states that the quality and appeal of what one is asked to listen to is instrumental in determining how well a listener attends to the speaker. She also suggested that the same textual qualities that promote attentive reading comprehension should promote more skilful listening. The researcher agrees with this assumption in that if a text is not appealing or interesting, the reader as well as the listener will not concentrate. This means that the text material should be interesting enough to stimulate concentration and comprehension by the reader and listener.

Listening *(Ronald & Roskelly, 1985)* is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing, that writing and reading demand. This further points out that listening and reading require the same skills.

Reading and writing are in the same areas of proof-reading, knowing where to look for information on the printed page *(Gieselman, 1982)* of sorting, storing, and analyzing the

print for the oral message and integration with other sets of literary skills such as listening and writing.

These studies show that there is definitely a relationship between listening and reading. The shorthand student has to listen to dictation or instructions which she records in symbol shorthand, and later on deciphers during transcription. This is a form of reading which requires the use of the same skills as listening.

2.7 Shorthand/Transcription

Shorthand is the art of representing spoken English sounds with symbols *(Pitman, 1938)*. For this reason, shorthand cannot be divorced from the English language or business communication. Because English language is the media of communication for the secretarial profession in this country. In view of this, the entry behaviour of students into the secretarial course should not be lowered.

The lowest grade qualifying students for entry into the secretarial course should be a credit in English language, and then other aptitude tests should be conducted to test their abilities to perform above average *(Towe, 1989)*.

Many students encounter difficulty in communication even at the tertiary level. Those who claim they passed English language at the secondary school level are found to be quite weak in areas like listening and reading back what they write. These weaknesses manifest themselves in shorthand transcription and the production of accurate mailable letters. Since it is only when the students transcribe accurately that it can be said that the set goals of learning have been attained. It is expected that the efficient communication teacher should always endeavour to emphasize listening for oral as well as non-verbal communication skills in and out of class.

The aims and objectives of teaching shorthand transcription is to attain the set goal of developing effective communication skills in students. To achieve this, the secretarial

students need to have good command of the English language so that they will be able to produce accurate and mailable letters and other materials in order to obtain positive feedback.

No boss will accept any letter that has up to four errors from his secretary. The secretary has to be really good in the use of English language so that she can avoid making errors by sending out letters with distorted messages. The employer of secretarial students does not pay for their ability to type or write dictation at high speed. What she pays for is the secretary's ability to produce accurate mailable materials that will portray the good image of the organization. *Crank (1982)* rightly stated that a good letter is a representative of the sender organization. A good accurate letter *(Coombs, 1979)* is an ambassador of the sender organization to the receiver organization. This means that a receiver of a neat, accurate, and well-displayed letter takes the writer organization seriously. She is impressed by the letter. Whereas a receiver of a badly typed letter gets put off by the errors in the letter, and may take her business elsewhere.

Since the secretarial profession is one that requires 100% accuracy in production of secretarial service, the emphasis being laid on English language as an entry requirement into the secretarial programme is not misplaced. Sometimes when the employer is busy or absent, she expects the secretary to take charge of the affairs of the office, and perform perfectly with little or no supervision from her. The secretary should have flawless English language usage to help her carry out such duties. The secretary could be required to take instructions on how to carry out certain duties when the boss is absent. Whatever the nature or function the secretary is expected to perform she needs to have good listening and reading abilities. The secretary must be able to listen to instructions on how jobs are to be done in the office. At the same time, she should be able to read back what she wrote down during the instruction giving session or get the meaning out of already written down instructions.

An individual spends most of the day listening and talking *(Murphy and Peck, 1980)*. Listening, therefore plays a vital role in any communication. This means that a secretary in an office spends most of the day either listening to instructions from her boss, or passing messages and instructions to colleagues, bosses, and even members of the public who may call in at the office. The same thing applies when the secretary is still a student. She spends most of the day at school listening to dictation, instructions, lectures, and conversation from friends and colleagues.

Without listening and reading, messages will not be passed therefore business transaction will not take place, nor would learning for that matter. When someone speaks, she is attempting to inform, persuade, or entertain one or more individuals *(Murphy and Peck, 1980)*. The secretarial student who is going to work in business organizations that need to persuade the public that their services and goods are the best, should be properly taught how to listen to, and read instructions in order that the goals and objectives of the organizations are achieved. The shorthand students who transcribe what they hear should certainly be taught how to listen and assimilate what is said.

2.8 Punctuation

Punctuation in writing is a development of the past three or four hundred years *(Keithley and Thompson, 1977)*. Writing on the other hand, is thousands of years old. Punctuation came into use in the middle ages as priests and preachers marked their sermons. Their marks, combinations of squiggles and dots, were cast into type by the early printers and eventually became commas, semi-colons and periods. Punctuation is somewhat complicated, as language is complicated.

Punctuation is important because it adds expression and meaning to one's writing *(Keithley and Thompson, 1977)*. Its correct use makes one's meaning clear to the intended

reader. This definition is acceptable to the researcher in that if there is no punctuation in a sentence, such a sentence will hardly make any sense to its reader.

In order to assist the reader to grasp the meaning of a written sentence *(Pink and Thomas, 1974)*, certain stops or marks or punctuation are inserted to indicate where the pauses would naturally be made in reading the sentence. This definition further stresses the importance of punctuation in communication. It should therefore be part and parcel of the business communication curriculum. *Pink and Thomas* (1974), however point out that there is no rigid system of punctuation universally used. Certain rules are generally observed; but on minor points, practice varies with different writers, and special considerations sometimes lead a writer to depart deliberately from the conventional method of punctuation.

It is necessary that this study discuss some of the punctuation marks briefly, to emphasize when and where to use them, as discussed by *Keithley and Thompson (1977)*, since the wrong application of any of them constitutes an error in transcription.

Periods/Fullstops

These are used at the end of the sentence. All statements, ordinary commands, requests, and indirect questions end with a period which is represented by (.). For example:

The shipment of parts will be delivered Friday.

Occasionally, a fragment - usually an answer to a question - is used in business writing, such as advertisements or announcements.

Most fragments end with a period. For example:

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Yes, on Friday.

Periods are also used with abbreviations. For example:

Mr. Michael A. P. John, will meet with us next Thursday.

Periods are used with figures and sums of money. For example:

A 12.15 per cent increase in production is expected in the last quarter of the year.

Our newest toy costs 12.50 wholesale.

In enumerations. Each item in an enumeration is capitalized, and no period is placed after the item unless it is a complete sentence, as shown in the following example:

Lists	Outlines
Please send me the following:	1.
1. A copy of the by-laws	A.
2. A list of members	1.
3. The year's calendar of events	2.
	a.
	b.

Exclamation Points -

The exclamation point (!) is used to express emotions, urgent command, and various degrees of exclamation. It may be placed at any point in a sentence and does not require other punctuation. For mild exclamations, use a comma or period.

The following examples help to emphasize the use of exclamation points:

MILD: Oh, what a house EMOTION: The building's on fire!

STRONGER: Oh! what a house!

QUESTION FORM: How can you lose! Who knows, it may turn out well!

EJACULATIONS: Call a doctor! It can't be true! Remarkable! Stop!

Question Marks -

The question mark (?) is usually an end-of-sentence punctuation mark. It should not be used in addition to a period except following an abbreviation at the end of a sentence. It is used in the following situations:

Direct Questions

Where are you going?

Who is the General Manager of this company?

Indirect Question - In this situation, the question mark should be omitted, because the sentence does not require an answer.

For example:

He asked if he could go.

But who knows what he will do next.

If the question mark were used, the question would be more emphatic.

For example:

But who knows what he will do next?

Quoted Questions - If a quotation is a question, the question mark should be placed inside the quotation mark.

The employer asked "Why aren't you working?"

The question mark should follow the period after an abbreviation at the end of a sentence.

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Are you sending the goods C.O.D.?

Use the question mark to indicate doubt (in parentheses)

The artist was born in 1850 (?) in Kaduna.

The question mark is used for a series of questions within a sentence:

Are the principal teams of participants made up of boys?

This study will now look at the following internal marks used in sentences as discussed by *Keithley and Thompson (1977)* - commas, semi-colons, colons and dashes.

Commas -

Commas are used in compound sentences. Compound sentences are made up of two or more independent clauses joined by one of the co-ordinate conjunctions and, or, but, nor, so, and for. The comma is used to separate these independent clauses, unless they are short clauses. For example:

The vice president will be in to see us today, but he will not stay for lunch.

Commas are also used after introductory expressions. Sentences are often introduced by adverbial modifiers - words, phrases, or clauses. Such expressions may give writing greater variety or emphasis. One must decide whether or not to use a comma in situations similar to those given below. One must however keep in mind one's main objective - to make the meaning clear. Commas can be used:

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1. Introductory words - use a comma after an introductory adverb if one wishes to give it emphasis or attract more attention. The comma helps the reader to grasp the meaning of the verb, e.g. lately, I've been working overtime. The comma can be used after an introductory expression used as a connector, such as therefore, however, accordingly, of course, after all. For example: After all, I am a senior lecturer.

2. Short introductory phrase. Here, the degree of emphasis desired gives one the clue. The comma should be used after introductory phrases to gain more attention. For example:

   EMPHASIS: For a President, he was exceedingly friendly.

   LESS EMPHASIS: For a president he was exceedingly friendly.

   Introductory phrases that state time or place are usually not followed by commas. For example:

   On Wednesday the Graduate Assistants will meet with the Dean.

But commas are always used after an introductory phrase if the sentence could be misread without it. If the introductory phrase contains a verb, it is usually set off by a coma. For example:

UNCLEAR: To help the accountant provided some information.

The sentence above, without a coma could be misread.

CLEAR: To help, the accountant provided some information.

3. Long introductory phrases. *Keithley and Thompson (1977)* say that a comma is usually essential after a long introductory phrase to help the reader grasp the full meaning of the main statement. For example:

For a man with two jobs, he was unusually efficient.

4. Introductory dependent clauses - a comma should be used after an introductory dependent clause that precedes the main clause. If the dependent clause appears at the end of the sentence, a comma is usually unnecessary. For example:

> When the new evidence was introduced, the judge reversed his decision.

Commas are also used in series. This means that commas are used in sentences to separate a series (three or more) of words, phrases, or clauses that follow one after another in parallel form. Commas are used to set off interrupting expressions, with restrictive phrases.

Semi-Colons -

A semi-colon (;) is used to connect the main clause of a compound sentence when a conjunction is used. An, or, and, but, are the most commonly used conjunctions although others used to join main clauses are nor, for, yet, and so. Thus, either a conjunction or semi-

colon is necessary to hold main clauses together. It is better to think of the semi-colon as more like a period than like a comma. For example:

> This home study course shows you how to write clearly; it helps you learn how to spot errors.

Colons -

A colon is a stop to warn the reader that something important is coming *(Keithley and Thompson, 1977).* It may be used in a number of situations to link the main thought with some explanatory remark. While the colon indicates a major stop in written prose, it is not used for end-of-sentence punctuation. On the other hand, a complete thought may be expressed after the colon. The use of the colon, however, is generally indicated by lead-in words in the first part of the statement. It should be borne in mind that a colon follows a grammatically complete statement. The most important uses of the colon are:

To follow a lead-in statement. Words such as these, there are, following, as follows, lead naturally to the use of the colon. For example:

> There are three men on the committee: Bala Ibrahim, Aliyu Inuwa, and Ibrahim Garba.

Before listed items. A statement introducing a list of items is followed by a colon. The list may follow in sentence form, or it may follow in outline form. For example:

> The improvements needed in our office are these:
> increased secretarial assistance, better duplicating service, prompt mail delivery, and daily janitorial service.

> Administrators are responsible for the following activities:
>
> budgeting — purchasing
> employing — supervising

The colon is also used to introduce quotations. A complete grammatical statement should precede a quotation.

The office manager gave the new employees the following advice: "Take an interest in your job if you expect to become an important part of this office."

Colons are also used for routine uses of the colon. There are two uses of the colon in everyday practice:

1. Between figures written to express hours and minutes: 7:30 a.m.; 3:00 p.m.; 10:45 a.m.

2. Following the salutation in business letters.

Dashes - A dash (-) should not be considered a general punctuation mark *(Keithley and Thompson, 1977)* to be used at random for any and all purposes. It is used to add force to one's writing, as a stronger mark than a comma - it interrupts more abruptly. Dashes may be used in the following ways:

a) to add force. For example:

> The Rector is the only one authorized to write checks - and he was not available.

b) to set off a series of appositives without confusing them with the nouns they explain.

CLEAR: Several members of the Chancellor's staff, the administrative assistant, the budget analyst, and a secretary - attended the Personnel Committee meeting.

c) to indicate a sharp interruption or a sudden turn in the flow of thought. For example:

> The office manager was here with - what was the name of the man to whom we sold our desks?

d) before the words for example, namely, such as, that is, e.g., and i.e., when a complete thought precedes the expression.

> A secretary needs many unusual qualities - for example, a sense of urgency, a spirit of dedication, a high level of technical skill.

There are other punctuation points that may be considered miscellaneous marks of punctuation, but which are equally important to the shorthand students. These include:

Parentheses - Parentheses (), as marks of punctuation within sentences are used in a variety of situations. Business writers are not likely to use parentheses frequently, as parenthetical expressions are also enclosed by other means - commas and dashes. Material enclosed with dashes and commas usually contributes something to the main thought of the sentence. Words enclosed by parentheses make no contribution to the main thought of the sentence even though information is provided. De-emphasis is more effective with parentheses than with other marks of punctuation. Parentheses are used in the following situations:

a) to enclose parenthetical word groups not of special importance.

> My lawyer (who smoke too much) is meeting me this afternoon.

b) as enclosure for letters or numbers that precede a series in a sentence.

> Social Security provides three different kinds of benefits. (1) retirement, (2) survivors, and (3) disability.

c) in legal papers to enclose a figure following a spelt-out number.

> I hereby agree to purchase the house at 143 Abdulsalami Street, Jos Plateau State, for the sum of eighty thousand naira (80,000.00).

d) to enclose reference information such as page numbers and publication references, e.g. K... BRAHIM ...

> The Nigerian Postal Guide (which can be obtained from the office of the Post Master General, Lagos) is especially recommended.

Quotation Marks - (" ") are used to repeat another person's remarks in her own words referred to as a direct quotation. The person's remarks can be put in the

indirect quotation. This occurs when the quotation is not in the person's own words, but re-phrased in the person quoting's words.

Apostrophe - (') when correctly used in writing, apostrophe shows ownership. e.g.

Aliyu's book was stolen.

Ellipses - (...) periods used in writings, typewriting, or printing to indicate the omission of words or letters from the beginning, the middle, or the end of a sentence *(Keithley and Thompson, 1977)*. It is used more often in quoted material than in an author's own prose. By its use, the person quoting believes she can convey the meaning of the passage without using all the words of the original author. The usual punctuation (including the period/fullstop) is used at the end of a sentence even when ellipses also appear.

Italics - these are type faces that slant upward and toward the right. They are used to set off important words and phrases to make written communications more readily understood. The same emphasis can be obtained in typewritten material by underlining.

Word Division - Word division is occasionally necessary to make the right margin of a letter, manuscript, or report as even as possible. The syllable is the basis for all correct word division *(Keithley and Thompson, 1977)*. One should try to avoid word division. Words should be divided only between syllables. One-syllable words should not be divided. Leave at least two letters at the end of a line of writing, and carry over at least three letters to the next line. This promotes continuity of thought. Also, the last word in a paragraph or the last word in more than two consecutive lines. Contractions like shouldn't, wouldn't, haven't, they're, should not be divided. Likewise, abbreviations should not be divided. Divide between double consonants

unless the double consonant is part of a root word. Begin-ning, suc-ceed, omi-ted, but drill-ing, pass-ing.

Divide after a one vowel syllable that occurs within a word. Divide between two consecutive vowels that are pronounced individually. Divide before a recognized suffix such as able, ible, or ical. Divide one-word compounds between the compound elements like: letterhead: letter-head. Hyphenated words should be divided only at the hyphen. Avoid dividing proper names. When division is necessary, divide after the title and initials or after the title and first name. Degrees or other letters after a name should not be separated from the surname. Do not separate dates between month and day. If some division is necessary, write August 3, 1956 or Aug-/ust 3, 1956.

2.9 Dictation

Dictation is the reading out of materials, passages or instructions by a teacher or reader *(Crank, 1982)*. This means that dictation involves reading, speaking, listening and writing. The person dictating calls out whatever material she is reading, students listen, and at the same time, write it down in symbol shorthand. This symbol shorthand is later on transcribed into mailable form by the shorthand students.

The dictation can take the form of passages, newspaper and magazine articles, phrases, or shortforms, or even verbal instructions on how to get to a certain place.

The quality of the dictation material determines how fast and accurate a student records what is dictated. If the material is of high syllabic intensity, the student may hesitate when writing, and lose part of the dictation *(Crank, 1982)*. The shorthand teacher should therefore use passages that are of average syllabic intensity, with a minimum number of new and/or strange words, and the passage should be interesting and of educational value.

2.10 Summary

The importance of listening and reading to both the college student and the businessman cannot be over-emphasized as pointed out by the various studies reviewed. Listening and reading use the same skills of concentrating, sorting, solving, and generalizing. The shorthand student needs to listen effectively to be able to produce accurate transcription. The businessman needs to listen to his customers and associates so that he can maximize profit.

Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study was to discover the effects poor communication skills of listening and reading have on the transcription competency of shorthand students of the Secretarial Studies Department of the Plateau State Polytechnic, Barkin Ladi. This chapter focussed on the research procedures which included:

a. the research design;

b. the study population;

c. the study sample selection;

d. pilot study;

e. data collection procedures and analytical tools;

f. limitations to the research methodology.

3.2 Research Design

a. The research was an experimental research

b. There were two groups:

i. CS IV A (i) = Group A Experimental Group

ii. CS IV A (ii) = Group B Control Group

c. The Experimental Group was exposed to special intensive lecture and coaching, while the Control Group was not so exposed.

d. The experiment took six (6) weeks.

e. There was a Pre-test and a Post-test which was administered to both the experimental and control groups.

3.3 Population

The population of this study was the Secretarial students in all the Polytechnics in Nigeria, and the Confidential Secretary Four students in particular. This study was however,

not able to investigate this problem nationwide; perhaps that could be the theme of a larger study. However, though inadequate and highly insufficient to be the source of any generalizations on the subject matter because of its limited scope, the researcher constrained the study on the Plateau State Polytechnic, at least, as a starting point. Therefore, the five hundred (500) students in the Secretarial Department of the Plateau State Polytechnic constituted the target population for this study.

3.4 Study Sample Selection

Since this is an experimental study, the sample consisted of the Confidential Secretary Four (CS IV) class numbering 110, which is about 22% of the five hundred (500) students in the Department of Secretarial Administration. This sample was divided into two groups (with the permission of the School Authority).

The characteristics of the sample were:

i. the CS IV is the class that features students who after leaving school, work as the lowest cadre of the Confidential Secretary grade, and therefore carry the bulk of the secretarial duties in organizations. Some of their work include: taking down dictations from their bosses and transcribing dictations, letter and report writing, taking instructions on jobs from their bosses, composing and writing out speeches, preparing seminar papers, workshops materials, etc;

ii. the CS IV class was the only class that had two arms CS IV A (i) and CS IV A (ii) which were used as the Experimental (CS IV A (i) and Control (CS IV A (ii)) groups;

iii. the two arms of the class are required to do business communication (English language) throughout the course duration of 18 months. Business communication it should be recalled, is one of the most important variables of this research.

3.5 Pilot Study

A preliminary investigation was conducted by the researcher in the process of planning this study. During the course of the investigation, the researcher discussed with the Head of Department of Secretarial Administration, the Head of General Studies Department,

the Shorthand Lecturer, and the Business Communication Lecturer in charge of the CS IV classes.

The purpose of the discussion was to find out how much emphasis is laid on the development of those skills that help the transcription competency of the students. Secondly, the researcher was interested in finding out what the admission policy of the Secretarial Administration Department was with regard to CS IV entry requirements. Thirdly, the researcher wanted to find out how much time the Business communication lecturer spent on the teaching of the following business communication skills: listening, reading, speaking, and writing. Fourthly, it was necessary to find out how much the shorthand and business communication lecturers did liaise with each other to ensure successful acquisition of accurate communication skills by the students. Finally, in view of the importance of English language in the secretarial course, it was ideal to inquire if the General Studies Department had any standard English language tests for prospective CS IV students. The result of this preliminary investigation served as the basis for moderating the materials used for the experiment.

3.6 Data Collection

3.6.1 Classification of Variables

As stated in section 3.4 above, CS IV A (i) numbering 55 students, constituted the Experimental Group, while CS IV A (ii) also numbering 55 students was taken as the Control Group for the study.

Students' performance in this research was measured with the following variables:

i. Listening - Independent variable

ii. Reading - Independent variable

iii. Business Communication (English language) - Independent variable

iv. Shorthand - Dependent variable

v. Transcription Competency - Dependent variable

vi. English language entry qualification - Independent variable

Measurement of the variables listening, reading, English language (Business Communication), shorthand, and transcription competency was done through tests administered to the students in the two study groups and graded on a scale of 0-20 for each of the variables.

3.6.2 **Research Treatments**

First, both groups were given pre-test in all the variables listed above. Then the Experimental group was exposed to intensive coaching on how to improve their listening, reading, and other development activities. Lectures on how to effectively use other communication skills such as grammar usage, punctuation, spelling, writing, speaking, vocabulary, etc., were also given to the Experimental group for a period of six weeks.

The Control group did not benefit from this special learning programme. However, the Control group went through the regular learning programme of the Polytechnic for the period under review. At the end of the six weeks period of intensive coaching, a post-test comprising the use of these skills was administered to both the Experimental and the Control groups. The scripts were graded on the approved scale of 0-20 per variable.

3.6.3 **The Test Material**

The pre-test comprised sections A, B, C. Section A comprised 10 multiple choice questions on English language usage. Section B comprised two writing exercises which required the students to write a report on an excursion they had undertaken, and a business letter. Section C consisted of dictation and transcription exercises that tested the students' listening and reading abilities. The lectures for the Experimental group comprised methods of teaching and improving English grammar usage. There were exercises to improve the students' listening and reading ability levels.

The post-test comprised questions with similar sections A, B,, and C, as in the pre-test. It tested English language ability, shorthand, and transcription competency in order to measure the effects of the new listening and reading skills on the Experimental group. The test was administered to both the Experimental and the Control groups. The idea was to compare the performance of the Experimental group with that of the Control group.

3.6.4 Administration of Research Materials

The researcher personally taught the special listening and reading skills development lessons as well as took the lectures on communication skills development, shorthand and transcription. The grading of the pre-test scripts was done by the subject lecturers, but thoroughly supervised by the researcher.

3.7 Data Analysis

The following statistical tools were used to analyze the data resulting from this experimental research.

3.7.1 The Correlation Theory

In hypotheses I, II, and IV, the researcher was concerned with the degree of association between transcription competency and English language, transcription and shorthand, and transcription and listening, reading skills. Since the students' scores were random variables from a fairly normal distribution, a measure of the correlation coefficient "r" between transcription and any of the independent variables, could be got from the formula:

$$r = \frac{n\Sigma x_i y_i - \Sigma x_i \ \Sigma y_i}{\sqrt{[n\Sigma x_i^2 - (\Sigma x_i)^2 \ [n\Sigma y_i^2 - (\Sigma y_i)^2]}} \quad \ldots\ldots\ldots 3.7.1$$

where x_i = scores in the independent variables

y_i = scores in the dependent variables

n = number of pairs measured variables

This is the Pearson's Product Moment Correlation Coefficient whose values should be in the interval [-1-0-+1]

i.e. -1= r =1 and

r^2, known as the coefficient of determination is the amount of the variation in the dependent variable (transcription) that can be explained or predicted by observing the independent variable (English language, listening, reading, etc).

Inference About the Correlation Coefficient

Using the assumption of normality of the random observations in this experiment, the calculated value of "r" was used to test the significance of the correlation of transcription on the other independent variables. If the two variables are both independent, "@" (rho) the population measure of "r" will be zero as ? will be zero (i.e. the regression coefficient). If "r" which is a sample estimate of "@" is close to zero, it was then concluded that there is not sufficient reason to regard the two variables as related. But if "r" is sufficiently far from zero, then it could be concluded that the two variables are related.

Statistical tables (p. 36) show percentiles of the sampling distribution of "r" under the assumption that two variables have independent normal distributions. For example, in the experiment carried out in this study, if the observed value of "r" in the sample of 55 students were larger than 0.266 or less than -0.266, the null hypothesis that :H_0:@ = 0 against H_1:@ ? 0 would be significant. It would have confirmed the significance test of "r" by using the `t' distribution in the relation:

$$t = r_{sx} \sqrt{\frac{n-2}{1-r_s^2}} \qquad \textbf{...equation 3.7.2}$$

where r_s = the calculated sample correlation coefficient, n = the sample size. If the calculated values of 't' are greater than the critical value from the statistical table at the chosen level of significance, the null hypothesis will be rejected and it will be concluded that the relationship between transcription and the corresponding variable is significant. For the hypotheses, the researcher chose a significant level of 5% or 0.05.

3.7.2 Test Involving Differences of Two Sample Means

In hypotheses III, V, VI, it was postulated that the students showed no significant change in behaviour due to either entry qualifications or by participating in an intensive coaching in listening and reading skills development.

For these hypotheses, the changes in the mean transcription scores of the students with good English entry qualification and those with poor English qualification were measured (hypothesis III), as well as changes in the mean transcription competency scores of the students who underwent the listening and reading skills development and those who did not (hypotheses V and VI). To test the difference in the overall means of the students' performance in transcription, the following assumptions were made:

i) the measurements were drawn from two normal populations with means μx_1 and μx_2 and variance of σ^2_{x1} and σ^2_{x2} respectively. Let x_2 = mean score in transcription of the sample of students drawn from the second population. Let n_1, n_2 be the sample size taken from populations 1 and 2 respectively. We define:

$$Z = \frac{(X_1 - X_2) - (\mu_{x1} - \mu_{x2})}{\sqrt{\frac{\sigma^2_{x1}}{n_1} + \frac{\sigma^2_{x2}}{n_2}}} \qquad \text{.... equation 3.7.3}$$

as the appropriate statistic for the significance test of difference in the mean performance in transcription competency of students with good English entry

qualification and those with poor English entry qualification OR those who benefited from the listening and reading skills development and those who did not.

NOTE: μ_{x1} was estimated by X_1

μ_{x2} was estimated by X

while σ^2_{x1} and σ^2_{x2} were estimated by

S_{x1}^2 and S_{x2}^2 respectively, where

$$X_1 = \frac{n_1 ?x_1}{n_1} \quad \text{... equation 3.7.4}$$

$$X_2 = \frac{n_2 ?x_2}{n_2}$$

and

$$S^2_{x1} = \frac{?X_1^2}{n_1} - \frac{[?X_1]^2}{n_1}$$

and

$$S^2_{x2} = \frac{?X_2^2}{n_2} - \frac{[?X_2]^2}{n_2} \quad \text{... equation 3.7.5}$$

The critical value of Z at the significance level of $\alpha = 0.05$ or 5% for a two sided test is 1.96 for a one sided test. Therefore for testing the null hypothesis of no difference in the scores,

$H_0: \mu_{x1} = \mu_{x2}$

$H_1: \mu_{x2}'$

the H_0 would be rejected if the calculated Z is greater than Z at the stated level of significance, and it would be concluded that the observed difference was due to the treatment given to the students in this experimental research.

Chapter 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented observed facts of the research, analyzed and interpreted the results of the analysis with a view to answering some or all of the research questions posed in an earlier chapter relevant to the research problem.

Data analysis itself involved the breaking down of facts and figures obtained in the process of the study by use of statistical and mathematical methodology in order to expose or confirm any relationships among the research variables that may be pertinent to the objectives of the study. Therefore in this chapter, efforts were made to statistically analyze the observations presented by this experimental research as well as examine critically the corroborative oral evidences of lecturers and administrators of Secretarial Studies. Several questions which investigated the problem of the research gave rise to six null hypotheses, each of which were statistically tested for significance or non-significance.

4.2 Data Presentation

The test scores in Listening, Reading, English language, Shorthand, and Transcription Competency of CS IV students of the Secretarial Department of the Plateau State Polytechnic, Barkin Ladi, who constituted the study sample of this research, have been tabulated and displayed in appendices 4(i) and 4(7) for the Pre-Post skills development for the Experimental and Control groups respectively.

4.3 Data Analysis

In this section, the analysis of the data presented above was undertaken, followed by attempts to interpret the results as much as possible.

4.3.1 Students' Test Scores: Tests of Hypotheses

As stated earlier, the students' performance in this experiment was measured through five variables viz: Listening, Reading, English, Shorthand, and Transcription Competency. Based on the suspected relationships of these variables and their probable effects on one another, six null hypotheses were put forward. These were tested in sequence below:

Hypothesis 1 ($H_0 1$): There is no significant relationship between a Secretarial student's English language ability and her Transcription Competency

The above hypothesis was based on research questions 1 and 4 which posed to find out to what extent a secretarial student's English language ability - i.e. communication ability (word spelling, grammar, punctuation, vocabulary, etc) does affect her transcription competency.

To test this hypothesis, the Pearson's Product Moment Correlation was examined between the students' English language scores and their transcription competency. Both the Experimental and Control groups were used, the result using equation 3.7.1 is summarized below (table 4.1):

Table 4.1 **Product Moment Correlation Coefficient showing the Relationship between Students' English language Scores and their Transcription Competency**:

Groups	Post-skill Development Tests			Remark
	r	r^2	t	
Experimental: N = 55 Control: N = 55	0.834 0.4072	0.6955 0.1658	11.00 3.25	Reject

The Experimental Group's correlation coefficient of 0.834 is very high correlation between scores in English and scores in Transcription. For the amount of explained variation in the correlation using r^2, the result showed that as much as 69.55% of a student's scores in

Transcription can be explained by her score in English language. For the Control group, only 16.58% can be so explained.

Testing "r" for independence which was an estimate of @ for

$$H_0: @ = 0$$

The critical value of r at & = 0.05. for a two sided test was 0.266 using the table of percentiles of the distribution of "r" when @ = 0, whereas the calculated "r" from the experiment was 0.834 which was highly significant.

Also, converting the correlation statistic to the t-distribution and using the relation given in equation 3.7.2, the calculated value of t = 11.00 whereas the critical value of "t" for $\alpha = 0.05$, two sided test at 53 (n-2) df was 2.00.

From the above results, the null hypothesis which stated that there is no significant relationship between English language ability and Transcription Competency was rejected. Therefore much of a student's score in Transcription can be predicated by her score in English language as both are significantly related.

Hypothesis II (H_2): There is no significant relationship between students' performance in English language and Shorthand

This hypothesis had its roots in research question 2 which probed the effect of English language ability on a student and her performance in shorthand.

In testing this hypothesis, the Product Moment Correlation Coefficient was calculated for English language scores and Shorthand scores, again, using Experimental Group's post skills development scores. The result is summarized in table 4.2 below:

Table 4.2 **Product Moment Correlation Coefficient Between English language Scores and Scores in Shorthand**

Groups	Post-skill Development Tests		
	r	r^2	t
Experimental:	0.743	0.5520	8.08
Control:	0.437	0.1909	3.53

The result shows that English language and Shorthand have high correlation of 0.743 for the Experimental group and 0.437 for the Control group with 55.20% of the variation in Shorthand being explained by English language performance for the Experimental group and only 19.09% for the Control group being so explained.

Testing "r" for significance for H_0: @ = 0

Both are highly significant at the significance level of 0.05 with calculated "r" value of 0.266 and a "t" value of 3.53 against the critical value of 2.00.

Thus, there is no reason for the acceptance of null hypothesis of no relationship between students' performance in English language and Shorthand. Therefore much of the students' performance in Shorthand can be explained by their English language ability. This result has a serious implication in the problems of shorthand students as it thus so appears that proficiency in English language may be a necessary `ingredient' for good performance in shorthand.

Hypothesis III (H_{03}): There is no significant difference in the Transcription Competency of students with good English Entry Qualification and those with poor English Entry Qualification.

This study has, so far, established the significance of English on Transcription as well as in Shorthand. The study further investigated, however, whether pre-qualification in English language is significant for proficiency in Transcription. This is in consonance with

research question 3 which probed the position of good English entry qualification towards performance in Transcription.

Employing the significance test of difference of two means and using the summary of scores in appendix 4(4), under H_0:μx_2, mean score in Transcription of students with good English entry qualification was 9.76 with a standard deviation of 3.69, whereas the mean score in Transcription of students with poor English entry qualification was 6.145 with a standard deviation of 3.05. See table 4.3 below. Testing the difference in mean scores for significance and using equation 3.7.3, it was found that the difference in means is highly significant (Z = 5.60) at $\alpha = 0.05$ for a critical value of Z = 1.645 for one sided test.

Hence, there is no sufficient reason to accept the null hypothesis. It was concluded that students with good English entry qualification actually performed better in Transcription even after undergoing the special skills development programme. Going by the outcome of this experiment, it would then appear that good English entry qualification is a necessary factor for expected good performance in Transcription. This has a serious implication for Secretarial Studies Planners and Administrators.

Table 4.3 **Significance Test of Difference in Transcription Scores of Students with good English Entry Qualification and those with poor English Entry Behaviour**

Groups	Mean Scores	Standard Deviation	Cal Z Z Crit.
Good English Entry Qualification (Experimental Group)	9.76	3.69	5.60 1.645
Poor English Entry Qualification (Control Group)	6.145	3.05	$\alpha = 0.05$ one sided

Hypothesis IV (H_{04}): There is no significant relationship between a student's Listening and Reading skills and her Transcription Competency.

This hypothesis was rooted in research question 4 which sought to find out if a student's Transcription Competency is related to her listening and reading skills. To test this hypothesis, correlation coefficients were measured between:

i) Listening Ability and Transcription Competency

ii) Reading Ability and Transcription Competency

iii) Listening and Reading Ability (combined scores) and Transcription Competency.

Using listening, reading and transcription scores of the post-skills development tests of the Experimental group.

These results are shown in table 4.4 (i), (ii), (iii), below:

Table 4.4 (i) Transcription and Listening Ability

$r = 0.78$	$t = 9.26$
$r^2 = 0.607$	Critical $t = 2.00$
Critical value of $r = 0.266$	

Table 4.4 (ii) Transcription and Reading

r	r^2	t	Critical r	Critical t
0.741	0.549	0.8032	0.266	2.00

Table 4.4 (iii) Transcription and Combined Scores in Listening and Reading

r	r^2	t	Critical r	Critical t
0.79	0.635	9.6	0.266	2.00

In each of the sub-hypothesis, a high correlation coefficient was obtained. For Transcription and Listening, the correlation coefficient obtained was 0.78 with 60.70% of the scores in transcription being explained by scores in listening.

For Transcription and Reading, the correlation coefficient in transcription against the combined scores of listening and reading, the correlation coefficient obtained was 0.79 with explained variation of 63.50%. Each of the correlation coefficients was found to be highly significant at a significance level of 5% against the critical values of

$r = 0.266$ and $t = 2.00$.

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Considering the outcome of this test, the null hypothesis of no significant relationship between students' listening and reading abilities and their transcription competency was rejected.

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The inference from this outcome is that improved methods of teaching listening and reading skills may improve students' transcription competency, as well as the overall performance of secretarial students in their most significant courses of English language and Shorthand as queried by research questions 6 and 7.

In order to investigate this pre-supposition further, hypotheses V and VI were postulated and tested as given below:

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Hypothesis V (H_{05}): There is no significant difference in the Transcription Competency of students exposed to Listening and Reading skills development and those not so exposed

The test of Differences of Two Means was employed under the following:

$H_0: \mu x_1 = \mu x_2$ against
$H_1: \mu x_1 > \mu x_2$ for a one sided test using $\alpha = 0.05$,

where X_1 = mean score in Transcription of students exposed to listening and reading skills development and X_2 = mean score in Transcription of students not so exposed. SX_1^2, SX_2^2, are variances of X_1 and X_2 respectively. $X_1 = 9.58$ for the Experimental group's post-skills development test scores in Transcription.

$SX_1^2 = 17.67$ and

$SX_2^2 = 12.82$

The calculated Z = 4.74 using equation 3.7.4 which is significant at $\alpha = 0.05$ (Z = 1.645) for one sided test.

Hence, the null hypothesis V was rejected. On the basis of this outcome therefore, it was concluded that improved teaching skills aimed at developing students' listening and reading skills actually improves the transcription competency of shorthand students.

Hypothesis VI (H_{06}): There is no significant difference in the overall scores in Transcription Competency, Shorthand, and English language of Secretarial Students exposed to improved listening and reading skills development and those not so exposed

Employing tests involving Differences of Two Means under the hypothesis:

$H_0: \mu x_1 \mu x_2$; $H_1: \mu x_1 > \mu x_2$ for one sided upper tail test at

$\alpha = 0.05$ where

X_1 = mean score in Transcription + Shorthand + English language of students exposed to the new listening and reading skills development - i.e. the Experimental group.

X_2 = mean score in Transcription + Shorthand + English language of students not so exposed to the new improved listening and reading skills development - i.e. the Control group's post-skill development skills.

X_3 = mean score in English language + Shorthand + Transcription Competency of pre-skills development Experimental group. Again, using appendix 4(7), the following results were observed:

$X_1 = 35.20$, $SX_1^2 = 117.94$

$X_2 = 24.40$, $SX_2^2 = 44.22$

$X_3 = 20.18$, $SX_3 = 90.48$

Significance Test of Difference between X_1 and X_2 - i.e. Mean Scores of Experimental Group's Post-skills Development and the Experimental Group's Pre-skills Development

Calculated Z = 6.29

Critical Z = 1.645 for a one sided test at $\alpha = 0.05$

Significance Test of Difference between X1 and X3 – i.e. Mean Scores of Experimental Group's Post-skills development and the Experimental Group's Pre-skills Development

Calculated Z = 7.72

Critical Z = 1.645 for a one sided test at $\alpha = 0.05$

The above results show the difference highly significant at $\alpha = 0.05$, with the latter being even more significant, thus further highlighting and exposing the improving effects of the new listening and reading development programme in which the Experimental group participated.

It was then summarized from the above test that the new listening and reading skills development programme actually improved the performance in transcription, English language, and Shorthand of the students who benefited from the programme. This outcome has a far reaching implication on the effective methods of teaching secretarial courses.

4.4 Summary of Findings

1. Much of a student's score in transcription can be predicted by her score in English language as both are significantly related.

2. Much of a student's performance in shorthand can be explained by her English language ability. This has a serious implication in the problems of shorthand students as it thus appears that proficiency in English language may be a necessary 'ingredient' for good performance in shorthand.

3. Students with good English entry qualification actually perform better in transcription even after undergoing special skills development programme. Going by the outcome of this experiment, it would appear then, that good English entry qualification is a necessary factor for expected good performance in transcription. This is of serious implication for secretarial studies planners and administrators as it then means that only students with good English background need be admitted into the secretarial courses.

4. Improved methods of teaching listening and reading skills may improve students' transcription competency as well as the overall performance of secretarial students in their most significant courses of English language and Shorthand as queried by questions 6 and 7.

5. Improved teaching skills aimed at developing student's listening and reading skills actually improves the transcription competency of shorthand students.

6. New listening and reading skills development programme actually improved the performance in transcription, English language, shorthand of the students who benefited from the experimental programme. This outcome has a far reaching implication on the effective methods of teaching secretarial courses.

These results have far reaching significance in this study and if found to be applicable on a national scale, may well form the basis for instructional and administrative techniques in secretarial studies in the Nation's Polytechnics.

Chapter 5

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS, RECOMMENDATIONS, SUGGESTION FOR FURTHER RESEARCH AND IMPLICATIONS FOR CLASSROOM INSTRUCTIONS

5.1 Summary of Findings

The study was undertaken to determine the effects poor communication skills have on shorthand students' transcription competency. Specifically, the study aimed at determining whether or not poor communication skills of listening and reading affect the transcription competency of secretarial students, and the Confidential Secretary Four students of the Plateau State Polytechnic in particular.

This research was not able to investigate this problem nationwide; perhaps that could be the theme for a larger study. However, though inadequate and highly insufficient to be the source of any generalizations on the subject matter this study was restricted to the Plateau State Polytechnic, at least, as a starting point. Therefore, the five hundred (500) students in the Secretarial Administration Department of the Plateau State Polytechnic constituted the target population for this study. Specifically, however, the Confidential Secretary Four (CS IV) class numbering 110 which is about 22% of the five hundred students in the Secretarial Department were used for this study. These 110 constituted the basis for the study, with 55 of these making up the Experimental group (CS IV A (i), and the remaining 55 making up the Control group (CS IV A (ii)).

The findings revealed that transcription is not taught as a subject. It is imbued in shorthand and typewriting lectures. This means that students are only exposed to transcription activities and skills development during shorthand and typewriting lectures or not at all, depending on the shorthand and typewriting lecturers' discretion. This is contrary to *Crank (1982)* who said that transcription and non-typing activities like communication skills of listening and reading must be taught.

The only communication skills given by any attention, as revealed by this study are writing, reading, grammar usage, punctuation, and summarization. Little or no attention is paid to listening. This, as the communication lecturer revealed during the Pilot Study, was due to the fact that business communication was allocated only three hours a week. The Heads of Secretarial and General Studies Departments as well as the communication and shorthand lecturers all agreed that transcription should be taught as a subject while the business communication hours should be increased to at least five hours a week.

Generally, the Experimental group performed better in the post-test. This fact was the result of the Experimental Group's subjection to treatments that involved intensive coaching and drilling in both communication skills such as listening, reading, and English language usage, and shorthand and transcription. The coaching comprised lectures and exercises for six weeks before the post-test, while the Control Group did not get the coaching at all.

5.2 Discussion of Findings

Based on the findings in chapter four, the following conclusions were drawn:

5.2.1 Students' performance in the Tests of Variables - Listening, Reading, English language, Shorthand, and Transcription Competency

The performance of the Experimental Group in the tests of the five variables after the six weeks intensive coaching exercise as compared to that of the Control Group who were not exposed to the six weeks intensive coaching revealed the extent to which poor communication skills of listening and reading affect students' transcription competencies. Tables 4.1 to 4.4 show the correlation between the various variables as compared with transcription competency. Considering the objective of preparing the students for successful secretarial careers, it was found that too much emphasis is placed on speed development, with little or no emphasis laid on proper theory mastery and proper skill acquisition.

5.2.2 **Students' English language Ability and their Transcription Competency:**

H_{01}: There is no significant relationship between a secretarial student's English language ability and her transcription competency.

The correlation coefficient of students' English language ability and their transcription competency can be observed in table 4.1. The null hypothesis was rejected at 0.05 level of significance.

The performance of the Experimental group was higher in the English language exercises than that of the Control group, after the six weeks intensive coaching, the Experimental group received as shown in table 4.1 where a correlation coefficient of 0.834 for the Experimental group was recorded as against the Control group's 0.4072. For the amount of explained variation in the correlation using r^2, the result shows that as much as 69.55% of a student's scores in transcription can be explained by her scores in English language for the Experimental group, whereas 16.58% of a student's scores in transcription for the Control group can be explained by her scores in English language. This shows that much of a student's scores in transcription can be predicated by her scores in English language as both variables are significantly related.

5.2.3 **Relationship between Students' English language ability and Performance in Shorthand**

H_{02}: There is no significant relationship between students' performance in English language and Shorthand

The correlation coefficient of students' English language ability and their performance in shorthand can be observed in table 4.2.

The results show that English language and shorthand have high correlation of 0.743 for the Experimental group and 0.437 for the Control group, with 55.20% of the variation in shorthand being explained for by English language performance for the Experimental

group and only 19.09% can be so explained for the Control group. This result has serious implications to the problems of shorthand students as it appears that proficiency in English language may be a necessary `ingredient' for good performance in shorthand.

5.2.4 Difference in Transcription Scores of Students with good English Entry Qualification and those with poor English Entry Qualification

H_{03}: There is no significant difference in the Transcription Competency of students with good English Entry Qualification and those with poor English Entry Qualification

The significance test of difference of two means was used to find the difference in the transcription scores of students with good English language entry qualification and those with poor English language entry qualification as shown in appendix 4(4).

The result showed that the mean score in transcription of students with good English language entry qualification was 9.76 with a standard deviation of 3.69, while the mean score in Transcription of students with poor English language entry qualification was 6.145 with a standard deviation of 3.05. This means that the H_{03} was rejected at 0.05 level of significance, and it was concluded that students with good English language entry qualification actually performed better in transcription especially after undergoing the special skills development programme. From the outcome of this experiment, it would appear that good English language entry qualification is a necessary factor for expected good performance in Transcription. This is of serious implication to Secretarial Studies Planners and Administrators. This then is in line with *Keithley and Thompson (1977)* who said that English language grammar and other communication skills are important because they add expression and meaning to one's writing. It also further emphasizes the NBTE Regulations (1989), that require students entering the Secretarial Courses of any Polytechnic in Nigeria to have at least a credit in English language. If the students are properly taught all the skills

that result in accurate transcription while in the Polytechnic, they will perform creditably and improve on their poor entry qualifications.

5.2.5 Relationship between Students' Listening and Reading Skills and Transcription Competency

H_{04}: There is no significant relationship between the listening and reading abilities of students and their transcription competency

The results of testing this null hypothesis can be observed in tables 4.4(i), (ii) and (iii). In each of the sub-hypothesis, a high correlation coefficient was obtained. A correlation coefficient of 0.78 was obtained, with 60.70% of the scores in transcription being explained by the scores in listening. For transcription and reading, the correlation coefficient was 0.741 with explained variation in transcription due to reading being 54.90%, and for transcription against the combined scores in listening and reading, the correlation coefficient obtained was 0.79 with explained variation of 63.50%. This shows that each was found to be highly significant at a significance level of 0.05 against the critical value of $r = 0.266$ and $t = 2.00$.

From the outcome of this test, the null hypothesis of no relationship between students' listening and reading abilities and their transcription competency was rejected.

With this outcome of the test, it was concluded that improved methods of teaching listening and reading skills may improve students' transcription competency, as well as overall performance of secretarial students in their most significant courses of English language and shorthand.

This shows that if the students are extensively taught listening and reading, they will get the dictation and subsequently be able to transcribe accurately, as stressed by *Murphy and Peck (1980)*, that if students are properly taught how to listen, they will be able to produce mailable materials. The results also revealed that students' ability to read their shorthand outlines well, also affects their transcription competency. This manifested itself when many

students in the Control group which was not exposed to the intensive skill development, transcribed _____ for, as ___ have, etc., in the post-skill development test.

5.2.6 Effects of Listening and Reading Skills Developments - i.e. Improved Teaching Skills on Transcription Competency

H_{05}: There is no significant difference in the Transcription Competency of students exposed to Listening and Reading Skills Development and those not so exposed

The test of difference of two means was employed, for a one sided test using 0.05 level of significance. The result showed that the calculated Z = 4.74, which is significant at 0.05, for the one sided test. Hence, the null hypothesis was rejected. On this basis therefore, it was concluded that improved teaching skills of listening and reading actually improves the transcription proficiency of shorthand students. Therefore, listening and reading actually improves the transcription proficiency of shorthand students. Therefore, listening and reading, which constitute non-typing activities must be taught during transcription as stressed by *Crank (1982).*

5.2.7 Effects of Improved Teaching Skills of Listening and Reading Skills Development on Transcription Competency, Shorthand and English language Performance of Secretarial Students

H_{06}: There is no significant difference in the overall scores in Transcription Competency, Shorthand, and English language of Secretarial Students exposed to improved Listening and Reading Skills Development and those not so exposed

The test involving differences of two means under the hypothesis

$H_0: \mu x_1 = \mu x_2, H_1: \mu x_1 > \mu x_2$ for one sided upper tail test at

$\alpha = 0.05$. The calculated Z = 6.29, Z critical = 1.645 for a one sided test at

$\alpha = 0.05$ for significance test of difference between X_1 and X_2 - i.e. mean score of Experimental group's post-skills development and Control group's post-skills development,

AND

Calculated Z = 7.72, critical Z = 1.645 for one sided test at $\alpha = 0.05$ for significance test of difference between X_1 and X_3 - i.e. mean score of Experimental group's post-skills development and the Experimental group's pre-skills development tests.

The above results show that there is highly significant differences at $\alpha = 0.05$, with the latter being even more significant, thus further highlighting and exposing the effects of improved listening and reading skills development to which the Experimental group was exposed. It was then concluded that extensive listening and reading skills development actually improved the students' performance in transcription, English language, and shorthand of the Experimental group. This further shows that students' exposure to listening and reading skills development should be intensified. These skills should be taught along with transcription to further enhance accuracy. The results of these tests further emphasizes what *Briggamman and Sliva (1990)* asserted when they said that listening and reading are not isolated skills. They are processes which should be taught along with other skills. *Crank (1982)* say that these skills should be taught as non-typing activities during transcription.

5.3 Conclusions

The following conclusions are therefore based on the discussions of the findings obtained for the study?

4. Too much emphasis is placed on speed development, with little or no emphasis laid on proper mastery and proper skill acquisition.
5. Much of the students' scores in transcription can be predicated by their scores in English language as both are significantly related.
6. Much of the students' performance in shorthand can be explained by their English language ability.

7. Students with good English entry qualification actually performed better in transcription even after undergoing the special skills development programme.

8. Improved methods of teaching listening and reading skills may improve students' transcription competency as well as overall performance of Secretarial students in their most significant courses of English language and shorthand as queried by research questions 6 and 7.

9. New listening and reading skills development programme actually improved the performance in transcription, English language, shorthand of the students who benefited from the experimental programme.

5.4 Recommendations

Based on the findings and the conclusions, the following recommendations are made to lecturers and students of the secretarial course:

1. In order to enhance the production of mailable materials, and in agreement with *Crank (1982)*, it is recommended that transcription be taught as a subject, and be allocated credit units in the syllabus like shorthand and typewriting. This should be implemented by the lecturers and Head of Secretarial Studies Department.

2. Shorthand, business communication, and transcription should be taught in a typewriting classroom equipped to serve as a shorthand, as well as a language laboratory. This will facilitate easy co-ordination, as recommended by *Crank (1982)*. The implementation of this recommendation also lies with the Head of Secretarial Department.

3. Non-typing activities such as grammar usage, listening, reading, spelling, punctuation, etc., should be emphasized in the course of teaching transcription. The implementation of this recommendation lies with the lecturers of shorthand,

typewriting and transcription who should endeavour to correct spellings, punctuation and other errors as they go along their lectures.

4. Shorthand lecturers should be involved in designing the syllabus they are to use. This will enable them to include those activities that will be most useful to their peculiar students. The implementation of this suggestion lies on the shoulders of the National Board of Technical Education, which serves as the body responsible for the drawing up of all Polytechnic syllabi.

5. The lecturer who introduces new students to shorthand learning must be a well trained and dedicated staff, who is committed to imparting knowledge so that the students will acquire the correct methods of theory/principles application in shorthand. This will minimize the errors committed due to improper theory/principles mastery. This recommendation should be implemented by the Head of Secretarial Department, whose responsibility it is, to allocate subject lecturers to classes.

6. The maximum number of students in a secretarial class should not exceed 35. This will allow for student/lecturer interaction to be close, and thus enhance better personal supervision resulting in proper skill acquisition. The Management of Nigerian Polytechnics, especially state owned Polytechnics should take serious note of this recommendation, as in their attempt to try and please highly placed people in their states, they admit too many students into a secretarial class that they have equipped with only a few typewriters, and expect the lecturers to perform miracles and produce quality secretaries for the manpower market.

7. Since the study showed that the entry qualification of students does actually affect the students' subsequent performance in the course, the lecturers of shorthand, transcription, and business communication have to work hard to ensure that their students acquire the necessary skills that will enhance their competency in the

production of mailable materials while in the Polytechnic, and the post primary schools teacher of English language should endeavour to impart proper English language usage knowledge to their students to prepare them for good secretarial profession.

8. It was observed in the course of this study (during the pilot study), that lack of sufficient classroom, accommodation and adequate modern equipment like electric typewriters, multi-channelled dictation equipment, language/dictation laboratory, hamper the effective teaching of transcription. This study therefore recommends to the Management of the Plateau State Polytechnic and the Plateau State Government, that these facilities should be provided to make learning easier and more effective.

5.5 Suggestions for further Study

1. Since communication forms the basis of any business *(Bradley and Baird, 1977)*, and secretaries are the `life-wires' of any organization in terms of communication, there is the need for correct acquisition and application of communication skills of listening and reading.
2. It would be of immense benefit to the secretarial students, lecturers and subsequent employers of secretaries in terms of learning and job efficiency, if a study into how to properly impart the knowledge of listening, reading and writing, and speaking, and other communication skills could be conducted by other scholars.
3. Due to the limitation of the population of this study, it would also be of immense benefit to the secretarial departments in Nigerian Polytechnics, if this study is expanded in future to include data collected from these Polytechnics, so that the results can be applied nation-wide.

5.6 Implications for Classroom Instructions

The recommendations made would be of great help to the students and lecturers who teach them:

1. if transcription were allocated credit hours, more activities that enhance efficiency in the production of accurate mailable materials will be covered by shorthand, business communication, and transcription lecturers. This, as already stated in 5.3.1, should be implemented by the lecturers and Head of Secretarial Studies Department;
2. if the number of students in the Confidential Secretary Four classes is reduced to only 30-35 per class, more attention will be paid to correcting such errors committed during transcription that would otherwise have gone unnoticed. This suggestion should be taken note of by the Polytechnic Management/Academic or Admission Officer;
3. it will be of immense help to the students, if the Polytechnic Management will employ only qualified and dedicated lecturers to teach such skilled subjects like shorthand and transcription;
4. in order to promote healthy learning, staff development, supply of equipment, and close supervision by the Heads of Department of General Studies and Secretarial Studies are very necessary, and the Polytechnic Management should really focus their attention on them. No matter the level of a teacher's education, she needs to acquire new teaching techniques especially in the secretarial profession where new equipment are put on the market by the hour;
5. where all the equipment needed cannot be provided, students should be exposed to such through the Industrial Attachment and mini-simulation exercises that can be arranged for them by their department. The Federal Government should therefore

rescind its decision not to sponsor students, other than those of the sciences on Industrial Attachment and educational visits.

In view of this, listening and reading as communication skills are absolutely necessary if the students are to eventually become efficient secretaries.

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APPENDIX I

PRE-TEST

Question/Model Answers

Section A

INSTRUCTIONS: Answer all the questions in this section.

1. Punctuate the following passage, using the correct punctuation marks:

Najib, Mudashiru, and Adananu will handle the promotion of their brother's campaign for election. They will write advertising copy, formulate campaigns and select the media. Recently, they have expanded the advertising by directing appeals to the northwest, southwest, parts of the southeast and the central areas of the district. By this move, the SDP should increase its votes in these areas but the election is not assured. If the SDP increases the voter's turn-out, however, it will have accomplished its goal. Their brother, an effective dynamic leader has great plans for the future. Alhaji Ahmed, the campaign manager has often talked about the dynamism of the candidate. He also said that if elected, the candidate will do something about employees who are doing inefficient work and that very likely, those employees would be replaced. He will attempt to put his policies to work as soon as possible after the election on Tuesday, November 4. These announcements came from party headquarters on Bukuru Road, Jos.

2. Insert a dash where necessary:

a) Several members of the chancellor's staff - the administrative assistant, the budget analyst, and a secretary - attended the personnel committee meeting.

b) The office manager was here with - what was the name of the man to whom we sold our old desks?

c) For two years - and two were plenty - we used an old war-surplus typewriter.

3. Insert quotation marks where necessary:

   a) Safiya Alade said: "I think business students are most cooperative."

   b) Bala said, "I am the Chief Clerk in this office, so I should be obeyed."

   c) Did you hear Adamu say, "It is time to file the list of items supplied."

4. Put the verbs into the correct tense (Present, Past or Present Perfect):

   a) She (go) away every week-end. (She goes away every week-end).

   b) He (go) abroad last week. (He went abroad last week).

   c) No, he isn't here. He just (go) out. (No, he isn't here. He just went out).

   d) He (go) downstairs when I (meet) him. (He was going downstairs when I met him).

   e) You (see) a good film lately? (Have you seen a good film lately?)

   f) He (live) in England since 1986. (He has been living in England since 1986).

5. Put the following sentences into the Simple Future Tense:

   a) You never answer me correctly without the help of a book. (You will never answer me correctly without the help of a book).

   b) I never believe you. (I will never believe you).

   c) We don't do any homework in the class. (We will not do any homework in the class).

   d) I never have much money. (I shall never have much money).

   e) You must work harder. (You will have to work harder).

   f) He doesn't like it at all. (He will not like it at all).

6. Put the verb in the correct form of the Present Perfect Tense, and add "since" or "for":

   a) I (wait) here .... five o'clock. (I have been waiting here since five o'clock).

   b) I (write) letters .... the last two hours. (I have been writing letters for the last two hours).

   c) She (not wear) that dress .... two years. (She has not worn that dress for two years).

d) I (read) two novels .... yesterday. (I have read two novels since yesterday).

e) "How long that fire (burn)?" ".... last night." ("For how long has that fire been burning?" "Since last night.")

f) We (study) English .... only six months. (We have been studying English for only six months).

7. Put the verbs into the correct tense:

a) I (not see) you for more than a week. (I have not seen you for more than a week).

b) Since when (you know) him? (Since when have you known him?)

c) How long ago (be) the Nigerian Civil War? (How long ago has it been since the Nigerian Civil War?)

d) He (not speak) to me for over three weeks. (He has not spoken to me for over three weeks).

e) My brother (not write) to me a year ago. (My brother has not written to me since a year ago).

8. Put the verbs into the Past Continuous form:

a) I (read) a book when Ali came in. (I was reading a book when Ali came in).

b) The sun (shine) when we went out of the house. (The sun was shining when we went out of the house).

c) It (rain) this morning when I got up. (It was raining this morning when I got up).

d) Aliyu (work) all day yesterday. (Aliyu worked all day yesterday).

e) Farida cut her finger while she (cut) the bread and butter. (Farida cut her finger while she was cutting the bread and butter).

f) He (walk) across the bridge when his hat blew off. (He was walking across the bridge when his hat blew off).

9. Put the verb into the correct form of Past Tense (Simple or Continuous):

a) He (sit) in a buka when I (see) him. (He was sitting in a buka when I saw him).

b) The boy (fall down) while he (run). (The boy fell down while he was running).

c) When the Nigerian Civil War (begin) we (live in Kwoi). (When the Nigerian Civil War began, we were living in Kwoi).

d) I (speak) to her several times, but she (read) and (not hear) me. (I spoke to her several times, but she was reading and did not hear me).

e) He (eat) his dinner when I (go) to see him. (He was eating his dinner when I went to see him).

f) Large crowds of Akwa Ibomites (wait) at the airport when Mr. President (arrive). (Large crowds of Akwa Ibomites were waiting at the airport when Mr. President arrived).

10. Complete the following future sentences with "shall" or "will":

a) I .... pay you next week. (I shall pay you next week).

b) Whoever broke that window .... pay for it! (Whosever broke that window shall pay for it!)

c) If you .... look after the luggage, I .... buy the tickets for us. (If you will look after the luggage, I shall buy the tickets for us).

d) You .... have a car of your own when you are older. (You will have a car of your own when you are older).

f) Who .... say whether the doctor was right or wrong? (Who will say whether the doctor was right or wrong?)

Section B

i. You have just returned from an educational excursion to the Peugeot Automobile Industries in Kaduna. Write a report giving details of what you saw.

ii. Write a letter to ALIBACO NIG. LTD., for the attention of the Sales Manager, reminding them of your order for 2,000 Bridgestone tyres for your trucks; which you ordered since January 1991, to which a response has not yet been received. You have already made payment for the order. Use the current date. Sign the letter on behalf of the Managing Director, A-dad Nig. Ltd.

iii. The passage in question one of the test was dictated as production material for 2 minutes at the rate of 60 words a minute. Transcription was for 15 minutes.

APPENDIX 2

Lecture Notes for the Experimental Group

The lectures - which lasted for six weeks - covered English grammar, listening, and reading. There were also instructions in shorthand and transcription, written out in lesson plan form as follows:

General Objectives

The exercise was aimed at finding out how much poor communication skills of listening and reading affect shorthand students' transcription competency.

Specific Objectives

At the end of the six weeks intensive coaching, the experimental group would be expected to:

1. listen attentively and properly assimilate the message composed in any communicated message, and thus improve their transcription competency by producing accurate mailable materials after dictation and/or instructions.
2. read back their shorthand notes with 100% accuracy, and subsequently improve their transcription competency.
3. speak and write English grammar with at least 98% accuracy.
4. make fewer typographical, grammar, and other errors which might have been common prior to the six weeks intensive coaching in communication skills development.

The intensive coaching was for a duration of six weeks with 6 hours per week for the Experimental group, and none for the Control group.

Week 1 - Day One

i. Introductions of lecturers and students. Explanation of the purpose of the exercise (10 minutes).

ii. General Review of shorthand theory (40 minutes). This exercise was aimed at finding out the level of the students' mastery of shorthand theory as it applies to their shorthand, communication and transcription skills.

iii. Communication skills review. This included giving students simple oral comprehension exercises to test their level of retention ability (25 minutes).

iv. Dictation and transcription exercises. These comprised of simple syllabic intensity of 1.00, read out at 60 words a minute of 3 minutes. The transcription time was 27 minutes - (30 minutes).

v. The last 10 minutes of the lesson were spent grading the students' transcription by the students themselves, after exchanging their notes, while the lecturer read out the passage a second time, after giving the students what errors to look out for.

Week 1 - Day Two - English Grammar Usage

i. General review of English grammar usage - (10 minutes)

ii. Lecture on how to use verbs and adjectives - (45 minutes)

iii. Classroom exercises on the use of verbs and adjectives - (40 minutes)

iv. Grading of exercises and feedback - by both lecturer and students - (15 minutes).

Week 1 Day Three - English Grammar Usage

i. Review of previous day's work - (10 minutes)

ii. Lectures on the use of past, present and future tenses - (50 minutes)

iii. Exercises on the lesson - (40 minutes)

iv. Grading of exercises by lecturer - (10 minutes).

Week 2 Day One - English Grammar Usage

i. Punctuation - general instructions on how and when to use punctuation marks. Their importance to the meaning of any sentence and/or material - (55 minutes)

ii. Exercises on the use of punctuation marks - (50 minutes)

iii. Grading of exercises - (15 minutes).

Week 2 Day Two - English Grammar Usage

i. Essay writing that emphasized giving and taking instructions, directions, and delivering clear messages - (1½ hours).

ii. Oral grammar usage - students were allowed to talk to each other, while the lecturer listened out for, and immediately corrected any grammar error committed - (30 minutes).

Week 2 - Day Three - Oral English

i. More oral grammar usage. The students were divided into five groups, with an error recorder in each group, picked by the students themselves. Then each member of the group was allowed five minutes to tell the rest of the group members a story. The error recorder wrote down the name of the person, and the errors committed each time the person made a wrong grammar usage - (1½ hours).

ii. The last 30 minutes of the lesson were spent on error correction by the lecturer. The lecturer would call out the name of any student who had committed an error during the lesson, and correct same.

Week 3 - Listening

The following activities were used to develop the students' listening abilities:

Day 1

i. Diagnostic Listening Test - Repeat Verbatim. The class was divided into groups of two. The first person was allowed to speak for 10 seconds while the other person listened. After a 20 second lapse, the listener was asked to repeat verbatim what the speaker said. This was to test how well the listener had listened - (30 minutes).

ii. Diagnostic Listening Test - Rumor Clinic. Five people were sent out of the classroom. The rest of the group were given handouts. The first handout

was a written passage. The second handout was a page of record deletions and additions. The people sent out of the room were called in one at a time. The first person read the passage and relayed as much of it as could be recalled to the next person returning to the room. One by one, those returning listened and repeated it to the group, at which point it was determined how much of the original passage was left out - (30 minutes).

iii. Attending Exercises. These were exercises in listening and observing the speaker. These exercises demonstrated the effect of not attending. The class was divided into groups of two. One told the other a story. The listener gave the speaker the obvious message that she was not listening - looked around the room, scratched any part of the body, looked at a watch, or the like. After behaving this way, the listener was then asked to repeat what was heard. The point here was to stress the effect inattentive behaviour has on both the speaker and the listener - (20 minutes.

iv. Focusing Exercise. In this exercise, listeners were taught to focus on the main idea. Groups of two were organized. One person told the other a story. When the speaker was finished, the listener said, "Let me get this right . . ." or "By this you mean . . ." or "You are saying that . . ." This required the speaker to restate, clarify, or confirm the idea - (25 minutes).

v. Understanding Exercises. The aim of this exercise was to give the students training in comprehending the total message, giving meaning to the message, and interpreting and evaluating the speaker's statement. This involved recall, identifying the feelings and content, and developing a personal notion of the message including evaluation or judgement. This set the stage for responding - (15 minutes).

Day 2

Day two of week three had a continuation of activities that were aimed at developing the students' listening abilities:

i. Responding Exercise. Responding serves the primary purpose of reflecting what has been heard. Clarification of what is heard encourages further communication. The response measures whether one has accurately interpreted the speaker's words and gives the speaker the opportunity to correct or clarify understanding. Among the clarifying responses used were paraphrasing, summarization, giving examples, requesting additional information, and reflecting. One student gave directions on how to get to the Governor's Office from the Jos Ultra-Modern Market. The other student brought awareness of personal listening habits - (20 minutes).

Other activities to emphasize good listening included:

i. Listening Diary - where students kept an estimated record of the listening activities in which they engaged during the lesson. They also recorded the total time spent listening, then they compared the results with their classmates' - (20 minutes).

ii. Introduction Game - the class was divided into groups of five or six. Each person assumed another name and introduced herself. After all introductions were made, the students re-introduced the members of their group to determine how many of them could do so successfully - (20 minutes).

iii. Role-playing job interview - two students were asked to role play an interview for a job. The applicant was to demonstrate poor listening techniques. The rest of the class listed the listening distractors that occurred during the interviews - (20 minutes).

iv. Listening survey - the students were allowed to evaluate their own listening effectiveness by answering a teacher - prepared listening questionnaire - (15 minutes).

v. Memory Retention Exercise - a passage was dictated for a minute or two with students listening. They were then asked to write verbatim what was dictated - (15 minutes).

vi. Read Short Articles - a short article was read to the class. Students listened and then gave an oral summary of the article - (10 minutes).

Day 3

Reading

i. Students were given exercises that required them to read passages silently and then answer some questions - comprehension exercises - (30 minutes).

ii. Students were also required to read passages aloud, and then summarize orally what the passage was all about. This tested their thinking. Then they were given exercises that required them to proof-read passages in order to pick out punctuation, spelling, and grammar error - (40 minutes).

iii. To test the students' ability to read and understand, they were required to read a passage giving instructions on how to perform certain classroom assignments, and then the teacher asked them questions which they responded to without referring to the passage - (50 minutes).

Week 4 - Shorthand

Day 1

Review of Pitman shorthand theory

Day 2

Simple dictation exercises involving the theory reviewed.

Day 3

Speed development exercises.

Week 5 and 6 - Transcription

The students were exposed to the following exercises which enhanced their shorthand transcription ability:

Week 5

Day 1

The students were exposed to typing from poorly written longhand that required the necessity of making spelling decisions.

Day 2

Typing from longhand or print that required research or correction of punctuation while typing.

Day 3

Typing directly from dictation.

Week 6

Day 1

Typing letters with carbons and envelopes to meet standards of mailability.

Day 2

The students were exposed to exercises that required the proper division of words at line endings, and then they were also exposed to rules of punctuation and completing exercises requiring correct punctuating usage.

Day 3

Post-skill development test, and end of exercise.

APPENDIX 3

POST-TEST

Questions/Answers

Section A

1. Punctuate the following sentences, placing commas where needed:

   a. The trustees elected her chairman, and they gave her complete authority.

   b. The bank supervisor expects plenty of work from her employees and will not tolerate inefficiency.

   c. Occasionally, the failure of union/management to reach an agreement is the result of poor communications.

   d. Ordinary life insurance gives protection primarily to beneficiaries in the event of the insured dies; and secondly, it builds up case surrender values for the insured.

   e. Annuities are sold both to individuals and to groups.

2. Place colons, semicolons, dashes, or commas where needed in the following sentences:

   a. Our department is constantly changing its work methods; it will never be out of date.

   b. Our former manager believed he was always right, it helped his pride to think so.

   c. One might judge from these statements that the following traits might be helpful to any manager: modesty, open-mindedness, and ability to listen.

   d. A good office manager should understand the following office routine: data processing, duplicating, mail regulations, letter costs, typing practices, and many other services.

   e. A good department head needs some very important qualities - for example, will power, initiative, optimism, and self-confidence.

3. Proof-read the following letter, and circle each error in grammar, spelling, and punctuation. Above each error, write in the correct form or indicate what other correction is necessary:

Dear Rector,

In response to the request in your letter of January 23, 1991, I am please to share with you my ideas about what should be emphasized in the course in business English that you teach at the Plateau State Polytechnic. As personnel manager at the Nigerian Railway Corporation, I have many recent secondary school graduates. Furthermore, I receive regular reports on there performance and progress. Drawing upon that experience, suggestions will be offered by me which will both be specific and practical. The study of grammar students begin studying these subjects soon after they start elementary without understanding the principles involved. They do not realize the importance of correctness and accuracy in business messages and they do not appreciate the fact that language is the means-the-tool which all business must use to conduct their operations and achieve their objectives. If the language in a business firms written message are not correct, accurate, and appropriate. The success of that firm in conducting its operation and reaching its objectives shall inevitably suffer.

KASHIM IBRAHIM LIBRARY

Next on my list would be developing your students sensitivity to tone. Because the words and expressions used in a written messages reveal are underlying attitudes towards other. Persons employed by business firms must exercise particular care to express themselves in ways that convey friendly, courteous attitude. Such an attitude encourages mutual confidence make all dealings more pleasant and productive and promotes future business.

Finally, I'm going to suggest that you try and find some method of helping students learn to concentrate successfully when they prepare and when they proof-read a business message. I know that many of our inexperienced employees make mistakes that results from carelessness, not from ignorance. Thus, for your course to be truly helpful, it also develop their self-discipline and concentration; then the message they actually produce will embody

what they have learned, however, helping students achieve ability to concentrate effectively will be a difficult task. It would be wise, I think, to give students enough practice in proof-reading business messages that each of them gain experience and confidence in catching and correction errors. Such improving her powers of concentration.

In conclusions, thank you for this opportunity to offer suggestions regarding the content of your course. If you assist your students in these ways, I guarantee that their performance in the world of business will benefit greatly.

Sincerely,

Pickle Zagun
Personnel Manager

4. Read the following story silently, then summarize it in your own words:

MAMSER has been saddled with the great responsibility of mobilising Nigerians for social and economic emancipation of Nigeria. Among other things MAMSER is required to correct many ills of our society so that positivism as opposed to negativism, virtue as opposed to vice and hard work and not indolence will become cherished guiding principles for Nigerians. The scope of MAMSER in our conception therefore is all-embracing. On the occasion of the launching of MAMSER, the President said among other things the following: "The aim in a nutshell, is the inculcation in all of our citizens, the values, the habits, and the orientations which will lead without coercion, to the emergence, out of our disarray, a great, self-reliant civic society in which justice, duty, responsibility, tolerance and commitment to nation shall hold sway". The focus of MAMSER is every Nigerian and every category of and group of Nigerians. It is a national process or re-education and re-orientation. In this regard, it is hoped, for example that the boundary of mutual ignorance of each other exists between the armed forces and citizenry shall find a special place. MAMSER should equally aim at inculcating in the soldier a true appreciation of the noble place of professionalism and the

professional soldier as a servant of the state. In the wider sense, MAMSER has been charged to focus on: the family, in order to rescue them from the riot culture of violence and give them a more meaningful positive perspective; youth organizations, as the breeding and disseminating ground for the ideas and processes that will build the future and as agents in the search for a more meaningful role for our women and for the family, MAMSER also focuses on farmers and farmers co-operatives, as vehicles in the march towards national self-sufficiency in food and as instruments in creating better welfare for our rural dwellers, workers and labour unions, as vanguard in the battle to create a just society and in the evolution of a more relevant positive unionism suited to our national purpose. Above all, MAMSER is dedicated to enlighten, educate, and motivate all citizens towards the goals and objectives of the Nigerian State.

5. Agree with the following remarks to be read to you by your teacher:

   a. Ahmed is late again. Yes he is.

   b. The clock has lost a hand. So it has.

   c. We must water the garden this evening. Yes we must.

   d. You've split the milk on your sleeve! So you have (So I have).

   e. They must pay back the money. Of course they must.

6. Read the following sentences (a) in the Past Tense; (b) as Past Tense negatives; (c) as Past Tense Questions:

   a. I break a cup. (I broke a cup); (I did not break a cup); (Did I break a cup?)

   b. I put the book on the table. (I put the book on the table); (I did not put the book on the table); (Did I put the book on the table?)

   c. He feeds his horse. (He fed his horse); (He did not feed his horse); (Did he feed his horse?)

d. She shuts the door softly. (She shut the door softly); (She did not shut the door softly); (Did she shut the door softly?)

7. Select the correct word or words from those in parentheses and write your choice in the column on the right:

a.	Preservatives are (a, an) ingredient often found in bakery goods.	an
b.	For safety's sake, you should not wear (that, those) kind of shoe.	that
c.	All employees will be given (a, an) one-month vacation	a
d.	(These, this) persons (is, are) the best promoters of our products.	these are
e.	Maria and Salma are efficient whenever they help (each other, one another).	each other

8. Select the correct word or words from those in parentheses that complete the following sentences. Write your choice in the column on the right.

a.	Lending policies of banking institutions are usually quite (strict, strictly).	strict
b.	Rainfall this year is the (heaviest, heavier, more heavier) in the last five years.	heaviest
c.	My friends are convinced this is the (less effective, least effective) method we have ever tried.	least effective
d.	Sally was the (more helpful, most helpful) chairman I ever had.	most helpful
e.	My new home is (farther, further) from our office than the old one was.	farther

9. For each sentence below, determine the correct degree of the adjectives in the parentheses and write it in the space provided:

a.	No one knows whether oil or natural gas is the (scarce)	scarcer
b.	My trip will take me the (far) I have ever been from Jos.	farthest

c.	All our trucks are in bad conditions, but No. 42 is the (bad).	worst
d.	Soyinka is (famous) for his writing than any of our other professors.	more famous
e.	His solution to the problem is (ideal), but Michael's is (unique)	ideal unique

Section B

i. Write a letter to the Governor of Plateau State, inviting him to a cocktail party to be organized by the Plateau State Chambers of Commerce, Industries and Agriculture to mark the end of the 3rd Plateau and Benue Trade Fair taking place from 23rd to 30th May, 1991 in Jos. The party is to be held on the 29th May, at 7.30 p.m. at the Hill Station Hotel Banquet Hall.

ii. Write an essay, in which you are giving a visitor to Jos directives on how to get the Plateau State Polytechnic Jos Campus from the Bauchi Road Motor Park in Jos. The instructions should be so clear that the visitor does not miss her way.

iii. Use the passage in question 4 as dictation material. Dictate to the students at 100 words a minute for 3 minutes. They should take it down in their shorthand notes and then transcribe it using the typewriter. Production time - 40 minutes.

iv. Use the passage in question 3 as dictation material. Dictate it to the students at 8 words a minute for 4 minutes. They should transcribe their shorthand outlines within 30 minutes using the typewriter.

APPENDIX 4 (1)

H_0: 1

CORRELATION BETWEEN ENGLISH LANGUAGE AND TRANSCRIPTION COMPETENCY:

EXPERIMENTAL GROUP: POST-TEST

X_1 = Scores in English language

Y = Scores in Transcription competency

?X = 761 ?Y = 527 ?XY = 7956

$?X^2 = 11385$ $?Y^2 = 5791$

$$r = \frac{55(756) - (761)(527)}{\sqrt{[55(11385) - (761)^2][55(5791) - (527)^2]}}$$

$$= \frac{437580 - 401047}{\sqrt{(626175 - 579121)(318505 - 277729)}}$$

$$= \frac{36533}{\sqrt{(47054)(40776)}} = \frac{36533}{43802.67}$$

$\therefore r = 0.834$ $r^2 = 0.6955$

To test r for significant:

$$t = r_s \frac{n-2}{\sqrt{1-r_s^2}}$$

$$= 0.834 \times \frac{53}{\sqrt{1-0.6955}}$$

$$= 0.834 \times \frac{53}{\sqrt{0.3045}} = 0.834 \times 13.193$$

$$= 11.00$$

t at (n-2) df = 2.00
t cal. > t $\alpha/2$, reject H_0:

therefore, transcription competency and English language are correlated.

H_{02}: ENGLISH VS SHORTHAND EXPERIMENTAL GROUP POST-TEST

H_{01}: ENGLISH VS TRANSCRIPTION COMPETENCY EXPERIMENTAL GROUP POST-TEST

	Eng. Xi_1	S/hand Y_i	XY_i	X^2_i	Y^2_i	Trans. Y_2	XY_2	Y_2^2
1.	20	15	300	400	225	10	200	100
2.	8	15	120	64	225	6	48	36
3.	14	10	140	196	100	7	98	49
4.	12	17	204	144	289	7	84	49
5.	15	15	225	225	225	9	135	81
6.	12	8	96	144	64	6	72	36
7.	8	8	64	64	64	8	64	64
8.	14	8	112	196	64	10	140	100
9.	20	14	280	400	196	13	260	196
10.	22	16	352	484	256	12	264	144
11.	15	15	225	225	225	14	210	196
12.	10	05	50	100	25	04	40	16
13.	10	10	100	100	100	09	90	81
14.	16	09	144	256	81	08	128	64
15.	18	11	198	324	121	11	198	121
16.	10	10	100	100	100	08	80	64
17.	11	10	110	121	100	09	99	81
18.	15	13	195	225	169	11	165	121
19.	18	19	342	324	361	17	306	289
20.	19	18	342	361	324	16	304	256
21.	17	16	272	289	256	15	255	225
22.	18	15	270	324	225	14	252	196
23.	14	14	196	196	196	12	168	144
24.	15	10	150	225	100	09	135	81
25.	19	17	323	361	289	15	285	225

	X_i	Y_i	XY_1	X^2_i	Y^2_1	Y_2	XY_2	Y^2_2
26.	14	11	154	196	121	09	126	81
27.	12	10	120	144	100	08	96	64
28.	12	10	120	144	100	07	84	49
29.	15	13	195	225	169	11	165	121
30.	08	05	40	64	25	03	24	09
31.	08	06	48	64	36	04	32	16
32.	09	07	63	81	49	05	45	25
33.	11	09	99	121	81	07	77	49
34.	16	13	208	256	269	10	160	100
35.	12	08	96	144	64	07	84	49
36.	18	17	306	324	289	14	252	196
37.	15	13	195	225	169	12	180	144
38.	07	05	35	49	25	04	28	16
39.	06	07	42	36	49	05	30	25
40.	18	18	324	324	324	15	270	225
41.	16	17	272	256	289	14	224	196
42.	06	04	24	36	16	02	12	04
43.	06	03	18	36	16	02	12	04
44.	12	11	132	14	121	09	108	81
45.	15	10	150	225	100	07	105	49
46.	13	07	91	169	49	06	78	36
47.	15	11	165	225	121	10	150	100
48.	11	12	132	121	144	10	110	100
49.	16	15	240	256	225	13	208	169
50.	17	10	170	289	100	10	170	100
51.	16	12	192	256	144	13	208	169
52.	17	16	272	289	256	13	221	169

53.	15	14	210	225	196	12	180	144
54.	17	16	272	289	256	13	221	169
55.	18	14	252	324	196	12	216	144
	761	642	9527	11385	8372	527	7956	5791

H_{01}: ENGLISH VS TRANSCRIPTION COMPETENCY - CONTROL GROUP POST-TEST

	X_i	Y_i	XY	X^2	Y^2
1.	08	04	32	64	16
2.	07	06	42	49	36
3.	14	08	112	196	64
4.	12	08	96	144	64
5.	07	03	21	49	09
6.	06	06	36	36	36
7.	13	07	91	169	49
8.	09	08	72	81	64
9.	06	05	30	36	25
10.	05	04	20	25	16
11.	14	11	140	196	100
12.	09	11	99	81	121
13.	07	08	56	49	64
14.	06	04	24	36	16
15.	10	07	70	100	49
16.	09	04	36	81	16
17.	06	06	36	36	36
18.	05	03	15	25	09
19.	09	00	00	81	00
20.	07	10	70	49	100
21.	07	04	28	49	16
22.	10	10	100	100	100
23.	15	05	75	225	25
24.	15	03	65	225	09
25.	09	02	18	81	04
26.	07	15	105	49	225

27.	16	09	144	256	81
28.		12	132	121	144
29.	16	16	256	256	256
30.	17	07	119	289	49
31.	12	05	60	144	25
32.	06	10	60	36	100
33.	10	08	80	100	64
34.	14	12	168	196	144
35.	09	10	90	81	100
36.	08	04	32	64	16
37.	12	09	108	144	81
38.	10	06	60	100	36
39.	08	04	32	64	16
40.	06	01	06	36	01
41.	04	04	16	16	16
42.	08	02	16	64	04
43.	08	06	48	64	36
44.	10	04	40	100	16
45.	09	07	63	81	49
46.	13	03	39	169	09
47.	12	09	108	144	81
48.	10	04	40	100	16
49.	09	02	18	81	04
50.	04	00	00	16	00
51.	11	03	33	121	09
52.	16	07	112	256	49
53.	08	00	00	64	00
54.	15	07	105	225	49
55.	06	01	06	36	01

	530	333	3480	5736	2721

X_i = Scores in English language

Y_i = Scores in Transcription

APPENDIX 4 (2)

H_{02}:

CORRELATION BETWEEN ENGLISH LANGUAGE AND TRANSCRIPTION COMPETENCY CONTROL GROUP POST-TEST

X = Scores in English

Y = Scores in Transcription Competency

?X = 530 ?Y = 333

$?X^2 = 5736$ $?Y^2$ 2721

?XY = 3480

$$r = \frac{55(3480) - (539)(333)}{\sqrt{[55(5736) - (530)^2]\,[55(2721) - (333)^2]}}$$

$$= \frac{191400 - 176490}{\sqrt{(315480) - (280900)(149655 - 110889)}}$$

$$= \frac{14910}{\sqrt{(34580)(38766)}}$$

$$= \frac{14910}{36613.225}$$

= 0.4072

To test r for significance,

$$t = r_n \times \frac{n-2}{\sqrt{1 - r_s^2}}$$

$$= 0.4072 \times \frac{53}{\sqrt{1-0.1658}} = 0.4072 \times \frac{53}{\sqrt{0.8342}}$$

t = 0.4072 x v63.5339

= 0.4072 x 7.9708

= 3.246

t α/2 (n-1) df = 2.00

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therefore t cal > t α/2 at df = 54
significant at α = 0.05
Hence the H_0 is rejected and H_1 is accepted.

APPENDIX 4 (3)

H_{02}:

CORRELATION BETWEEN ENGLISH SCORES AND SHORTHAND: EXPERIMENTAL GROUP POST-TEST

X = Scores in English

Y = Scores in Shorthand

?X = 761, $\Sigma Y = 642$, $\Sigma XY = 9527$, $\Sigma X^2 = 11385$, $\Sigma Y^2 = 8372$

$$r = \frac{55(9527) - (761)(642)}{\sqrt{[55(11385) - (761)^2][55(8372) - (642)^2]}}$$

$$= \frac{523985 - 488562)}{\sqrt{(626175 - 579121)(460460 - 412164)}}$$

$$= \frac{35423}{\sqrt{(47054)(48296)}} \qquad = \frac{35423}{47670.955}$$

$$= 0.743073$$

Testing r for significance,

$$t = 0.7431 \times \frac{55-2}{\sqrt{1-(0.7431)^2}}$$

$$= 0.7431 \times \frac{53}{\sqrt{1-0.5521976}}$$

$$= 0.7431 \times \frac{53}{\sqrt{0.4478}} \qquad = 0.7431 \times \sqrt{118.35}$$

$$= 0.7431 \times 10.879$$

t cal = 8.084

$\alpha = 0.05$ $\alpha/2 = 0.025$

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$t\alpha/2\ (n-1)\ df = t0.025(54) = 2.00$

t cal > $t\alpha/2$, t cal is significant at $\alpha/2 = 0.025$

Hence H_0 is rejected and it was concluded that there is significant relationship between English language and Shorthand.

H_0: ENGLISH VS SHORTHAND CONTROL GROUP POST-TEST

	X_i	Y_i	XY	X^2	Y^2
1.	08	06	48	64	36
2.	07	08	56	49	64
3.	14	10	140	196	100
4.	12	11	132	144	121
5.	07	05	35	49	25
6.	06	09	54	36	81
7.	13	10	130	169	100
8.	09	11	99	81	121
9.	06	06	36	36	36
10.	05	07	35	25	49
11.	14	13	182	196	169
12.	09	10	90	81	100
13.	07	11	77	49	121
14.	06	06	36	36	36
15.	10	10	100	100	100
16.	09	07	63	81	49
17.	06	08	48	36	64
18.	05	05	25	25	25
19.	09	00	00	81	00
20.	07	12	84	49	144
21.	07	08	56	49	64
22.	10	13	130	100	169
23.	15	09	135	225	81
24.	15	07	105	225	49
25.	09	06	54	81	36
26.	07	18	126	49	324
27.	16	11	176	256	121
28.	11	16	176	121	256
29.	16	17	272	256	289
30.	17	12	204	289	144
31.	12	08	96	144	64
32.	06	12	72	36	144
33.	10	10	100	100	100

X_i =Scores in English language

Y_i=Scores in Shorthand

	X_i	Y_i	XY	X^2	Y^2
34.	14	15	210	196	225
35.	09	07	63	81	49
36.	08	06	48	64	36
37.	12	13	156	144	169
38.	10	09	90	100	81
39.	08	07	56	64	49
40.	06	03	18	36	09
41.	04	05	20	16	25
42.	08	10	80	64	100
43.	08	09	72	64	81
44.	10	07	70	100	49
45.	09	11	99	81	121
46.	13	08	104	169	64
47.	12	14	168	144	196
48.	10	08	80	100	64
49.	09	05	45	81	25
50.	04	02	08	16	04
51.	11	04	44	121	16
52.	16	10	160	256	100
53.	08	02	16	64	04
54.	15	09	135	225	81
55.	06	03	18	36	09
	527	479	4912	5736	4964

APPENDIX 4 (4)

H_{03}:

There is no significant difference in the Transcription Competency of students with good English language entry qualification and those with poor English language entry qualification.

Let X_1 = mean score in Transcription of students with good English entry qualification.

X_2 = mean score in Transcription of students with poor English entry qualification.

$$X_1 = \frac{537}{55} = 9.76$$

$$X_2 = \frac{338}{55} = 6.145$$

$$Sx_1^2 = \frac{5991}{55} - \left[\frac{537}{55}\right]^2$$

$$= 13.67$$

$$Sx_2^2 = \frac{2590}{55} - \left[\frac{338}{55}\right]^2$$

$$= 9.33$$

$$Z = \frac{9.76 - 6.145}{\sqrt{\frac{13.67}{55} + \frac{9.33}{55}}}$$

$$= \frac{3.62}{0.6466} = 5.60$$

At $\alpha = 0.05$, $Z\alpha/2 = 1.64$ for a one sided test for H_0: $\mu x_1 = \mu x_2$

H_1: $\mu x_1 = \mu x_2$

H_0 is rejected.

H_{03}: THERE IS NO DIFFERENCE IN TRANSCRIPTION COMPETENCY OF STUDENTS WITH GOOD ENGLISH ENTRY QUALIFICATION, AND THOSE WITH POOR ENGLISH ENTRY QUALIFICATION.

	X_1	X_2	X_1^2	X_2^2
1.	16	07	256	49
2.	17	05	289	25
3.	11	09	121	81
4.	09	09	81	81
5.	08	04	64	16
6.	11	10	121	100
7.	08	09	64	81
8.	09	03	81	09
9.	04	03	16	09
10.	14	09	196	81
11.	12	06	144	36
12.	13	00	169	00
13.	10	00	100	00
14.	08	09	64	81
15.	06	08	36	64
16.	09	05	81	25
17.	07	05	49	25
18.	07	06	49	36
19.	06	09	36	81
20.	10	10	100	100
21.	15	11	225	121
22.	14	09	196	81
23.	12	08	144	64
24.	09	09	81	81
25.	15	06	225	36
26.	09	14	81	196
27.	08	01	64	01
28.	07	04	49	16
29.	11	08	121	64
30.	03	06	09	36
31.	04	03	16	09
32.	05	02	25	04
33.	07	05	49	25
34.	12	07	144	49
35.	13	07	169	49
36.	12	05	144	25

37.	13	00	169	00
38.	13	03	169	09
39.	10	05	100	25
40.	13	07	169	49
41.	10	04	100	16
42.	10	05	100	25
43.	06	06	36	36
44.	07	08	49	64
45.	09	11	81	121
46.	02	07	04	049
47.	02	09	04	81
48.	14	06	196	36
49.	15	06	225	36
50.	05	06	25	36
51.	04	03	16	09
52.	12	09	144	81
53.	14	00	196	00
54.	07	08	49	64
55.	10	04	100	016
	537	338	5991	2590

APPENDIX 4 (5)

H_{04}:

There is no significant relationship between:

a) The LISTENING Ability and TRANSCRIPTION Competency of Secretarial Students.

X_1 = Scores in Listening Ability

Y = Scores in Transcription Competency

Experimental Group Post-test scores (compared with Control Group's scores).

$?X_1Y = 5161$, $?Y = 527$, $?X_1 = 494$, $?X_1^2 = 4843$, $?Y^2$ 5791

$$r = \frac{55(5161) - (494)(527)}{\sqrt{[55(4843) - (494)^2][55(5791) - (527)^2]}}$$

$$= \frac{283855 - 260338}{\sqrt{(266365 - 244036)(318505 - 277729)}}$$

$$= \frac{23517}{\sqrt{(22329)(40776)}} \qquad = \frac{23517}{30174.282}$$

$r = 0.7793$ $\qquad r^2 = 0.6074$

$$t = 0.7793 \times \frac{53}{\sqrt{1-0.6074}}$$

$$= 0.7793 \times \frac{53}{\sqrt{0.3926}} \qquad = 0.7993 \times 11.6188$$

$= 9.286$

$t\alpha/2 = 2.00$, therefore $H_0 4) = 2.00$ is rejected.

Compared with Control Group: $r = 0.32$ and Post-test $r^2 = 0.1024$

H_{04}:

b) There is no significant relationship between the reading ability and transcription competency of secretarial students.

X_2 = Scores in reading

Y = Transcription Competency

$\Sigma X_2 = 555$, $\Sigma Y = 527$, $\Sigma X_2 Y = 5839$, $\Sigma X_2^2 = 6267$, ΣY^2 5791

$$r = \frac{55(5839) - (555)(527)}{\sqrt{[55(6267) - (555)^2][55(5791) - (527)^2]}}$$

$$= \frac{32115 - 292485}{\sqrt{(344685) - (308025) - (277729)}}$$

$$= \frac{28660}{\sqrt{(36660)(40776)}} \qquad = \frac{28660}{38663.268}$$

$r = 0.741$,

$r^2 = 0.549$

$r^2 = 0.549 \times \frac{53}{\sqrt{0.451}}$ $= 0.741 \times 10.840$

$= 8.032$, which is highly significant

at $t\alpha/2 = 2.00$. Hence H_0 is rejected.

H_{04}:

c) There is no significant relationship between the listening and reading abilities of secretarial students and their transcription competency.

X_3 = (LISTENING + READING) scores

Y = TRANSCRIPTION COMPETENCY

$\Sigma X_3 = 1036$, $\Sigma Y = 527$, $\Sigma X_3 Y = 10430$, $\Sigma X_3^2 = 21652$, ΣY^2 5791

$$r = \frac{55(10930) - (1036)(527)}{\sqrt{[55(21652) - (1036)^2][55(5791) - (527)^2]}}$$

$$= \frac{601150 - 545972}{\sqrt{(1190860 - 1073296)\,(318505 - 277729)}}$$

$$= \frac{55178}{\sqrt{(117564)(40776)}}$$

$$= \frac{55178}{69237.198} = 0.7969$$

$$t = 0.7969 \times \frac{53}{\sqrt{1-(0.7969)^2}}$$

475906

$$= 0.7969 \times \frac{53}{\sqrt{0.36495}}$$

$$= 0.7969 \times \sqrt{145.225} = 0.7969 \times 12.0509$$
$$= 9.603$$

which is highly significant at $\alpha/2 = 0.025$ for 54 df.

H_{04}: EXPERIMENTAL GROUP POST-TEST LISTENING AND READING VS TRANSCRIPTION COMPETENCY $H_{0}4$ (a), (b), (c).

	X_1	X_2	Y	X_1Y	X_2Y	X_1^2	X_2^2	Y^2 = $X_1 + X_2$	X_3	X_3^2	X_3Y
1.	12	18	10	120	180	144	324	100	30	900	300
2.	05	06	06	30	36	25	36	36	11	121	66
3.	07	12	07	49	84	49	144	49	19	361	133
4.	08	10	07	56	70	64	100	49	18	324	126
5.	10	11	09	90	99	100	121	81	11	121	99
6.	06	08	06	36	48	36	64	36	14	196	84
7.	07	07	08	56	56	49	49	64	14	196	112
8.	07	06	10	70	60	49	36	100	13	169	130
9.	10	09	13	130	117	100	81	169	19	36	247
10.	09	11	12	108	132	81	121	144	20	400	260
11.	06	09	14	84	126	36	81	196	15	225	210
12.	06	06	04	24	24	36	36	16	12	144	48
13.	07	08	09	63	72	49	48	81	15	225	135
14.	06	10	08	48	80	36	100	64	16	256	128
15.	08	07	11	88	77	64	49	121	15	225	165
16.	06	08	08	48	64	36	64	64	14	196	112
17.	06	09	09	54	81	36	81	81	15	225	135
18.	09	09	11	99	99	81	81	121	18	324	198
19.	14	15	17	238	255	196	225	289	29	841	493
20.	12	14	16	192	224	144	196	256	26	676	416
21.	12	10	15	180	150	144	100	225	22	484	330
22.	12	16	14	168	224	144	256	196	28	784	392
23.	08	11	12	96	132	64	121	144	19	361	228
24.	07	11	09	63	99	49	121	81	18	324	162
25.	13	18	15	195	270	169	324	225	31	961	465
26.	08	10	09	72	90	64	100	81	18	324	162
27.	09	09	08	72	72	81	81	64	18	324	144
28.	06	06	07	42	42	36	36	39	12	144	84
29.	09	10	11	99	110	81	100	121	19	361	209
30.	05	05	03	15	15	25	25	09	10	100	30
31.	04	03	04	16	12	16	09	16	07	49	28
32.	07	06	05	35	30	49	36	25	13	169	65
33.	09	09	07	63	63	81	81	49	18	324	126
34.	10	11	10	100	110	100	121	100	21	441	210
35.	08	07	07	56	49	64	499	49	15	225	105

	X_1	X_2	Y	X_1Y	X_2Y	X_1^2	X_2^2	$X_1 + X_2$ $Y^2 =$	X_3	X_3^2	X_3Y
36.	10	10	14	140	140	100	100	196	20	400	280
37.	12	13	12	144	156	144	169	144	25	625	300
38.	05	06	04	20	24	25	36	16	11	121	44
39.	07	07	05	35	35	49	49	25	14	196	70
40.	16	15	15	240	225	256	225	225	31	961	465
41.	10	12	14	140	168	100	144	196	22	484	308
42.	03	03	02	08	06	16	09	04	07	49	14
43.	05	05	02	10	10	25	25	04	10	100	20
44.	08	09	09	81	72	81	64	81	17	289	153
45.	10	11	07	70	77	100	121	49	21	441	147
46.	07	09	06	42	54	49	81	36	16	256	96
47.	12	12	10	120	120	144	144	100	24	576	240
48.	13	14	10	130	140	169	121	100	27	729	270
49.	11	13	13	143	169	121	169	169	24	576	312
50.	10	15	10	100	150	100	225	100	25	625	250
51.	12	11	13	156	143	144	121	169	23	529	299
52.	14	12	13	182	156	196	144	169	26	676	338
53.	09	14	12	108	168	81	196	144	23	529	276
54.	13	14	13	169	182	169	196	169	27	729	351
55.	14	16	12	168	192	196	256	144	30	900	360
	494	555	527	5161	5839	4843	6267	5791	1036	21652	10930

X_1 = LISTENING
X_2 = READING
X_3 = TRANSCRIPTION

APPENDIX 4(6)

H_o5:

There is no significant difference in Transcription Competency of students exposed to listening and reading skills development and those not so exposed.

X_1 = mean score in Transcription Competency of Experimental Group Post-test.

X_2 = mean score in Transcription Competency of Control Group Post-test.

n = 55 is large, X_i is normally distributed

$$X_3 = \frac{333}{55} = 6.05;\ X_1\ \frac{527}{55} = 9.58$$

$$Sx_1^2 = ?\underline{X}^2 - (?\underline{X})^2 = \frac{5991}{55} - \frac{(527)^2}{(55)} = 108.93 - (9.58)^2$$

$$= 108.93 - 91.776 - Sx_i = 17.67$$

$$Sx_2^2 = \frac{2721}{55} - \frac{(333)^2}{55} = \frac{2721}{55} - (6.054)^2$$

$$= 49.47 - 36.65 = 12.82$$

$$Z = \frac{9.58 - 6.054}{\sqrt{\frac{17.67}{55} + \frac{12.82}{55}}} = 0.3213 + 0.2331$$

$$= \frac{3.526}{0.5544} = \frac{3.526}{0.7445} = 4.74$$

$Z\alpha$ one sided is 1.64, hence H_0 is rejected

$\mathbf{H_{05}}$:

	X_1	X^2	X_1^2	X_2^2
1.	10	04	100	16
2.	06	06	36	36
3.	07	08	49	64
4.	07	08	49	64
5.	09	03	81	09
6.	06	06	36	36
7.	08	07	64	49
8.	10	08	100	64
9.	13	05	169	25
10.	12	04	144	16
11.	14	10	196	100
12.	04	11	16	121
13.	09	08	81	64
14.	08	04	64	16
15.	11	07	121	49
16.	08	04	64	16
17.	09	06	81	36
18.	11	03	121	09
19.	17	00	289	00
20.	16	10	196	100
21.	15	04	225	16
22.	14	10	196	100
23.	12	05	144	25
24.	09	03	81	09
25.	15	02	225	04
26.	09	15	81	225
27.	08	09	64	81
28.	07	12	49	144
29.	11	16	121	256
30.	03	07	09	49
31.	04	05	16	25
32.	07	08	49	64
33.	07	08	49	64
34.	10	12	100	144
35.	07	10	49	70
36.	14	04	196	16
37.	12	09	144	81

X_1 = Experimental Group's Post-test Transcription scores

X_2 = Control Group's Post-test Transcription scores

38.	04	06	16	36
39.	05	04	25	16
40.	15	01	225	01
41.	14	04	196	16
42.	02	02	04	04
43.	02	06	04	12
44.	09	04	81	16
45.	07	07	49	49
46.	06	03	36	09
47.	10	09	100	81
48.	10	04	100	16
49.	12	02	144	04
50.	10	00	100	00
51.	13	03	169	09
52.	13	07	169	49
53.	12	00	144	00
54.	13	07	169	49
55.	12	01	144	01
	527	333	5991	2721

APPENDIX 4 (7)

H_{o6}:

There is no significant difference in the overall scores in Transcription Competency, Shorthand, and English language of students exposed to new listening and reading skills development and those not so exposed.

X_1 = (Overall) mean score in English language + Shorthand + Transcription Competency of Experimental Group's Post-test.

X_2 = (Overall) mean score in English language + Shorthand + Transcription Competency of Control Group's Post-test.

X_3 = (Overall) mean score in English language + Shorthand + Transcription Competency of Experimental Group's Pre-test.

$X_1 = \frac{1936}{55} = 35.2$

$X_2 = \frac{1342}{55} = 24.4$

$X_3 = \frac{1110}{55} = 20.18$

$?x_1 = 1936$; $?x_1^2 = 74634$

$Sx_1^2 = \frac{74634}{55} - \frac{[1936]^2}{[55]^2}$

$= 1356.98 - (3512)^2 = 1356.98 - 1239.04 = 117.94$

$?X_2 = 1342$; $?x_2^2 = 35177$

$Sx_2^2 = \frac{35177}{55} - \frac{[1342]^2}{[55]^2} == 639.58 - (244)^2 = 639.58 - 595.36 = 44.22$

$?X_3 = 1110$; $?X_3^2 = 27374$

$Sx_3^2 = \frac{27374}{55} - \frac{[1110]^2}{[55]^2} = 497.71 - (20.18)^2 = 497.71 - 407.23 = 90.48$

$2_1 = [X_1 - X_2] - 0$

$\sqrt{\frac{SX_1}{n} + \frac{SX_2}{n}} = \frac{35.2 - 24.4}{\frac{117.94}{55} + \frac{44.22}{55}}$

$= \frac{10.8}{\sqrt{(2.1443 + 0.804)}} = \frac{10.18}{\sqrt{2.9483}}$

$$= \frac{10.18}{1.717} = 6.29$$

Significant at $\alpha = 0.05$

$$Z_2 = \frac{(X_1 - X_3) - 0}{\sqrt{\frac{SX_1^2}{n} + \frac{SX_3}{n}}}$$

$$= \frac{35.2 - 20.18}{\sqrt{\frac{117.94}{55} + \frac{90.48}{55}}} = \frac{15.02}{\sqrt{(2.1443 + 1.645)}}$$

$$= \frac{15.02}{\sqrt{3.7983}} = \frac{15.02}{1.9466}$$

$$= 7.716$$

Which is more significant at $\alpha = 0.05$, than the difference between the mean scores of students who underwent the special teaching skills development and those who did not.

$H_0$6: EXPERIMENTAL GROUP'S POST-TEST SCORES

S/N	English	Shorthand	Transcription	Total =	X_1	X_2
1.	20	15	10		45	2025
2.	08	15	06		29	841
3.	14	10	07		31	961
4.	12	17	07		36	1296
5.	15	15	09		39	1521
6.	12	08	06		26	676
7.	08	08	08		24	576
8.	14	08	10		32	1024
9.	20	14	13		47	2209
10.	22	16	12		50	2500
11.	15	15	14		44	1936
12.	10	05	04		19	361
13.	10	10	09		29	841
14.	16	09	08		33	1089
15.	18	11	11		40	1600
16.	10	10	08		28	784
17.	11	10	09		30	900
18.	15	13	11		39	1521
19.	18	19	17		54	2916
20.	19	18	16		53	2809
21.	17	16	15		48	2304
22.	18	15	14		47	2209
23.	14	14	12		40	1600
24.	15	10	09		34	1156
25.	19	17	15		51	2601
26.	14	11	09		34	1156
27.	12	10	08		30	900
28.	12	10	07		29	841
29.	15	13	11		39	1521
30.	08	05	03		16	256
31.	08	06	04		18	324
32.	09	07	05		21	441
33.	17	09	07		33	1089
34.	16	13	10		39	1521

S/N	English	Shorthand	Transcription	Total =	X_1	X_2
35.	12	08	07		27	729
36.	18	17	14		49	240
37.	15	13	12		40	1600
38.	07	05	04		16	256
39.	06	07	05		18	324
40.	18	18	15		51	2601
41.	16	17	14		47	2209
42.	06	04	02		12	144
43.	06	03	02		11	121
44.	12	11	09		32	1024
45.	15	10	07		32	1024
46.	13	07	06		26	676
47.	15	11	10		36	1296
48.	11	12	10		33	1089
49.	16	15	13		44	1936
50.	17	10	10		37	1369
51.	16	12	13		41	1681
52.	17	16	13		46	2116
53.	15	14	12		41	1681
54.	17	16	13		46	2116
55.	18	14	12		44	1936
	761	642	527		1936	74634

$H_0$6: CONTROL GROUP'S POST-TEST SCORES

S/N	English	Shorthand	Transcription	Total =	X_2	X_2^2
1.	08	06	04		18	324
2.	07	08	06		21	441
3.	14	10	08		32	1024
4.	12	11	08		31	961
5.	07	05	03		15	225
6.	06	09	06		21	441
7.	13	10	07		30	900
8.	09	11	08		28	784
9.	06	06	05		17	289
10.	05	07	04		16	256
11.	14	13	10		37	1369
12.	09	10	11		30	900
13.	07	11	08		26	676
14.	06	06	04		16	256
15.	10	10	07		27	729
16.	09	07	04		20	400
17.	06	08	06		20	400
18.	05	05	03		13	169
19.	09	00	00		09	81
20.	07	12	10		29	841
21.	07	08	04		19	361
22.	10	13	10		33	1089
23.	15	09	05		29	841
24.	15	07	03		25	625
25.	09	06	02		17	289
26.	07	18	15		40	1600
27.	16	11	09		36	1296
28.	11	16	12		39	1521
29.	16	17	16		49	2401
30.	17	12	07		36	1296
31.	12	08	05		25	625
32.	06	12	10		28	784
33.	10	10	08		28	784
34.	14	14	12		41	1681
35.	09	07	10		26	676
36.	08	06	04		18	324
37.	12	13	09		34	1156

38.	10	09	06	25	625
39.	08	07	04	19	361
40.	06	03	01	10	100
41.	04	05	04	13	169
42.	08	10	02	20	400
43.	08	09	06	23	529
44.	10	07	04	21	441
45.	09	11	07	27	729
46.	13	08	03	24	576
47.	12	14	09	35	1225
48.	10	08	04	22	484
49.	09	05	02	16	256
50.	04	02	00	06	36
51.	11	04	03	18	324
52.	16	10	07	33	1089
53.	08	02	00	10	100
54.	15	09	07	31	961
55.	06	03	01	10	100
				1342	35177

$H_0$6:EXPERIMENTAL GROUP'S PRE-TEST SCORES

S/N	English	Shorthand	Transcription	Total =	X_2	X_2^2
1.	13	11	14		38	1444
2.	01	01	01		03	09
3.	05	05	04		14	196
4.	06	07	08		21	441
5.	08	06	06		20	400
6.	04	03	03		10	100
7.	03	02	02		07	49
8.	04	03	05		12	144
9.	05	06	07		18	324
10.	06	07	07		20	400
11.	05	05	05		15	225
12.	05	00	00		05	25
13.	02	00	03		05	25
14.	05	03	05		13	169
15.	07	06	07		20	400
16.	03	04	04		11	121
17.	04	01	05		10	100
18.	08	06	06		20	400
19.	07	08	08		23	529
20.	12	12	11		35	1225
21.	06	09	07		22	484
22.	06	08	09		23	529
23.	06	06	06		18	324
24.	06	06	06		18	324
25.	09	07	06		22	484
26.	05	04	03		12	144
27.	06	06	09		21	441
28.	04	03	00		07	49
29.	08	06	08		22	484
30.	06	02	04		12	144
31.	04	08	07		19	361
32.	07	07	05		19	361
33.	03	09	09		21	441
34.	12	10	09		31	961
35.	04	06	04		14	196
36.	11	12	10		33	1089
37.	11	10	09		30	900

38.	06	04	03	13	169
39.	03	03	03	09	81
40.	11	09	09	29	841
41.	07	10	06	23	529
42.	03	00	00	03	09
43.	04	01	00	05	25
44.	12	11	09	32	1024
45.	13	10	08	31	961
46.	10	08	05	23	529
47.	10	08	05	23	529
48.	12	07	09	25	625
49.	14	13	02	36	1296
50.	12	10	10	32	1024
51.	14	12	11	37	1369
52.	13	10	09	32	1024
53.	12	09	08	29	841
54.	14	11	09	34	1156
55.	12	12	06	30	900
				1110	**27374**