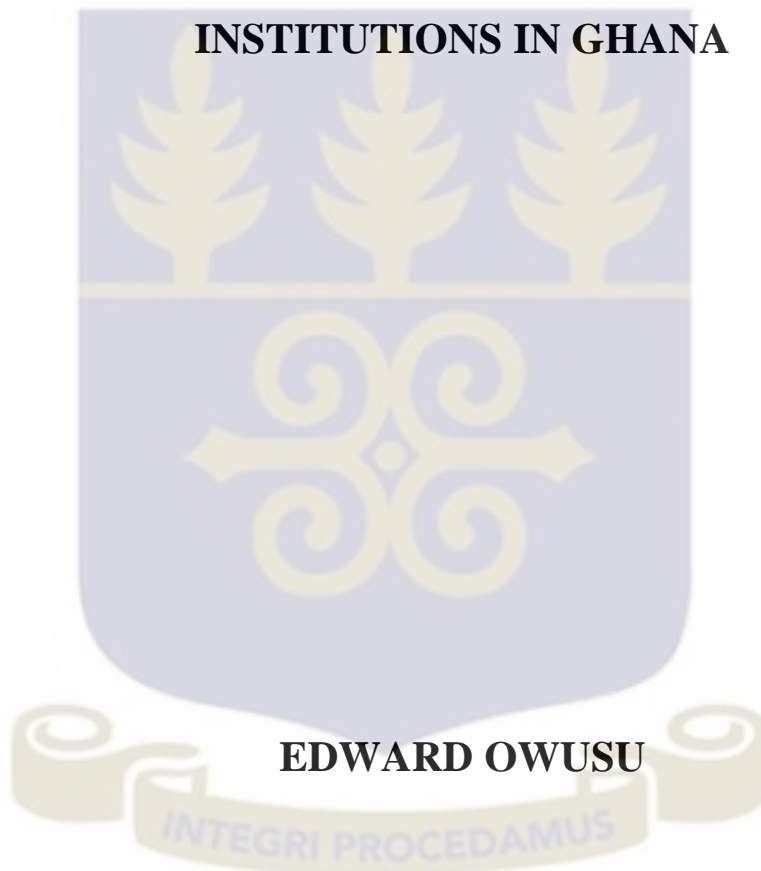


**IMPACT OF CORRECTIVE FEEDBACK ON THE
WRITING OF BUSINESS COMMUNICATION
STUDENTS IN SELECTED TERTIARY
INSTITUTIONS IN GHANA**



**IMPACT OF CORRECTIVE FEEDBACK ON THE WRITING OF
BUSINESS COMMUNICATION STUDENTS IN SELECTED
TERTIARY INSTITUTIONS IN GHANA**

BY

EDWARD OWUSU

(10319474)

**THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA,
LEGON, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF PHD TEACHING ENGLISH AS A SECOND
LANGUAGE (TESL) DEGREE**

JULY, 2017

DECLARATION

I hereby declare that, this thesis is my own work produced from research under supervision and that no part of it has been submitted for another degree in this University or elsewhere. I also declare that sources of information used in this work have been duly acknowledged.

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ABSTRACT

This research work examines the impact of corrective feedback (CF) on the writings of business communication students in selected tertiary institutions in Ghana. In Ghana, CF is one area in Second Language Acquisition (SLA) that has not received much attention. Both empirical and theoretical literature were reviewed. Noticing and Swain's Comprehensible Output Hypotheses were the two theoretical underpinnings the research adopted. The design of the research was sequential exploratory mixed methods approach. The field data (students' texts and questionnaire items) were collected from Ho, Koforidua, Kumasi, and Sunyani Technical Universities. From each of the universities, the respondents were segmented into three groupings – Direct Feedback (DF), Indirect Feedback (IF), and No Feedback (NF) groups. One hundred (100) student-respondents were targeted from each of the 4 universities, but a 60 percent response rate each was attained. Each student-participant composed 4 texts before the questionnaires were administered. A total of 1280 sampled texts were used. After the pre-tests were conducted at each university sequentially, three interventions (DF, IF, and NF) were used on the pre-test texts of the various groups of the student-respondents before they took the post-tests. The result of the study showed that CF in general has positive impact on students' texts. The research further revealed that DF and IF interventions correct memorandum and business letter errors better than the NF. However, the potency of the DF intervention was stronger than that of the IF. Therefore, the thesis recommends that teachers of Business Communication should use DF or IF interventions in assessing students' texts; and NF should only be used as a prelude of DF or IF.

DEDICATION

I dedicate this work to my son, Edgar Owusu.

Nkunim, your birth put smiles on our faces again.

We thank God for your life.

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Oh Lord, my 'hallelujah' belongs to You.

I offer thanks and praises to the Almighty God. The challenges that go with accomplishing this great feat are many. By the unwarranted favour of God, through Jesus Christ, I have been able to achieve one of my academic pursuits.

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LIST OF ABBREVIATIONS

ASOWO	–	Addition, Substitution, Omission, and Wrong Ordering issues
B/A	–	Brong Ahafo Region
BAC	–	Bachelor of Arts in Communication Studies
BCERM	–	Business Consulting and Enterprise Risk Management
BLAF	–	Business Letter Analytical Framework
CF	–	Corrective Feedback
CIH	–	Comprehensible Input Hypothesis
COH	–	Comprehensible Output Hypothesis
CSUC	–	Christian Service University College
DF	–	Direct Feedback
EFL	–	English as a Foreign Language
ESL	–	English as a Second Language
GBUC	–	Ghana Baptist University College
HOD	–	Head of Department
HRM	–	Human Resource Management
HTU	–	Ho Technical University
IDL	–	Institute of Distance Learning
IF	–	Indirect Feedback
IH	–	Input Hypothesis
IL	–	Interlanguage
IM	–	Instant Messaging
KNUST	–	Kwame Nkrumah University of Science and Technology
KsTU	–	Kumasi Technical University
KTU	–	Koforidua Technical University
LF	–	Language and formatting
MBC	–	Master of Business Consulting
MAF	–	Memorandum Analytical Framework
MSc.	–	Master of Science
NF	–	No Feedback

NH	–	Noticing Hypothesis
PMG	–	Punctuation, Mechanics, and Grammar
RoMeL	–	Rubrics in Memoranda and Letters
SCT	–	Sociocultural Theory
SEMM	–	Sequential Exploratory Mixed Methods
SL	–	Second Language
SLA	–	Second Language Acquisition
SLL	–	Second Language Learners
SSCTLFCFC	–	Spelling, Spacing/word-division, Concord, Tense, Lexis, Capitalisation, and Comma
STU	–	Sunyani Technical University
TL	–	Target Language
ZPD	–	Zone of Proximal Development

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CHAPTER ONE

GENERAL INTRODUCTION

1.0. Introduction

This thesis assesses the impact that Corrective Feedback (CF) has on the memoranda and letters of business communication students in selected tertiary institutions in Ghana. The thesis is segmented into seven chapters.

This chapter is the gestalt of the entire work. It covers sub-topics such as: background to the study, objectives of the study, research questions, significance of the study, scope of the study, organisation of the thesis, and summary.

1.1 Background to the Study

The background focuses on four thematic areas. These are: basic assumptions of communication, communication in the world of business, the teaching and learning of business communication at the tertiary level of education in Ghana, and language and error correction.

1.1.1 Basic Assumptions of Communication

In the world of *Homo sapiens*, communication is practically inevitable as all species of different types engage in this obligatory activity. Without communication, people in a society would find it taxing to stay connected with one another; and animals would also find it challenging to associate with one another. The significance of communication is apparent in all areas of life: marriage, academia, business, religion, career development, and leisure pursuit.

In marriage, it is said to be the key element to a successful relationship. In academia, it leads to efficacious academic life. In the business, it is the medium through which the business community makes its vision and mission statements as well as core values, objectives and goods/services known to its internal and external stakeholders. Thus, communication is the key element in organisational success. For example, in a study conducted by Katz Business School, University of Pittsburgh, it came to light that communication skills is the important factor in choosing managers (McPheat 2010:8). Thus, the cases studied rated written and oral communication as the most important element in selecting management staff. In religion, one cannot have a relationship with a deity without communication. In career development, it enables one to progress to one's self-actualization level.

Communication is a science as well as an art. It is a learned and an acquired activity. Most people are born with the natural ability to talk or write; others have to learn this skill. Communication traces its root to the Latin word – *communicare* – which means to share (Weekley 1967:338). It is, thus, 'the process of understanding and sharing meaning' (Pearson and Nelson 2000:6). It is the activity or way of articulating thoughts and feelings or of giving people information.

In its widest sense, Beebe, Beebe and Ivy (2004:5) have defined communication as the 'process of acting on information.' So the question is, how do we act on information? There are myriad of ways through which one can act on information: clarifying, evaluating, interpreting, understanding and sharing the information. Therefore, it is obvious that this definition is a generic one as it includes all species of the *Homo sapiens*. For example, in the Ivan Pavlov dog

experiment¹, the dog was able to act on information by associating the sound of the turning fork to the serving of the food; and that is communication (McLeod 2013:1).

Beebe *et al.* (2004:5) redefined communication from the human point of view as: ‘the process of making sense out of the world and sharing that sense with others by creating meaning through verbal and nonverbal messages.’ There are some key points in the definition that need expatiation. One, the initiator of the communication process first makes sense of the world by going through experiences. As (s)he goes through experiences, (s)he begins to get a fair comprehension of the entities of the world. (S)he then encrypts the experience into a meaning message. Two, the experiencer now shares his/her experience(s) with others (recipient/s) through a communication medium. When the recipient, receives the message, (s)he tries to decode it to comprehend the intended meaning. During the act of transmitting the message, two processes – the content and the context² – are received.

In all the activities, the initiator/sender could encounter some challenges known in communication as noise³. When the message is decoded, the receiver sends a feedback to the sender; and this completes the communication process (Beebe *et al.* 2004:11-15; Bovée and Thill 2008:46; Guffey 2007:9; Guffey and Loewy 2010:10; McClave 2008:4; Schermerhorn 2004:216; Thill and Bovée 2013:10; Turk and Kirkman 1989:9). Three, the message can be coded in a

¹ In this classical experiment, Russian psychologist, Ivan Pavlov, trained a dog through repeated occurrences to the extent that the dog was able to make a conceptual connection between the sound of the turning fork and the act of salivation. The dog subsequently acquired a skill Pavlov referred to as a conditioned response (Brown 2000:80). It is on this basis that Watson (1913) coined the term behaviourism.

² The content is the intended meaning of the message while the context is the circumstances surrounding the message.

³ This is the interference that prevents the message from being well understood. The noise mostly works on the selected channel/medium of the sender.

verbal or non-verbal form.

McPheat (2010:10) has also defined communication as ‘the art and process of generating and sharing ideas. Effective communication is dependent on the richness of those ideas.’ So, according to this definition, if one generates an idea and fails to share it, it cannot be termed as communication. This is contentious as we have intrapersonal⁴ communication. Again, what will constitute richness of ideas? Who determines the richness of ideas? Because there are individual differences, obtaining uniformed responses for these questions would always be problematic. According to Schermerhorn (2004:216), ‘communication is an interpersonal process of sending and receiving symbols with messages attached to them.’ This definition is skewed to one direction as we have intrapersonal, group and mass communications.

There are three basic modes of linguistic communication – writing, oral communication, and signing (Finegan 2008:16). Apart from these three, communication can take place by using nonverbal codes (Beebe *et al.* 2004:82-94; Krizan *et al.* 2008:408-411; McClave 2008:194-205). Writing or written communication, is the system of advancing and conveying one’s thoughts into a sequence of letters or symbols. It is communicating by using encrypted characters. ‘Written representation becomes linguistic when it relies on language for its organisation and communicative success’ (Finegan 2008:17).

Oral communication is a method of expressing one’s thoughts and moods by using the speech organs. According to Finegan (2008:16), the voice is the commonest means of linguistic communication, and speech is accordingly a prime method of human language. Signing is the use of visible gestures to

⁴ This is the ‘inner conversation’ (McClave 2008:3) or ‘self talk’ (Wood 1997:22) that takes place within an individual. This may include dreams, thoughts, idea formation, dilemma, soliloquy and brainstorming.

communicate (Finegan 2008:17). While signing is a language (for example, American Sign Language and British Sign Language), non-verbal communication may not be a homogeneous language. Non-verbal communication is the kind of communication that does not use words (Kreidler 1998:302; Beebe *et al.* 2004). Some codes for non-verbal communication are appearance, kinesics⁵ eye contact, facial expressions, touch, time and proxemics⁶ (Beebe *et al.* 2004:85-93; Krizan *et al.* 2008:408-412; McClave 2008:195-205).

1.1.2 Communication in the Corporate World

Given the forces in the modern business world, companies are constantly searching for workers who can adjust to new dynamics in the business world, can subsist and flourish in fluid and tentative situations, and can continue to learn during their careers. Employers desire to have team players who possess strong work track records, leaders who are resourceful, and employees who have diversified skills and diverse work experience. (Bové and Thill 2008:P-2).

In some companies, it is the expectation of employers to have graduates who are sensitive to cultural differences, have sound understanding of international affairs, have pursued a course abroad, and have learned another language or can otherwise demonstrate an appreciation of other cultures (Bové and Thill 2008:P-2). Thus, with the growing challenges in the business world, most business entities have become dynamic.

Majority of the changes in the dynamic business world revolve around processing and communicating information. Because of this, the successful players in this dynamic world of work are those who have developed

⁵ This is a general term for human movements, gestures, and posture (Beebe *et al.* 2004:86).

⁶ This is the use of space to communicate meaning or the study of the way humans use space to convey messages (McClave 2008:200).

communication skills (Guffey and Loewy 2010:6). Apart from this personal advantage that the individual derives from communication, effective communication has proved to be the panacea to organisational success. Effective communication contributes to the success of business in diverse ways. For example, it provides:

[c]loser ties with important communities in the market place; opportunities to influence conversations, perceptions, and trends; increased productivity and faster problem solving; better financial results and higher return for investors; earlier warnings of potential problems, from rising business costs to critical safety issues... (Bové and Thill 2008:4; Thill and Bové 2013:4).

Guffey and Loewy (2010:6-7) have also noted the important role that excellent communication skills play in some business trends as:

[f]lattened management hierarchies; more participatory management; increased emphasis on self-directed work groups and virtual teams; heightened global competition; innovative communication technologies; new work environments; focus on information and knowledge and corporate assets. (2010:6-7).

For example, on flattened management hierarchies, effective written and oral communication skills enable all stakeholders to be aware of decisions made by the executive board of the organisation. Should public sensitization of the decision become imperative, effective communication once again, plays a leading role.

Business communication is the label used in reference to the specialized communication that takes place in and around the business world. It is 'the sharing of information between people within an enterprise that is performed for the commercial benefit of the organisation. In addition, business communication can also refer to how a company shares information to promote its product or

services to potential consumers.’ (www.businessdictionary.com). It is ‘any form of communication, verbal or nonverbal, that is used to relay a message, promote a product or service or share information (Papa and Media 2015:1). When Professor Emerita, Mirjaliisa Charles of Helsinki School of Economics, Finland, asked her International Business Communication students, what Business Communication was, the following were some of the responses her students gave:

- interaction through messages,
 - knowledge sharing in organisations,
 - dialogue through which organisations reach their goals,
 - the glue that ties an organisation together, and
 - the corporate function that maintains business relations.
- (Charles 2009:9).

Drawing on these and other definitions cited, I define Business Communication as a specified system of disseminating the vision, mission, core values, goals, objectives as well as goods/services of a business entity to its internal and external stakeholders. In the business world, written ideas are normally disseminated by using written communication forms such as reports, letters, memoranda, proposals, minutes of meeting, notices, the Internet, websites, faxes, emails, brochures, telegrams, advertisements, postcards, news releases/press releases, books, magazines, journals, periodicals, text messaging, social networking posts and fliers.

According to Bovée and Thill (2008:4-5), communication in the organisational setting may be internal, external, formal, or informal. Internal communication takes place among people inside an organisation, whereas external communication occurs between an organisation and the outside world (Bovée and Thill 2008:4). Informal communication (also known as grapevine) is the unofficial means of circulating information within an organisation (Bovée

and Thill 2008:5; Krizan *et al.* 2008:7; McClave 2008:28). In formal communication, ideas and information flow along the lines of the hierarchical level in the company's structure (Bové and Thill 2008:4). Inside the organisation, formal information flows in four directions – horizontal (lateral), upward, downward, and diagonal⁷ communications (McClave 2008:25-26).

1.1.3 The Teaching and Learning of Business Communication at the Tertiary Level of Education

Du-Babcock (2006:254), drawing on the works of Krapels and Arnold (1998), Locker (1998), and Roger (1996), has stated that the teaching of business communication as an official and distinctive field originated in the United States. Agarwal and Chakraborty (2010:381) have also stated that Business Communication, as a course of study, emanated from its parent branch, Human Resource Management (HRM). Since then, the teaching and learning of Business Communication has become a milestone in management education, though the challenges faced in the 21st century in terms of doing it right have become enormous (Agarwal and Chakraborty 2010:381).

Business Communication has established itself as a vital course in most of the business schools or departments of universities across the world. For example, in America, the teaching objective of Business Communication in the early years was to educate American students on how to communicate effectively and efficiently in American business and commercial environments (Du-Babcock 2006:254).

⁷ Horizontal (lateral) communication takes place between individuals who are on the same level of the organisational structure. Upward communication is where information ascends from subordinate staff to superior staff. In downward communication, information descends from superior staff to subordinate staff. Diagonal communication takes place when information flows between two individuals who are not on direct reporting lines (McClave 2008:25-26).

Therefore, the developmental era remained rooted in the study of rhetoric in the writing of letters and memos, with emphasis on the proper forms and correct use of English (Hagge 1989:33); and teaching students how to communicate in the professional genres of specialized domains was not the focus of business communication (Du-Babcock 2006:254). Textbooks and other teaching materials were mostly written by American authors (Du-Babcock 2006:254). Because the application and examples used in the teaching focused on teaching effective and efficient communication in the United States, teachers of business communication were not necessarily required to have specialized professional knowledge of business communication (Du-Babcock 2006:254). The early period in the American context, thus, provided limited scope on the teaching of business communication in terms of the target group, the course content, the teacher, and the teaching/learning materials.

Presently, the teaching and learning of Business Communication has gone through tremendous changes ‘to better suit the realities of an ever evolving and more complex, globalized, and multidisciplinary communication and teaching environment⁸’ (Du-Babcock 2006:255). Thus, with the world becoming a global village, most communities are now multicultural, and communicators, especially in the world of business, are faced with the challenges of encrypting and decrypting complex and differentiated messages. Increasingly, individuals and corporate entities, use more multifarious and distinguishing professional genres in communicating in their write-ups.

⁸ In this environment, people continually share ideas directly and indirectly in interrelated global communication networks and create interconnected global value-added chains (Porter 1985) in their capacity as stakeholders of businesses. The sharing of field knowledge that is normally coded in specialised professional genres (such as budgets, financial reports, marketing research reports, and business plans), additionally complicates this process (Du-Babcock 2006:255).

Consequently, the course contents of most Business Communication materials and curricula are increasingly becoming complex and wide in scope as topics on Business Management, English language, Information Communication Technology, Secretarial Management, Office Practice, Marketing Communications, Financial Reporting, and Cross-cultural Communication have been incorporated⁹. Thus, it has gradually digressed from the traditional study of rhetoric in the writing of letters, memos, and correct use of English to include various contemporary topics¹⁰ and roles played by other functional areas¹¹ of business in terms of organisational communication.

Again, Business Communication is no longer the preserve of students and corporate entities in America, but every entity who desires to operate in the world of business in an effective and efficient manner. At the moment, more business and non-business departments of tertiary institutions and research centres in Ghana, for example, have included Business Communication related course(s) in their programmes of study. Because of this, different but related labels (of the course, Business Communication) have been used in these diverse departments to suit their house style. Among some of them are: Language in Business, Business English, Business Correspondence, Organisational Communication, Management Communications, Strategic Business

⁹ For example, Locker and Kienzler (2010:xxv-xxx) have the following contents in their book, *Business and Administrative Communication: Succeeding in Business Communication, Adapting your message to your audience, building goodwill, navigating the Business Communication environment, communication across cultures, working and writing in teams*. The rest are: planning composing and revising, designing documents, creating visuals and data displays, making oral presentations, building résumés, writing job application letters, interviewing for a job, sharing information and positive messages, delivering negative messages and crafting persuasive messages(Locker and Kienzler 2010:xxv:xxx).

¹⁰ Some of the topics include: formality, employment letters, communication across cultures, and interviewing for jobs.

¹¹ Some of these areas include: Human Resource Management, Finance, Accounting, Marketing, Procurement, Auditing, Production, Research and Development, and Information Technology departments.

Communication Systems and Technical and Professional Communications.

Teachers of Business Communication are now found in almost all parts of the world. These teachers are constantly researching on innovative pedagogic styles in teaching and learning Business Communication at different levels of education. For example, Du-Babcock (2006:257) used two styles in teaching Business Communication in Hong Kong. One, she adapted American simulation in a large-scale to fit the learning environment in Hong Kong. This skill-building exercise, gave the target group, Hong Kong students, experience and exposure in business administration professional genres in finance and accounting, strategic and general management, marketing, and human resource management. Two, she used teleconferencing as a means to teach intercultural communication and professionalism in business genres (Du-Babcock 2006:257).

Many of the experimentations in business communication assessments have, to a large extent, involved peer assessment¹² (Agarwal and Chakraborty 2006:383). Peer assessment is a tool that could be used in providing feedback to peers to help them improve on their performance (Agarwal and Chakraborty 2006:383). Peer assessment, on its own, is not an all-inclusive pedagogic method, as Du-Babcock (2006:261) has stated:

... we need to introduce new theory and build new teaching approaches into our pedagogy while continuing to stress the fundamentals of effective business communication. This means continually taking into account advances in communication technologies, even more complex knowledge in the professional genres, and the need to adjust messages to the varying competency

¹² Peer assessment is an interactive and dynamic process that involves learners in assessing, critiquing and making value judgment on the quality and standard of work of other learners (Jawah 2003)

levels of interactants as messages are translated across national languages and professional genres.

Corrective Feedback (CF) techniques and the role(s) they play in business communication texts could be an innovative pedagogic method in the teaching and learning of form, structure, and process of business communication.

1.1.4 Language and Error Correction

Language is the very core of humanity. Without it, communication becomes challenging. It is therefore very imperative to our lives. If one wants to socialize and function effectively and efficiently in life, it depends on one's command of language skills. Every language has four main skills – reading, listening, speaking and writing.

Even though, these skills are equally important, the one that stands out in terms of formal assessment in most tertiary institutions in Ghana, is writing. The second language learner of Business Communication at the tertiary level of education in the Ghanaian context sometimes makes some rubrical¹³ and linguistic¹⁴ mistakes and errors¹⁵ in his or her written business communication texts.

According to Brown (1994:51), “human learning is fundamentally a process that involves making of mistakes. Mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning

¹³ I refer to these as errors of improper format for writing business communication texts. Examples are: wrong salutation, improper subscription, wrong alignment, and wrong heading.

¹⁴ These are morphological, lexical, syntactic and mechanical errors. Examples are: concord, spelling, verbal, punctuation, sentential, prepositional, comprehension, pronunciation, and article errors.

¹⁵ To Brown (2000:217), “a mistake refers to a performance error that is either a random guess or a ‘slip,’ in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. ... An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.” Simply put, an error cannot be self-corrected, according to James (1998:83), while mistakes can be self-corrected if the deviation is pointed out to the speaker.

virtually any skill or acquiring information.” Second language learners normally have their business communication texts marked at the end of an assessment session. The marking of these texts by second language teachers primarily focuses on errors such as: concord, spelling, verbal, punctuation, sentential, prepositional, comprehension, pronunciation, and article errors.

Correction of errors in Second Language Teaching and Learning has long been a contentious issue. Earlier, Fanselow (1977) had recommended the provision of effective CF – isolating the error and giving explicit information. Conversely, Méndez, Cruz, and Loyo (2010:241) stated that earlier studies by Allwright (1975), Chaudron (1977) Long (1977), and Zamel (1985) revealed that the provision of corrective feedback is always problematic. These problems had to do with ineffectuality of teachers’ corrections, ambiguity, and discrepancy regarding the written comments on students’ texts. Also, Allwright (1975) and Hendrickson (1978) had proposed that pushing students in their output, rather than providing them with explicit corrective feedback, could facilitate their interlanguage development. This stand, clearly negates the use of explicit CF in SLA environments. One therefore wonders whether the second language learner could be in the better position to point out his or her own errors when given the opportunity. Truscott (1996:327) had even advocated an abandonment of grammar correction in classroom interaction due to its limitations. According to him, (a) substantial research shows it to be ineffective and none shows it to be helpful in any interesting sense; (b) for both theoretical and practical reasons, one can expect it to be ineffective; and (c) it has harmful effects. Responding to Truscott’s (1996) aversion to grammar correction, Ferris (1999:8) had opposed Truscott’s view and made a claim about the efficacy of teacher error/grammar correction in second language writing classes in this way:

[t]he issue of helping students to develop their written language skills and improve their accuracy in writing is too important to be ruled on hastily. As teachers, we can only hope that we will continue to find answers and discover ways to respond more thoughtfully and effectively to our student writers' needs.' (p. 8)

In recent times (that is, the 2000's), Lyster and Mori (2006) had also reported on ambiguous, random and unsystematic feedback on errors by teachers. Hernández and Murrieta (2009) saw very insignificant CF in the foreign language classroom which can be linked to acceptance of errors for fear of interrupting the communication. However, Ferris and Helt (2000) expressed some merits in the use of indirect feedback. Chandler (2003) also tilted in favour of explicit CF in writing skill of EFL learners. According to him, explicit feedback lessens the misperception of learners and they can easily review their errors; again, learners are provided with enough information to correct more intricate errors and explicit feedback is more immediate.

Akbarzabeh, Saeidi, and Chehreh (2014), in their study on the effect of oral interactive feedback on the accuracy and complexity of EFL learners' writing performance, decided to use elicitation and metalinguistic clues in giving CF. Their study revealed that learners who received CF outperformed those who did not receive any feedback. They reiterated that correction of learners' errors should not be abandoned.

Pakbaz (2014:12) conducted a study on the effect of written (explicit and implicit) corrective feedback on EFL learners' writing performance. The study investigated whether there was any positive effect of giving explicit or implicit written CF on 20 intermediate L2 learners' ability to write in English (Pakbaz 2014:12). Ten of the respondents received implicit CF; the other 10 received explicit CF on their writing tasks. Three different writing tasks – a pre-test, an

immediate post-test and a delayed post-test – were given. His study revealed that students' writing ability in using past tense and article use on the immediate post-test outperformed that of the pre-test. The effect, according to the study, was long lasting since their performance on the delayed post-test showed an increase in the learners' writing ability in the stated structures and this effect was retained in their memory for one month (Pakbaz 2014:12). Thus, there is a positive feedback effect of giving written CF. However, on implicit and explicit written CF, the study showed an equal effect (Pakbaz 2014:16).

In the light of these arguments in CF, in general, one wonders whether it has a place in Business Communication. Therefore, the study examined the impact of CF on the Business Communication (e.g. memoranda, and business letters) texts of selected tertiary institutions in Ghana.

1.2 Statement of the Problem

Corrective feedback (CF) is a thorny area in Second Language Studies. While some research works (for example, Truscott 1996, 1999, 2007) had called for its abandonment, others (for example, Ferris 1999, 2003, 2004) had justified its use in SLA. Ellis (2009:3) has pointed out that the controversies regarding how CF has been viewed in SLA and language pedagogy have primarily focused on these areas: (a) whether CF facilitates L2 acquisition, (b) which errors should be corrected, (c) who should do the correcting – the teacher or the learner (d) which type of CF is the most effective, and (e) what is the best timing – immediate or delayed – for CF.

In some Ghanaian tertiary institutions, students in the Humanities are made to offer courses such as: Communication Skills, Business Communication, Business English, Academic Writing, Writing Skills, or Language in Business as required courses. Because these courses are obligatory, assessors always have

daunting tasks grading the scripts of plenty of students. The student-teacher ratio has typically been disproportional to the extent that treatment of errors is affected. It has been speculated that some assessors overlook some errors found in tertiary students' scripts or underline them with the intention that 'mature' students, who are now pursuing various degree programmes in tertiary institutions, will be in a position to provide the correct forms when given another opportunity (especially in the case of assignments, homeworks, or mid-semester assessments). In some cases too, assessors provide the correct forms of 'faulty' structures students produce in their pre-test texts. Thus, most assessors choose their own style(s) in terms of provision of CF on business communication texts.

Again, tertiary students are normally not given a second, let alone a third chance to respond to issues raised in pre-test items of memoranda, and business letters; especially, when it comes to forms of assessment such as: mid-semester examinations, take-home (homework) tests, assignments, and mini-project works.

1.3 Objectives of the Study

The work seeks to:

- a) determine the CF type that Business Communication students receive on their texts.
- b) assess whether with time, CF's have effect on the Business Communication texts of students.
- c) determine the type of CF that has the greatest impact on students' texts in terms of the prescribed rubrics and punctuations, mechanics, and grammar.
- d) evaluate whether classroom and corporate Business Communication texts are analogous or disparate.

1.4 Research Questions

The following research questions have been formulated for the study:

- a) Which CF type(s) do business communication students receive on their texts?
- b) With time, do students who receive CF, produce more accurate texts than students who do not receive CF? If true, do CF techniques have effect on the texts of students in terms of accuracy in writing?
- c) Which CF has the greatest impact on students' texts in terms of the use of punctuations, mechanics, grammar, and prescribed rubrics when the two tasks (pre-test and post-test) are done sequentially?
- d) How similar or different are classroom texts from corporate business communication texts of letters and memoranda?

1.5 Significance of the Study

Over the last twenty years, extensive research works on corrective feedback strategies in SLA have been conducted by a number of non-Ghanaian researchers abroad (for example, Beuningen, 2010; Ellis 2009, 2008; Ellis, Loewen, and Erlam 2006; Bitchener, Young, and Cameron 2005; Chandler 2003; Ferris and Roberts 2001; Ferris and Helt 2000; Ferris 1999, 2003, 2004; Lyster and Ranta 1997; Mings 1993; and Truscott 1996, 1999, 2007). These works have covered issues on error correction in SLA such as: The case against grammar correction (For example, Truscott 1996,1999); the case for grammar correction (for example, Ferris 1999, 2004); corrective feedback and teacher development (for example, Ellis 2009); types of CF on second language learners' writing (for example, Alimohammadi and Nejadansari 2014; Farrokhi and Sattarpour 2012) and the effects of CF on SLA/ESL students writing (for example, Beuningen, 2010, Bitchener *et al.* 2005, Chandler 2003, Rezaei *et al.* 2011). That

notwithstanding, none of these studies mentioned has focused on CF and business communication texts such as: memoranda, business letters and reports. This has created a gap in terms of the application of CF on business communication texts.

In Ghana, the situation is different. Although a number of studies have been done on learners' errors (for example, Agor 2003; Armah 2004; Asinyor 2012; and Hourani 2008) and composition/paragraph development (for example, Adika 1999, Amable 2004; Owusu 2012) not many studies have been conducted on error correction, let alone application of CF on business communication texts. In view of this, this research, in general, is one of such few works in the field of SLA to have been done on CF and Business Communication texts in Ghana.

1.6 Scope of the Study

The thesis centres on the impact that corrective feedback techniques have on selected Business Communication texts of memoranda and letters of selected First Year (level 100) students of Sunyani Technical University (STU), Koforidua Technical University (KTU), Kumasi Technical University (KsTU), and Ho Technical University (HTU). The participants were chosen from level 100 (year one) because it is at this level that students in the selected tertiary institutions (of STU, KTU, KsTU, and HTU) pursue Communication Skills II Course which incorporates business communication topics of letters and memoranda. Again, the thesis focuses on errors emanating from wrong rubrics or format for writing the selected business communication texts. Other errors that constitute the focus of the thesis are mechanical, punctuation and grammatical errors. Also in terms of the interventions, the research focuses on direct, indirect and no feedback interventions/techniques.

1.7 Organisation of the Thesis

The work is organised into seven chapters. Chapter one, General Introduction, discusses general issues of the work. Specifically, issues such as: background, problem statement, research questions, objectives, scope, significance, and organisation of the research have been discussed.

Chapter two, Review of Related Literature, focuses on a complete description of theoretical frameworks which underpin the research. Here, reviews on various corrective feedback techniques that authorities and writers in the field of second language learning have advocated, have been done. Furthermore, chapter two reviews issues on selected business communication write ups – memoranda, and business letters. The chapter also reviews some empirical studies done by various researchers across the globe on corrective feedback. Chapter three is Research Methods. Here, issues such as: research design and approaches, population, sample and sampling techniques, data/instrumentation, data analysis procedure, data collection procedure, profile of case study institutions, and ethical considerations have been discussed.

Chapter four is dedicated to the analysis and discussion of classroom data (scripts) collected from the field – Sunyani, Koforidua, Kumasi, and Ho Technical Universities. This chapter also describes the two analytical frameworks I developed for the study. These frameworks are Memorandum Analytical Framework (MAF), and Business Letter Analytical Framework (BLAF). The functions of MAF and BLAF have been explained in chapter two.

Furthermore, chapter five analyses and discusses sampled business world texts collected from the field. The chapter served as a benchmark for confirming or disconfirming the classroom data collected from the field.

Chapter six is also devoted to the analysis and discussion. But here, the focus is on the structured questionnaire items collected from the student- and teacher-participants. Chapter seven is on Summary of findings, recommendation and conclusion. The sub-sections of this chapter are summary of preceding chapters, concluding remarks, significance/contribution to knowledge, recommendations and conclusion.

1.8 Summary

This introductory chapter has highlighted the background to the study. Here, the basic assumptions underlying communication, communication in the world of business, the teaching and learning of business communication, and language and error correction have been looked at. The other thematic areas of the chapter include problem statement, objectives, research questions, significance, scope, and organisation of the thesis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter focuses on the theoretical frameworks, theoretical review, and empirical review. The theoretical review includes reviews on corrective feedback, and business communication write-ups of memoranda, and business letters. The empirical review centres on critical reviews of some studies done on corrective feedback techniques.

2.1 Theoretical Frameworks

The study has two theoretical underpinnings – Noticing Hypothesis (NH) and Swain's Comprehensible Output Hypothesis. (COH)

2.1.1 Noticing Hypothesis

Propounded by Schmidt (1990; 1993a), the Noticing Hypothesis (NH) holds that second language learners must consciously notice the grammatical form of their input in order to acquire grammar (Schmidt 1990, 2001, 2010; Truscott 1998). Thus, input does not become intake for language learning unless it is noticed; that is, intentionally registered (Schmidt 2010:1). This means that for one to obtain grammatical knowledge, one has to deliberately detect the grammatical structure of one's input. In its easiest form, learners learn about the things that they attend to and do not learn much about the things they do not attend to (Schmidt 2010:2). Learners thus study the information that they have consciously registered in their minds already.

The NH has two forms – the strong and the weak hypotheses. The strong

form of the hypothesis, which is supported by Schmidt (1990; 1993a; 1994; 1995b), states that ‘noticing is a necessary condition for learning.’ For a learner to study any learning material, the principle of noticing has to take place before the learning will be successful. For example, if someone wants to read a material written in a target language, he or she must first identify the grammatical form of his or her input before he or she can obtain the grammar of the language. The weak form simply says that ‘noticing is helpful but might not be necessary’ (Truscott 1998:104). Though this form recognizes the NH, it does not see it as an indispensable tool that must happen before learning will take place.

The NH has generated several controversies. According to Truscott (1998:104), the foundations of the hypothesis in cognitive psychology are not firmly grounded. Most of the research works in this field do not support it; and no apparent explanation has been given to it either. While reviews by Brewer (1974), and Dawson and Schell (1987) have rejected claims of unconscious learning, others (for example, Maltzman 1987; and Martin and Levey 1987) in the field of SLA do not agree with the claim that conscious awareness of the information to be acquired is necessary or helpful. They have argued that the hypothesis has severe theoretical problems, which make its interpretation and testing complicated. For example, in vagueness and testability, it has been established (Truscott 1998:109) that the noticing hypothesis, as formulated by Schmidt, is a denunciation of subconscious learning. It is obvious and testable only to the degree that the two types of learning can be distinguished. This, in practice is difficult.

According to Schmidt (2010:727), there are other objections that have been raised against NH. Four of such objections and responses have been summarized below. The first objection states that ‘the temporal granularity of

diary studies is too coarse' (Schmidt 2010:727). This protest was made earlier 'in a critique of the Noticing Hypothesis that was sympathetic to the proposition that attention is essential for learning, but argued that diary studies encompass spans of time as long as weeks or months, while attentional processes take place in seconds or microseconds' (Tomlin and Villa 1994). The response to this objection was that the criticism was valid at the time, however it is not any longer, since a wide range of methods have been brought to bear on these issues (Godfroid 2010; Godfroid *et. al* 2010).

The second objection is that attention or awareness might be important for some kinds of learning but not all (Schmidt 2010:728). A claim had been made that attention is a necessary tool for all kinds of cognitive activities. But, Gass (1997:16) has strongly opposed this claim, stating that even some kinds of learning do not depend on input. Gass (1997) states instances where the construction of clauses by ESL learners such as relative clauses does not even need an input, let alone awareness. The response to this objection is that the NH should be carefully planned. For example, Schachter (1998:574) argues that the learning of specific words, sounds and writing systems must be done through awareness; but the learning of phonological, morphological and syntactic rules in general might not require this attention. The third objection says that there are three functional subsystems of attention – alertness, orientation, and detection (Schmidt 2010:728). Of the three, detection is crucial, but it does not require awareness (Tomlin and Villa 1994). This makes the NH a relative theory. The response to this objection is that even though there is factuality in the statement that registration of a stimulus can happen below the level of subjective awareness, this is generally the case only for already established representations, that is, while there is subliminal perception, there is no subliminal learning

(Schmidt 1995, 2001).

The fourth objection, points out the difficulties connected with the idea that “input” for language learning is something objective and discernible (Carroll 2006a, 2006b). However, in reality, some issues of acquisition – phonemes, syllables, morphemes, word classes (nouns, verbs, etc) are made up of mental constructs that exist in the mind and not in the environment at all (Schmidt 2010:729). Therefore, attention to environmental stimuli does not play a direct role in acquisition since most of what constitute linguistic knowledge is not in the input. The response to this objection is that, generally, ideas about attention, noticing, and understanding are more compatible with instance-based, construction-based and usage-based theories than with generative theories (Schmidt 2010:729).

In SLA learning, individual differences play a major role in noticing and awareness. In testing this, Schmidt (2010:731) asked these questions:

- Do some SLA learners notice more than others?
- If so, do individual differences in noticing ability correlate with rate of learning and/or ultimate attainment?

After a case study research had been conducted on these questions, the findings suggested affirmative answers to both questions (Schmidt 2010:731). Noticing was seen as having a strong impact on second and foreign language studies and that individual differences are an important part of the matter.

The claim that *noticing*, but not *understanding*, is required for learning implies that both explicit and implicit learning of generalizations are possible (Schmidt 2010:734). Accordingly, in spite of the criticisms raised, I think that the tenets of NH are sound and should be given the necessary attention in the

teaching and learning of SLA in the Ghanaian context. Corrective Feedback (CF) could trigger learners' noticing of gaps between target norms and their interlanguage (IL). Attention, in addition, controls access to conscious experience, which allows the acquisition of new items to take place (Schmidt 1990:176).

2.1.2. Swain's Comprehensible Output Hypothesis

Another theory for the study is Swain's Comprehensible Output Hypothesis (COH). Swain (1985: 248-249) puts forward that:

[s]imply getting one's idea across can and does happen with grammatically deviant forms and sociolinguistically unsuitable language. Negotiating meaning needs to incorporate the notion of being pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Being 'pushed' in output, it seems to me, is a concept parallel to that of the *i + 1* comprehensible input.

Swain (1985) argues that it is natural for a learner to produce deviant forms grammatically and sociolinguistically. However, the learner is not doomed. He can do well if he is pushed toward producing the right forms. His output will then be conveyed precisely, coherently and appropriately. To her, comprehensible output means producing forms accurately and this can be achieved if the learner is pushed toward the delivery of coherent message.

The COH holds that learning takes place when a learner encounters a gap in his or her linguistic knowledge of the second language. By noticing this gap, the learner becomes aware of it and may be able to modify his or her output so that he or she learns something new about the language (Swain 1985:236). Identification and correction of gaps in writing consequently leads to production of target language (TL) forms. The hypothesis suggests that acts of speaking and writing under certain conditions facilitate the process of second language learning and for the output to work effectively, three functions are needed:

- Noticing functions: the learners realise what they do not know or only know partly. They know what they want to say but are unable to communicate it. This is done through written or verbal practice in the SLA classroom.
- Hypothesis-testing function: when learners make utterances there is always tacit hypothesis underlying their utterances of the structures used in the language. Learners test this hypothesis and receive feedback from an interlocutor. Corrective Feedback (CF) can assist learners to improve their grammatical structures.
- Metalinguistic function: Learners reflect on the language they learn. Output, thus, enables them to control and internalise linguistic knowledge (Swain 1985).

Liming (1990) is one of the living testimonies of Swain's (1985) hypothesis¹⁶. Comparing Comprehensible Input Hypothesis (CIH) and COH, Liming hypothesizes:

. . . intake involves a circular movement from input through the internal mechanism to output, then from output to input. Production of output has a direct bearing on the assimilation of input (Liming 1990: 23).

Liming's (1990) conclusion was echoed by Gregg (1984:88) who pointed out:

[i]f output is available as input, and if Monitoring can increase the incidence of correct utterances of a given structure, then it would seem output is being used to further acquisition.

¹⁶ Liming, a Chinese, started learning English at age 15. After high school, he had his B. A. and M. A. in English and taught English as a foreign language afterwards. He kept record of his interactions with native speakers of English. Any time he fumbled, whether linguistically or socially, he noticed his deviant usages and pushed for corrections. His native-speaker counterparts always helped him to arrive at appropriate forms of expressions which helped him to become communicatively competent. With these experiences, he explained that the learners comprehensible output is relatively less comprehensible; therefore, when they push for comprehensible output, they are helped to eliminate incomprehensible output

We notice that CIH and COH are complementary. Learners' output, based on the input from different angles of contact, can become clear input when meaning negotiations and interactions follow, which will then engineer comprehensible output and subsequent intake in learners. The complementary nature of the two hypotheses is the thesis in Long's (1980) Input Hypothesis (IH).

Long's (1980) IH comprises two forms: one, that comprehensible input is necessary for L2 acquisition and two, that modifications in the interaction during the process of meaning negotiations help to make input comprehensible. Long (1980) came to this conclusion when he made a report on the interactional and input features of native speakers engaging non-native speakers in interviews. The input consisted of the linguistic aspects of foreigner talk while the interactional features consisted of the communicative aspects of foreigner talk. Long noticed that foreigner talk involved few input modifications; however, the interactional adjustments were many. This discovery made Long adopt Krashen's CIH and argued that comprehensible input is necessary for acquisition, at least, for the beginner and that meaning negotiations in the interactional structures of conversations are crucial for input to be comprehensible. Long's (1980) conclusion indicates a combination of the tenets of Krashen's (1977) CIH and Swain's (1985) COH. The aspect of *meaning negotiations in the interactional structures of conversations* indicates output which, according to Long, is crucial for input to be comprehensible. So to Long, negotiated output can lead to input.

Further, new evidence from empirical studies has substantiated the conclusion that IH combines the tenets of CIH and COH. Long himself has contributed to the change in the IH. In a study involving tasks which required information exchange, Long (1980) found a higher frequency of interactional

features between native speakers and non-native speakers than he found in native speaker-native-speaker task performance. He did not find such higher frequency of interactional features in tasks which did not require any information exchange; the discovery has prompted a modification in the hypothesis:

Tasks in which there is a need for the participants to exchange information with each other promote more interactional reconstruction (as cited in Ellis 1991:7).

Here, the *exchange of information* constitutes an input-output process and the engagement of *interactional reconstruction* is an output process.

Another researcher who has engineered a change in the hypothesis is Pica (1987). In an experimental design to test the claims of the IH, Pica (1987) stressed the importance of the participants' social relationship as a determining factor of interactional modifications. The IH is further reformulated as:

A situation in which the conversational partners share a symmetrical role relationship affords more opportunities for interactional restructuring.

We notice in these pieces of empirical evidence that input modifications and meaning negotiations always lead to interactional reconstruction. The process of interactional reconstruction will lead to comprehensible output which will then lead to intake, thus substantiating the hypothesis that the IH is underpinned by CIH and COH.

After about nine years of the formulation of the hypothesis, Long (1980) finally clarified the relationship between input and output by stating that though comprehensible input is necessary for acquisition, it may not be sufficient. He infused the idea of output in the hypothesis by relating that interaction facilitates acquisition when the learner is supplied with comprehensible input and given the opportunity to produce language.

Teachers' knowledge of Long's (1980) IH can greatly enhance their teaching in the L2 classroom. It is not enough for L2 teachers to give comprehensive input, in spite of how copious that is. The environment of teacher-student and student-teacher interactions based on the input should be created and encouraged. Meaning negotiations and corrective feedback techniques should take place in the L2 classroom. These creations will promote the development of communicative competence in learners. To facilitate these negotiations, the teacher should also be knowledgeable in both pragmatics and social aspects of language, relevant to the L2 environment, so that learners' output will demonstrate knowledge of these aspects.

2.2 Theoretical Review

The review of theoretical literature looks at theories, concepts, models and ideas which have been propounded by authors in the fields of SLA and business communication. Here, sub-topics such as: definition of CF, types of CF, and business communication write-ups have been put forward and discussed.

2.2.1 Corrective Feedback (CF) Defined

One of the earliest definitions on CF was given by Chaudron (1977:31) who considered it as "any reaction of the teacher which clearly transforms, disapprovingly refers to, or demands improvement of the learner utterance." Synonyms of CF which have been used by other authors include: *error correction*, *negative evidence*, and *negative feedback* (Méndez *et al.*, 2010:241).

Chaudron (1988:150) has indicated that the term CF incorporates different layers of meaning. In his opinion, the term "treatment of error" may simply refer to "any teacher behaviour following an error that minimally attempts to inform the learner of the fact of error". The treatment may not be

evident to the student in terms of the response it elicits, or it may make a significant effort “to elicit a revised student response.”

Nevertheless, Han (2008) as cited in Méndez *et al.*, (2010:241) proposes that error correction implies an evident and direct correction, whereas CF is a generic way of providing some clues, or eliciting some correction, besides the direct correction made by the teacher. Han (2008) has, thus, conceptualised the term error correction as an immediate and a palpable way of correcting errors and CF as a broad term of offering feedback on students’ errors. Lightbown and Spada (1999:171-172), on their part, define corrective feedback as:

...any indication to the learners that their use of the target language is incorrect. This includes various responses that the learners receive. When a language learner says, ‘He go to school every day’, corrective feedback can be explicit, for example, ‘no, you should say *goes*, not *go*’ or implicit ‘yes he goes to school every day’, and may or may not include metalinguistic information, for example, ‘Don’t forget to make the verb agree with the subject’. (1999:171-172).

This indication, according to Lightbown and Spada (1999), could take the form of both explicit and implicit responses geared towards helping the learner attain correct usage of the target language. Ellis, Loewen, and Erlam (2006:340) define CF as:

... the form of responses to learner utterances that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) metalinguistic information about the nature of the error, or any combination of these. (2006:340).

Ferris (2003) has drawn a line between explicit or direct CF and implicit or indirect CF and has defined the direct or explicit one as a CF providing the correct linguistic form or structure by the teacher to the student by scripting it above the linguistic error. This may comprise the crossing out of an unnecessary

structure (for example: morpheme, word, phrase, clause, or sentence); the insertion of a missing structure; or writing the correct form or structure. She has accordingly defined the indirect or implicit CF as indicating that an error has been made without clearly mentioning the type of error or writing the correct form (Ferris 2003). This may take the form of underlining or circling the error, recording in the margin of the script the number of errors made in a given line, or using a code to show where the error has been made and what type of error it is (Ferris and Roberts 2001). Here, students are left to reread and subsequently edit the errors in their scripts rather than the teacher indicating it clearly.

I define CF as teacher's response to students' written or verbal structures that seeks to critique the structures. With this definition, I argue that CF is not always applied on students' faulty structures only. There are times the teacher may use a CF with the idea of encouraging the student for doing the right thing. This is where the teacher's commendation role comes in. The modification role is where the teacher uses a particular type of CF with the idea of drawing the student's attention to a faulty structure that needs to be changed.

2.2.2 Types of Corrective Feedback

Methodologists and SLA researchers have identified quite a few different means by which errors can be corrected (Ellis 2009:8). Ellis (2008:102) has mentioned *focused* and *unfocused* CFs. The focused-unfocused contrast refers to the comprehensiveness of correction methodologies (Beuningen 2010:11). Ellis (2008:102) has indicated that "[t]eachers can elect to correct all of the students' errors, in which case the CF is unfocused." As an alternative, teachers can select particular types of error for correction; this is focused (Ellis 2008:102). Lyster and Ranta (1997:46) have identified six different types of corrective feedback:

explicit correction, recasts, clarification requests, metalinguistic, elicitation, and repetition.

Explicit CF refers to the direct provision of the correct form. With this type of CF, the teacher indicates that a learner has made a mistake; and in addition to that he or she provides the correct form of the structure. With *recasts* the teacher paraphrases all or part of the learner's incorrect structures. (Doughty 1994a, 1994b; Lyster and Ranta 1997). With *clarification requests*, the teacher indicates to the learner that his or her utterance has not been understood or that the utterance is ill-formed and that a repetition is required (Lyster and Ranta 1997; Spada and Fröhlich 1995).

Metalinguistic feedback contains either comments, information, or questions related to the well-formedness of the student's utterance, without clearly providing the correct form. This CF generally indicates that there is an error somewhere. It provides either some grammatical metalanguage that refers to the nature of the error (Lyster and Ranta 1997:47).

With the use of *repetition*, the teacher repeats the learner's erroneous utterance in isolation by adjusting his or her (the teacher's) intonation so as to highlight the error (Lyster and Ranta 1997:47). In *elicitation*, the teacher strategically pauses so as to enable the learner to complete the teacher's utterance. Again, the teacher uses questions to solicit correct forms; and sporadically, he or she (the teacher) tells students to reformulate their utterances (Lyster and Ranta 1997:48).

There are other types of CFs mentioned in the literature of typology of CF. One is *prompt*, which includes a range of CF moves – elicitation, metalinguistic clue, clarification request, and repetition (Lyster and Mori 2006).

Another one is *paralinguistic signal* (Ellis 2009:9) where the corrector uses kinesics to indicate that the learner has made an error, for example:

L: Yesterday, I go cinema.

T: (gestures with right forefinger over left shoulder to indicate past)
(Ellis 2009:9)

Ellis (2008:98) has also identified *electronic feedback*, where the teacher indicates an error and provides a hyperlink to a concordance file that provides examples to correct usage. Another one is *reformulation*, which consists of a native speaker's reworking of the student's entire text to make the language seem as native-like as possible while keeping the content of the original intact.

Electronic feedback seems modern and current but it has several drawbacks. One, it can only work in an environment where both the teacher and the learner are computer literates and have access to computers. Two, for this CF to work effectively and efficiently, there should be constant and effective access to the Internet. This is so because the teacher may have to provide a hyperlink to an Internet source which provides information about the error. Three, in an environment like Ghana, where there is frequently power outage, this type of CF might not be successful in terms of providing speedy CFs. Four, providing electronic feedback on the soft copies of scripts of large numbers of students could be a Herculean task.

Indirect CF is another type that has been proposed by Ellis (2008:98). With this type, the teacher indicates that an error or mistake has been made but does not provide the correction (Ellis 2008:98). This can take the form of underlining the mistake and using cursors to indicate omissions in the student's text (Ellis 2008:98). It can also take the form of an indication in the margin that an error or errors have been made in a line of text (Ellis 2008:98).

2.2.3 Business Communication Text Types

In the world of business, several written means of communication are used in transmitting information both within the organisation and between the organisation and the outside world. Examples include: business plans, proposals, reports, strategic plans, minutes of meeting, notices, marketing plans, communication strategies, and e-mails. This sub-section of the study reviews theoretical issues on business communication texts of memoranda, and business letters. The basis for the selection of these two text types is that while letters are widely seen as externally written communication tools, memoranda are perceived as internally written communication tools. This is to say that one internal written medium and one external written medium were selected.

2.2.3.1 Memorandum

A memorandum is the main method used in transferring written messages within an organisation (McClave 2008:171). It is one of the popular traditional means used for regular exchange of written information in organisations (Thill and Bovée 2013:102). It is normally used for inter-office or inter-staff correspondence.

Previously, internal written communication generally, took the form of hard-copy memoranda; however, in today's work environment e-mails have increasingly become the communication channel for most internal and external messages (Guffey 2007:98). In most organisations, social networking¹⁷, IM (instant messaging), blogs¹⁸, and other electronic media have largely replaced paper memoranda (Thill and Bovée 2013:102). Since memoranda are less private

¹⁷ Examples of these social networking are: WhatsApp, Imo, Twitter, Skype, WeChat, Viber, Tango, Facebook, and Telegram.

¹⁸ This is a regular updated website or web page, which is normally run by an individual or small group, that is written in an informal or conversational style (www.google.com)

and less formal than most other message formats, they are used to send general messages (Thill and Bovée 2013:170). Such issues include reminders, meetings, requisitions, reminders, and other matters that concern every staff in the organisation (Owusu 2015:58). In the organisation, matters¹⁹ which tend to place emphasis on individuals' goals and aspirations are ordinarily communicated through formal letters, instead of memoranda.

However, to Guffey and Loewy (2010:99) most employees primarily use memoranda to convey confidential information. Most formal memoranda are typed in standard A4 format, and it is common for a copy of the message to be retained by the sender (McClave 2008:171).

Memoranda have several uses. One, when you want a written record that will clearly explain policies, discuss procedures, or collect information within an organisation, memoranda are used (Guffey and Loewy 2010:36). Two, they are used to instruct, to direct, or to make enquiries. In this case, the body of the memorandum can be as short as one or two sentences (McClave 2008:171). Three, they are used in putting forward proposals, and giving notices (McClave 2008:172).

Elements of Memorandum

The elements are the distinctive format or rubrics for writing memoranda. Four of the elements are basic and conventional. They, thus, appear on every memorandum. These are: *to*, *from*, *date*, and *subject*. These rubrics do not have constant positions on memoranda. For example, the rubrics or elements of a memorandum could begin with *from*, followed by *date*, *to*, and *subject*. The content of the elements of memoranda are discussed below:

¹⁹ Some of these matters are: appointment, promotion, leave, transfer, resignation, dismissal, query, response to query, and reinstatement.

Memorandum: This is a word that is usually printed or typed at the top of the sheet that contains the memorandum. It is usually centred (McClave 2008:171). Most memoranda also begin with the title *Internal Memorandum* or *Interoffice Correspondence* (Bové and Thill 2008:169).

To: This is a space provided for the recipients' name, position, and sometimes their department (McClave 2008:171; Thill and Bovée 2013:170).

From: This is a space designated for sender's name, or position. In most companies, it is a standard practice for the signature to be appended against the sender's name or below the content of the memorandum (McClave 2008:171; Thill and Bovée 2013:170). The initial of the writer could also be provided after printed name and title (Guffey 2007:108).

Date: For most formal memoranda, the date is usually written in full. Examples of different formats for full dates are: 20th January, 2016; January 20, 2016 or 20 January, 2016. Short dates such as: 20/01/16; 20-01-16 and 20:01:16 are normally used in informal correspondence (McClave 2008:171; Thill and Bovée 2013:170).

Subject: This is a space left for a brief statement of the topic (McClave 2008:171). The subject is either written in a word, a phrase, or clause; but not in a sentence form. It is normally highlighted and can be done by bolding, underlining, or capitalising the text. Sometimes, all or two of the highlighting styles are used. The prefix *re:* (short form for *regarding*, is sometimes used instead of the *Subject*) (Thill and Bovée 2013:170).

Message: The message is given under the subject heading. It is either presented in thematic paragraphs or just single paragraph or in a more schematic form with subheads and numbers. This, however, depends on the demands of the topic (McClave 2008:171).

References: Most memoranda have reference number (*Ref:*) or reference numbers (*Our Ref:* and *Your Ref:*). The reference number is a special number organisations generate manually or electronically (Owusu 2015:65). It helps in the filing of memoranda and other business correspondence such as letters and reports.

Company name and logo: Many organisations print their name and logo on memorandum stationery; though this might not be strictly necessary, it aids in establishing a corporate identity among staff (McClave 2008:172). The name and the logo are normally set on top of the sheet that contains the memorandum. They usually appear before the word *memorandum* is typed.

Copy to or cc (carbon copy): The notion of carbon copy was obtained from the traditional practice, where carbon paper was used in generating copies of business correspondence. In recent times, though most contemporary organisations do not practise this anymore, the abbreviation, *cc*, is still used in business correspondence. So, whether *copy to* or *cc* is used, this section contains names and positions of entities who have been served with or expected to receive copies of the memorandum (McClave 2008:172).

Enclosure(s) or Encl.(s): As with any business correspondence, this is used to indicate that other material is enclosed (McClave 2008:172).

Signed: McClave (2008:172) indicates that memorandum may provide a space for the writer's signature. However, Thill and Bovée (2013:170) state that memoranda usually do not use a signature. Therefore, the issue of signature or no signature is normally dependent on the practice of the organisation. Business entities that practice the use of signature usually keep the signature beneath the content of the memorandum; others sign it against the name of the sender which is ordinarily written at the *from* section of the rubrics or elements.

Memoranda usually do not use a salutation and a complimentary close (McClave 2008:172; Locker and Kienzler 2010:647; Thill and Bovée's 2013:170). This practice is familiar with business letter. It will therefore be erroneous for one to start one's memorandum with salutations such as '*Dear Sir*', '*Dear Madam*', and '*Dear Sir/Madam*' or end with complimentary closes such as '*Yours faithfully*', '*Yours sincerely*', '*Yours truly*', '*Sincerely yours*', '*Sincerely*' and '*Yours ever*'.

Types/Layouts/formats of Memoranda

Memoranda come in different formats, layouts, and types. In the business world, companies adopt memorandum style that suits the house style, and culture of their companies. For example, McClave (2008:176-177) has mentioned memorandum with a schematic layout and memorandum without a schematic layout. The schematic layout is used when the message is concerned with giving instructions, directions, or complex information. An exhibit is illustrated below:

MEMORANDUM

To: All staff Date: 3 November 20–

From: M. Desmond (Administrative Officer)

Subject: **Direction for using Internal Telephone System**

1. *To make an internal call*
Lift handset and dial internal extension number required.
2. *To make external call to a local number*
Lift handset and dial 0. If you hear busy tone (series of rapid single pips) replace handset and try again. If you hear dialling tone dial the external number required.
3. *To make a call via the operator*
Lift handset, dial 9 and wait for a reply.

Etc.

Adapted from (McClave 2008:177)

The *subject* line of the schematic layout has a phrase which is directive. The content has been numbered or bulleted. According to McClave (2008:176) the schematic memorandum is more effective and should be used when one is

writing a long memorandum. Memoranda without schematic on the other hand normally have an introduction and a one-paragraph content. An exhibit is illustrated below:

MEMORANDUM

To: All staff

Date: 3 November 20–

From: M. Desmond (Administrative Officer)

Subject: **Internal Telephone System**

I hope you will find the following instructions for use of the telephone system helpful.

If you want to make an internal call lift the handset and dial the internal extension number required. To make an external call lift the handset and dial 0. If the busy tone is heard (series of rapid single pips) replace the handset and try again. If the dialling tone is heard dial the external number required. To make a call via the operator dial 9 and wait for a reply.

Adapted from (McClave 2008:176)

Memoranda can also be classified into informal and formal memoranda. The informal is normally not comprehensive. In most work places, workers use memo pads in sending informal memoranda to their acquaintances. The informal memorandum is usually presented in handwritten form. The language of the informal memorandum is informal and the content is brief and straight to the point.

The formal memorandum is also referred to as the policy memorandum. A policy memorandum is a comprehensive memorandum that is basically concerned with policies and directives (Owusu 2015:62). It is usually written by superiors (for example: Heads of Departments, General Managers, and Functional Managers) because of its voluminous nature. Since this type of memorandum comes in a form of official directive, the language is formal and simple. The policy memorandum is normally typed on an official letterhead. The exhibit below is an example of a policy memorandum:

**KUTRUKAMPE INSTITUTE
OF
MANAGEMENT STUDIES²⁰**
Accra

Our Ref. FLA 55

MEMORANDUM

From: Collins Manu,  Chairman Research Committee
To: Chairperson, Journal Committee
Date: 4th October, 2010
Subject: **CONVENING OF MEETING – JOURNAL COMMITTEE**

In line with the National Accreditation Board's requirement for Research Programmes to be conducted in Institutions of higher learning; and the Institute's policy on promotion of Research, Training and Development; I humbly write to you, mandating you to convene a meeting in November, 2010; at the Sub Committee Level – Journal Committee. Please, do well to document the proceedings of the meeting. I suggest you incorporate the following in your agenda:

- *Establishment of modalities for the publication and launch of the first ever Journal for the Institute.*
- *Arranging for Research Fellows from both KIMS and our affiliated Universities for peer review of papers received.*
- *Drawing of budget Proposal for the publication of the Journal; and the posters/handbills to inform other researchers from recognized Institutions of higher learning and research.*
- *Nomination of a Faculty member to replace Dr. F. K. Appiah*

I am counting on your cooperation. Thank you.

A. M

Cc:
The Director, KIMS, Accra
The President, KIMS, Accra
The Registrar, KIMS, Accra
The Vice President, IMS, Accra

Owusu (2015:63)

2.2.3.2 Business Letters

‘When people think of business communications, many think of e-mails, letters, and paper memos’ (Locker and Kienzler 2010:403). Letters have over the years, played an important role in business communication. In the traditional setting,

²⁰ The name of the school and the information the memorandum presents are fictitious.

getting the message across without using a printed matter, is a nonstarter.

Business letters are brief written messages normally sent to people outside the organisation (Locker and Kienzler 2010:403; Thill and Bovée 2013:102). A business letter is ordinarily used to transmit information on the company's vision, mission, core values, goals, objectives, products, and services to the company's external stakeholders who include but not limited to customers, suppliers, competitors, regulatory agencies, governments, communities, opinion leaders, financial institutions, and agents.

Although, business letters are used for external business correspondence, 'there are many special once-off cases that arise in business..., where a letter will be the most effective response' (McClave 2008:128). Examples are: appointment letters, acceptance letters, resignation letters, dismissal letters, transfer letters, request for sponsorship (McClave 2008:128) and promotional letters.

The business letter is said to act as an ambassador for the institution or person who sends it. It is therefore imperative for business letters to be carefully composed and well-presented so that the sender/company's reputation will be enhanced. For example, if a business letter contains mistakes or looks untidy or has wrong format, it will have the opposite effect. Business executives normally scrutinise the first letters sent by a customer or a supplier. In analysing business letters, some of the questions executives ask are: is the letterhead well designed? Is there a fax number or e-mail address? Is the stationery of good quality? Accordingly, letter writers need to be circumspect of the letter's content and appearance if they want to build a good image (McClave 2008:128).

Elements of Business Letter

The business letter has a format. It is a correspondence that is not done in a disorganised manner. Certain conventions are observed. The elements of most business letters include: letterhead, references, date, sender's address (for non-printed letterhead letters) recipient's address, salutation, subject, message, complimentary close, signature block, sender's full name and position, reference initials (this is mostly optional), enclosure notation and copy notation (Guffey 2007:134-152; Guffey and Loewy 2010:141; Locker and Kienzler 2010:637-646; McClave 2008:129-132). The various items in the elements are discussed below:

Letterhead: The letterhead is a printed stationery with the company's name, logo, address, e-mail address, fax number, postal address, telephone number(s), website address, registration number, bank name(s) and account number(s) (Bové and Thill 2008:169; Locker and Kienzler 2010:638; McClave 2008:130; Owusu 2015:65; Thill and Bovée 2013:169-170). In addition to giving useful information, the letterhead could be a marketing piece. A well-designed and attractive letterhead helps to carry a positive image of the organisation to its stakeholders (McClave 2008:130).

References: The aim of references is to enable the letter to be easily routed through to the person or department dealing with the letter. The meaning and the types of references have been treated under memoranda (see elements of memoranda).

The date: The date is a separate item and should be distanced from the recipient's address by one clear line of space. The date has been treated under memoranda (see elements of memoranda).

Sender's address: Since business letters usually use letterheads which already contain the address of the company, the sender's address as a separate component, is not usually needed in business letters. However, where a business letter is typed or written on a non-printed letterhead, the sender's address becomes imperative. When this happens, it is placed on the top right-hand corner of the page.

Recipient's address: In business letters, the name and the address of the intended recipient should always be stated (McClave 2008:131). It is important to observe the person's title as well; which is normally placed before the person's name or in brackets after the person's name.

Attention line: Most business letters do not use attention lines. However, when used, an attention line allows the sender to send the message officially to an organisation but direct it to a specific individual, officer, or department (Guffey 2007:A-2).

Salutation: This is also known as *Greetings* in business letters. It varies according to some circumstances. One, *Dear Sir*, is used for male recipients whose names are not known; and *Dear Madam* for female recipients. In some highly formal letters, sometimes this salutation is still used though the name of the recipient might be known to the sender. In cases where the gender of the recipient is not known to the sender, *Dear Sir/Madam* is commonly used. *Dear Sirs* is used when one is writing to a company (McClave 2008:131).

Sometimes, the recipient's title and surname or full names are used. This situation normally happens when the sender already knows the recipient either through prior business contact or personal relationship. Examples are: *Dear Mr. Owusu*, *Dear Mrs. Abban*, *Dear Prof. Clark*, and *Dear Dr. Brain Authur*.

The Subject: The *subject* line is also known as the *title/heading*. Some business entities do not use the *subject* line in their business correspondence. Entities that use it normally place it between the salutation and the first paragraph (McClave 2008:131). (For further information on subject style, see elements of memoranda).

The message: The message (also known as the body) is the content of the letter. The body of the letter is divided into three parts – the introduction, the main body and the conclusion. The introduction identifies the topic, gives background or contextual information, indicates the writer’s purpose for writing, and states the thesis statement²¹ (Kirzner and Mandell 2007). It is therefore important for a writer to write the introduction with the sole purpose of capturing and sustaining the interest of the reader.

The body develops the main ideas of the letter. It is important for the body to be divided into paragraphs so that each paragraph will handle one main idea. The topic sentence (the most important sentence of a paragraph), is the sentence that captures the main idea of each paragraph. Each topic sentence is expected to be developed by supporting sentences. The supporting sentences are sentences that corroborate or confirm the topic sentence. Most paragraphs have concluding sentences. A concluding sentence is the sentence that summarises the entire paragraph.

The conclusion of a letter reviews the main points by way of recapitulation, and discusses the significance of those points. Most writers normally use the concluding part of informal letters for issues on pleasantries.

²¹ ‘This is a single declarative sentence that states what you want your readers to know, believe, or understand after having read your essay’ (Tagg 2004).

The complimentary close: In the Ghanaian context, this is also known as subscription. According to McClave (2008:132) only two complimentary closes are found in business letters. *Yours faithfully* (which is more formal) and *Yours sincerely* (which is less formal). If one uses *Dear Sir(s)* or *Dear Madam* as the salutation of one's business letter, the complimentary close should be *Yours faithfully*. But, if one addresses the recipient by name in the salutation section, one has to use *Yours sincerely* as the complimentary close (McClave 2008:132).

Locker and Kienzler (2010:637), however, believe that *Sincerely* and *Yours truly* are standard complimentary closes. When one is writing to people in special groups or to a friend or even to a business acquaintance, a less formal close such as *Cordially*, *Thank you*, or even *Ciao* can be used. 'In mixed punctuation, writers ensure that a colon follows the salutation and a comma follows the close' (Locker and Kienzler 2010:637).

Guffey (2007:A-5) states that the complimentary close is typed after leaving one blank line below the last line of the letter. The complimentary close, to Guffey (2007:A-5) may be *Very truly yours* (for formal letters) and *Sincerely* or *Cordially* (for informal letters). The simplified letter however, omits complimentary close (Guffey 2007:A-5).

The signature block: Business letters are supposed to be signed. The signature is used to indicate the authenticity of the sender of the letter. Three blank spaces are expected to be created for a written signature below the complimentary close (Thill and Bovée 2013:A-5). It is standard practice to type the signer's name and position in the company beneath the signature (McClave 2008:132; Thill and Bovée 2013:A-5). An exhibit is illustrated below:

Yours faithfully,

(*Signature*)

Edgar Nkunim.

Reference initials: This is mostly optional in business letters. However, if it is used, the initials of the typist and writer are typed one blank line below the writer's name and title. Normally, the writer's initials are capitalised and the typist's are written in lower case (Guffey 2007:A-6). Reference initials are optional in business letters and vary in terms of the format.

Enclosure notation: If an enclosure or attachment accompanies a document, a notification to that effect is done. The full word: *Enclosure(s)* or *Attachment(s)* is typed (one blank line below the reference initials) to indicate such attachment (Guffey 2007:A-6; McClave 2008:132). This may also be abbreviated as *Encl.(s)*, or *Enc.*, or *Att.*

The enclosure notation has some uses. One, it reminds the typist to include the attached document(s) to the parcel/envelope that contains the business letter. Two, it also reminds the recipients to look for such attachment(s) (Guffey 2007:A-6). The enclosure notation may be specific by indicating the number of attachments done or by stating clearly the type of document(s) that has/have been attached (Guffey 2007:A-6).

Copy notation: This notation is used to indicate the name(s) of individual(s) who has/have received copies of the business letter. This is usually done by typing the name of such a person after *cc:* (for *carbon copy*), (Guffey 2007:A-6; Locker and Kienzler 2010:643; McClave 2008:132) or *cc:* (for *courtesy copy*) (Thill and Bovée 2013:A-9), or *cc:* (for *computer copy*) (Locker and Kienzler 2010:643) or *pc:* (for *photocopy*) (Guffey 2007:A-6; Locker and Kienzler 2010:643), or just a *c:* (for any kind of *copy*) (Guffey 2007:A-6; Locker

and Kienzler 2010:643). According to Guffey (2007:A-6), the colon after the initial (*c/cc/pc*) is optional. In an event where the recipients of the *cc/c/pc* are many, the typing of names is done in alphabetical order (McClave 2008:132). In some business environments, the typing of names is done in order of seniority.

Layouts (formats) and Types of Business Letters

Generally, business letters are prepared in three layouts (formats) – fully blocked (block layout), modified block, and simplified formats (Guffey 2007:A-8; Locker and Kienzler 2010:637). In the block layout, all lines in the business letter begin at the left-hand margin and paragraph divisions are marked by line spaces instead of indentations (McClave 2008:133). This format has become popular in business correspondence to the extent that most typists and business people see it as a convention (McClave 2008:133).

According to Guffey (2007:A-8), the block layout ‘...is easy to format.’ It is mostly combined with open punctuation, where punctuation marks are omitted in all sections of the letter, except in the body or the message of the letter (McClave 2008:133). The block format could also be combined with mixed punctuation, where there is a colon after the salutation and a comma after the complimentary close (Guffey 2007:A-3). An exhibit of the block layout is illustrated below:

**KUTRUKAMPE INSTITUTE OF MANAGEMENT
STUDIES**

Accra

KIMS/FLA/45

**Mr. Edwin Ampah
The SRC President**

KIMS

ACCRA

13th July 2011

Dear Mr. Ampah:

**INCLUSION OF A STUDENT REPRESENTATIVE ON
DISCIPLINARY COMMITTEE**

In the past committees investigating examination malpractices have not included student membership. In the audit report of the Quality Assurance Committee of the National Accreditation Board on KIMS admissions and examinations, attention has been drawn to this omission.

We are therefore writing officially, to inform you that henceforth committees investigating examination malpractices will include student representative.

Currently, an ad hoc committee has been constituted to investigate examination malpractices on Friday, the 22nd July, 2011 at 10:00am at the Conference Hall. We are by a copy of this letter informing the Chairman of the Committee of your inclusion.

Yours sincerely,

(signed)

**KOFI ANDOH
(ASSISTANT REGISTRAR)**

Cc:
The President
The Registrar
The Dean of Students' Affairs
The Chairman, Examination Disciplinary Committee

Owusu (2015:68).

The modified format has almost the same characteristics as the block format. However, one difference between these formats is that the date, the complimentary close, the signature block, and the full name and position (if any) of the sender in the modified format appear in the centre of the paper (Guffey 2007:A-8; Locker and Kienzler 2010:640). Again, the first lines of paragraphs of the modified format are usually indented five or ten spaces (Guffey 2007:A-8; Locker and Kienzler 2010:640). For example, the exhibit on the block layout will be modified as:

**KUTRUKAMPE INSTITUTE OF MANAGEMENT
STUDIES**
Accra

KIMS/FLA/45

Mr. Edwin Ampah
The SRC President
KIMS
ACCRA

13th July 2011

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Yours sincerely,

(signed)

KOFI ANDOH
(ASSISTANT REGISTRAR)

Cc:
The President
The Registrar
The Dean of Students' Affairs
The Chairman, Examination Disciplinary Committee.

Adapted from Owusu (2015:68) and modified.

Guffey (2007:A-8) has stated that the simplified format was introduced by the Administrative Management Society²². Like the block format, all lines of the paragraphs in the simplified format begin at the left margin. Conversely, the simplified format omits the salutation and complimentary close; and the sender's

²² This is an organisation that is based in Washington, D. C, USA, which promotes efficiency in management and participates in research for the purpose of lowering costs, increasing the quality of products, and improving relations between their employers and employees (www.businessdictionary.com).

signature, name, and identification appear in all capital letters four black lines below the last paragraph (Guffey 2007:A-8; Locker and Kienzler 2010:641). One advantage of the simplified format is that it avoids the problems of appropriate salutations, complimentary close, and courtesy titles (Guffey 2007:A-8). The exhibit on the fully block format will be simplified as:

**KUTRUKAMPE INSTITUTE OF MANAGEMENT
STUDIES**

Accra

KIMS/FLA/45

**Mr. Edwin Ampah
The SRC President
KIMS
ACCRA**

13th July 2011

**INCLUSION OF A STUDENT REPRESENTATIVE ON
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(signed)

**KOFI ANDOH
(ASSISTANT REGISTRAR)**

Cc:

The President

The Registrar

The Dean of Students' Affairs

The Chairman, Examination Disciplinary Committee

Adapted from Owusu (2015:68) and modified.

Whether fully blocked format, modified block format, or simplified format, business letters come in different types. McClave (2008:134-144) has identified the following as types of business letters: letters of introduction, referrals, letters of enquiry, letters of reply, query letters, letters of estimates, letters of orders, letters of complaint, letters of adjustment, collection letters, and goodwill letters. We also have rejection follow-up letter, application or résumé follow-up letter, job acceptance and rejection letters, and resignation letters (Guffey 2007:439-441). Other notable business communication letters are: promotional letters, transfer letters, leave letters, appointment letters, termination of appointment letters, and reinstatement letters.

2.3 Language and formatting in Business Correspondence

Whether memoranda or business letters, language and issues about formatting are imperative in business correspondence. Accordingly, most business communication writers (for example, Guffey 2007; McClave 2008; Locker and Kienzler 2010, Thill and Bovée 2013) have dedicated some sections of their write-ups on business correspondence to language and formatting issues. Examples are grammar, punctuation marks, mechanics and proofreading marks.

2.3.1 Grammar

Basically, grammar is the study of how words are put together to form meaningful sentences (Thill and Bovée 2013:H-3). ‘The grammar of a language is the set of rules that governs the way it is used’ (McClave 2008:349). Biber, Conrad, and Leech (2005:13) categorise grammatical units as *sentence, clauses, phrases, words, and morphemes*. English recognises eight word classes (parts of speech). These are: *verb, noun, adjective, adverb, preposition, determiner, pronoun, conjunction, and interjection* (Eastwood 2002:3; Quirk and

Greenbaum 2012:30).

In business communication, word classes and their uses are vital. According to Quirk and Greenbaum (2012:31), these word classes can be categorised into two broad groups of *closed-system items* and *open-class items*. The items in the *closed-system* (determiners, pronouns, prepositions, conjunctions, and interjections) cannot usually be extended by the creation of additional members. However, the members in the *open-class items* (nouns, adjectives, adverbs, and verbs) are ‘indefinitely extendable’ (Quick and Greenbaum 2012:31). By this, the *open-class items*, always welcome new members. The data collected from the field show that some second language business communication students make word-class grammatical errors in their business correspondence. Some of these probable errors are:

Incorrect: *Kofi and myself were at the programme.*

Correct: *Kofi and I were at the programme.*

Incorrect: *The manager gave the documents to Osei and myself.*

Correct: *The manager gave the documents to Osei and me.*

(Fieldwork 2016)

In the structures cited above, the wrong word class (reflexive pronoun) has been underlined.

Another grammatical unit worthy of mentioning in business communication is the sentence. Some of the sentence-related errors that business communication students commit are: *sentence fragments*, *dangling modifier*, *misplaced modifier*, *parallel structure* and *concord*. Examples of such sentential errors have been cited below:

- A. **Not parallel:** *We use these principles in processing our foods:*
1. **Conducting** hazard analysis.
 2. **Determining** critical control points
 3. **Establish** critical limit.
 4. **Establish** corrective activities.
- B. **Parallel:** *We use these principles in processing our foods:*
1. **Conducting** hazard analysis.
 2. **Determining** critical control points
 3. **Establishing** critical limit.
 4. **Establishing** corrective activities.

(Fieldwork 2016)

In the structures A and B, the sentences under category A (not parallel) are not analogous. They have therefore been corrected in category B (parallel). Thus, items in a series should possess the same grammatical structure (Locker and Kienzler 2010:658). Second language business communication students also commit dangling modifier errors:

A. **Incorrect:** *I saw the lion in the valley standing on top of the hill.*

B. **Correct:** *Standing on top of the hill, I saw the lion in the valley.*

In structure A, the participial phrase, *standing on top of the hill*, is dangling. This has been corrected in structure B, where we see the phrase, *standing on top of the hill*, modifying the pronoun, *I*. Concord errors may also abound in the write-ups of business communication students:

A. **Incorrect:** *It is I who is to blame.*

B. **Correct:** *It is I who **am** to blame.* **(Fieldwork 2016)**

In structure A, the antecedent²³ of the relative pronoun, *who*, is assumed to be the subject, *it*, hence the wrong verb has been selected. This has been corrected in structure B, where the antecedent of the relative pronoun, *who*, is seen as *I*, which agrees with its true verb, *am*.

2.3.2 Punctuation Marks

Anytime we speak, we use pauses, intonation, and stress to convey meaning. However, these are missing in writing; instead punctuation marks are used to indicate these pauses, intonation, and stress (McClave 2008:336). According to Quirk and Greenbaum (2012:470) punctuation marks serve two main functions: (a) separation of successive units (such as sentences by full stops, or items in series separated by commas), and separation of included units (such as brackets used to interpolate structures); (b) specification of function of language (such as using an apostrophe to indicate genitive items).

In business communication, ‘the proper use of punctuation keeps readers from losing track of meaning’ (Boveé and Thill 2008:H-14). To McClave (2008:336) English recognises twelve punctuation marks. However, in most books (for example: Boveé 2013:H-15-19; and Guffey 2007:GM-3-4; Thill), about fourteen are found. These are periods (full stops), question marks, exclamation points, semicolons, colons, commas, dashes, hyphens, apostrophes, quotation marks, parentheses and brackets, ellipses, capitalization, and underscore. Some of the punctuating errors that are likely to be found in structures of business communication texts include: comma splices, omission, and placement of wrong punctuation. Examples are indicated below:

²³ This is a pronoun (such as *he*, *she*, *who*, and, *they*) which often refers back to an item (a noun, a noun phrase, or even another pronoun) occurring earlier in the same clause, utterance, or text (Biber *et al.* 2005:455).

A. **Incorrect:** *Where are the files.*

B. **Correct:** *Where are the files?*

A. **Incorrect:** *Today sales will be higher than yesterday*

B. **Correct:** *Today's sales will be higher than yesterday's*

(Fieldwork 2016)

2.3.3 Mechanics

Mechanics is also crucial in business communication write-ups. *Mechanics* refers to 'the appearance of words, and how they are spelled or arranged on paper' (Kane 2000:15). For example, in the structures below, the underlined words in structures A, have been spelt wrongly. Therefore, a violation of rules on mechanics has been committed:

A. **Incorrect:** *I have recieved the documents.*

B. **Correct:** *I have received the documents.*

A. **Incorrect:** *I write to acknowlege receipt of your letter.*

B. **Incorrect:** *I write to acknowledge receipt of your letter.*

(Fieldwork 2016)

Mechanics are rules which exhibit a writer's writing refinement and which reflect on the organisation's professionalism (Thill and Bovée 2013:H-19). For example, if a writer decides to spell out a currency attached to a figure (for example: 2,000 dollars), this style should run through the writer's document. It will therefore be mechanically wrong to have some figures attached with the dollar sign (\$). This situation creates inconsistencies in business communication.

Mechanics also deals with abbreviations, capitalisation, italics, numbers, and word-division (Thill and Bovée 2013:H-19-21). For example, it is a convention in word-division that monosyllabic words are not divided; but

disyllabic words can be divided²⁴. A mistake on mechanics will therefore be committed if a writer divides monosyllabic words in business communication texts. In abbreviation, full-stops are supposed to be used. Examples are: *Mr.*, *Ms.*, *Jr.*, *a.m.*, *p.m.*, *B.C.*, and *A.D.*, but full-stops are not supposed to be used in some abbreviations such as *CEO*, *DOS*, and *CD-ROM* (Thill and Bovée 2013:H-20).

Mechanics also encompasses other typewriting issues such as *spacing*, *font size*, *font style*, *pagination*, *referencing style*, and *paragraphing styles*. Most organisations have their own style sheet that specifies preferred style on mechanics. It is therefore prudent for writers to contact style sheets for preferred styles of organisations.

2.3.4 Correction Symbols and Proofreading Marks

Proofreading marks, which are also called proof-readers' marks, are symbols or marks or representations that are used for correcting typeset pages (www.biomedicaleditor.com). In the teaching and learning of business communication, these marks are needed when it comes to assessment. They are used to indicate a deletion of an item or a transposition of an element or an indication of a missing punctuation such as comma, period, exclamation mark or colon in a text. In assessment of modern business communication texts, these marks play an important role. They were therefore used in assessing the scripts of the student-participants. (*Please see the appendices for a list of the symbols*).

²⁴ Monosyllabic words are words with only one syllable or a person who uses short and abrupt words in conversation (www.yourdictionary.com). For example the word *come* is monosyllabic. It will therefore be wrong for a person to divide such a word when writing. Disyllabic words are words consisting of or pertaining to two syllables (www.dictionary.com). Such words could sometimes be divided.

2.4 Review of Empirical Studies on Error/Grammar CFs

This section reviews some key studies on grammar correction and corrective feedback. Most of these studies included some human subjects, research methods, data, and instruments. Again, such studies have findings and recommendations.

This critical review is centred on works done in the field of CF over the last two decades. Some of these studies from the earliest to the latest are: Truscott (1996), Lyster and Ranta (1997), Truscott (1999), Ferris (1999), Ferris (2004), Bitchener *et al.* (2005), Ellis (2009), Beuningen (2010), Rezaei *et al.* (2011), Mubarak (2013), Pakbaz (2014), Junqueira and Payant (2015), and Kheradmand and Sayadiyan (2016).

The bases for selecting these works are: (1) recentness [for example, Mubarak (2013), Pakbaz (2014), Junqueira and Payant (2015), and Kheradmand and Sayadiyan (2016)]; (2) major argument on grammar correction [for example, Truscott (1996, 1999) and Ferris (1999, 2004)]; (3) experimental method used (for example, Bitchener *et al.* 2005); and (4) relevancy to my study (for example, Beuningen 2010).

2.4.1 Truscott (1996)

Truscott's (1996) paper which reviews works done on corrective feedback, marks the onset of the debate on corrective feedback. He draws on a number of research works done on grammar correction, and error correction, and argues strongly that grammar correction in L2 writing classes should be abandoned. The main reason for the abandonment are: (1) extensive research works show it to be unsuccessful; (2) for both theoretical and practical reasons, it is expected to be ineffectual; and (3) it has detrimental consequences.

On data, the paper draws extensively on secondary sources of data. According to Truscott (1996), there are significant number of studies which had proved that grammar correction had little or no effect on students' writing ability. Some of the works include: Cohen and Bobbins (1976), Hendrickson (1978); Semke (1984); VanPatten (1986a 1986b); Robb, Ross, and Shortreed (1986); Frantzen and Rissel (1987); Leki (1990); Kepner (1991); Krashen (1992); and Sheppard (1992). For example, Cohen and Bobbins (1976) examined the written corrections on the compositions of 3 advanced ESL students and concluded that corrections did not seem to have any meaningful effect on the errors of the students.

Grammar correction's ineffectiveness again showed in Robb *et al.*'s (1986) study. In Robb *et al.*'s (1986) study, students were to rewrite their compositions by making the correct changes. Robb *et al.* (1986) used four different types of feedback: (a) explicit correction, which included the errors and the correct forms; (b) the use of a correction code to point out type and location of errors; (c) the use of highlighting to indicate the locations of errors, which did not include any explanation; and (d) a marginal tally of the number of errors in each line, with no indication of what the errors were or where in the line they were located. At the end of the study, the researchers did not see any vital changes in students' writing.

The strength of the paper lies in the explicit focus or scope provided by the researcher: first, Truscott (1996:329) has made it clear that he does not deny the significance of accuracy in L2 writing. The issue is whether or not grammar correction has the proclivity of developing accuracy. Second, he does not reject feedback as a teaching method entirely. For example, he has little to say on feedback provided to the content, organisation, or clarity of a composition

(Truscott 1996:329). However, Truscott's (1996) paper is skewed to one direction though works in support of grammar correction (for example, Bates, Lane, and Lange 1993; Ferris 1995a; and Ferris 1995c) have been done earlier; and this forms one of the bases of Ferris' (1999) rebuttal of Truscott (1996) and her (Ferris) subsequent support for grammar correction.

2.4.2 Lyster and Ranta (1997)

Lyster and Ranta (1997) investigated *corrective feedback and learner uptake* in four immersion classrooms at the primary level. Six different CFs of *recasts, elicitation, metalinguistic feedback, clarification requests, explicit correction, and repetition* were used. Three research questions were used. These are:

- (1) What are the different types of CF and their distribution in communicatively oriented classroom?
- (2) What is the distribution of uptake following different types of CF?
- (3) What combinations of CF and learner uptake constitute the negotiation of form? (Lyster and Ranta 1997:42).

The observational study had its participants drawn from six French immersion classroom in the Montreal area. In this observational study, 100 hours of audio-recordings of a variety of lessons in four Grade 4 classrooms and two Grade 6 classrooms were used (Lyster and Ranta 1997:42). The emphasis of the audio-recordings was on teacher-student interaction. Four teachers were selected for the study on the basis of their preparedness to have their lessons observed and tape-recorded (Lyster and Ranta 1997:43). The recorded activities were coded, using Part A of the Communicative Orientation to Language Teaching (COLT) coding scheme (Spada and Fröhlich 1995). The data were then analysed, using Part B coding scheme (Doughty's 1994a, 1994b and Spada and

Fröhlich 1995;) analysis of fine-tuning feedback.

The results of the study indicated that recasts²⁵ accounted for the largest number of CFs used for error repairs; and subsequently led to learners' uptake (Lyster and Ranta 1997:57). The results also revealed that teachers in the study used different CFs: recasts (55%), elicitation (14%), clarification requests (11%), metalinguistic feedback (8%), explicit correction (7%), and repetition of error (5%) (Lyster and Ranta 1997:56). There was a considerable inclination for teachers to use recasts in giving oral CF.

In terms of the number of oral CFs used, the research is comprehensive. Even though the teachers knew that the researchers were interested in recording classroom interaction, the teachers were not aware of the focus of the researchers in terms of the CFs (Lyster and Ranta 1997:43). This action is highly unethical in research studies. Human subjects in research works should be made aware of the focus of research studies.

2.4.3 Ferris (1999)

Ferris' (1999) study is a direct rebuttal to Truscott (1996). The paper is segmented into 6 parts or headings: introduction, summary of Truscott's argument, disagreements with Truscott's argument, areas of agreement with Truscott, why error correction should be continued in L2 writing classes, and conclusion.

The paper opens with a summary of Truscott's (1996) main argument about the inefficacy of grammar correction. Ferris (1999) then moves to refute Truscott's (1996) argument by pointing out and elaborating some of Truscott's (1996) flaws. The first flaw is that Truscott (1996) defines correction of

²⁵ See section 2.2.2, Types of Corrective Feedback, for information on recast.

grammatical errors vaguely to mean correction ‘for the purpose of improving a student’s ability to write accurately.’

The second serious flaw in Truscott’s (1996) paper, according to Ferris (1999) can be found in his review of previous studies of error correction in L2 writing. There are three of such flaws: (a) incomparability of the subjects in the studies reviewed; (b) variation of the research paradigms and teaching strategies; and (c) disregarding research results that contradict his thesis while focusing on the negative evidence only.

Another strong aversion of Ferris’ (1999) to Truscott’s (1996) study, is Truscott’s inability or refusal to acknowledge works done in support of grammar correction. Thus, Truscott (1996) exaggerates research findings that corroborate his thesis and dismisses those that contradict him. This, according to Ferris (1999), is a serious flaw.

Ferris (1999) concludes her paper by reiterating the fact that Truscott’s (1996) review paper is premature and flawed since the evidence and the conclusion presented are sweeping, limited, incomplete, and inconclusive. Because of this, he (Truscott) has argued strongly for an abolishment of a pedagogical practice that is valued by both students and teachers in terms of accuracy of writing. Ferris (1999:9) has indicated that Truscott (1996) could have done better by using his (Truscott) work to ask rhetorical and probing questions about error correction and to identify some of the problems raised by the available research. Ferris (1999:9), thus, ends her rebuttal of Truscott (1996) by asking some questions for further research. These are:

- Do teachers respond accurately to students’ errors?
- Are students able to make progress in monitoring certain types of errors than others?

- Which individual student variables affect learners' willingness and ability to benefit from error correction?
- Which methods, techniques, or approaches to error correction lead to short- or long-term student improvement?

In critiquing Ferris (1999), mention should be made of the balanced nature of her rebuttal. She points out clearly her areas of agreement and disagreement with Truscott (1996). For example, she agrees with Truscott (1996) on the 'theoretical', and 'practical problems' of grammar correction Truscott (1996) has identified (Ferris 1999:5-7); and has problems with Truscott's (1996) review paper in terms of the subjects, the research paradigms and teaching strategies, and Truscott's (1996) overdependence on the negative evidence while disregarding the positive evidence of grammar correction (Ferris 1999:3-5). On these and other issues, Ferris (1999) has been objective.

However, some drawbacks have been identified in Ferris (1999). She has mentioned that Truscott (1996) used some studies that covered an entire quarter or semester; and others consisted of a 'one-shot' experiment. But, she (Ferris) did not state in her rebuttal, the specific studies or examples of such 'one-shot' experiment found in Truscott (1996). This could mislead readers as her basis of her rebuttal on these issues could not be substantiated. Again, she indicates that '... as noted by Truscott, several of the studies lacked control groups' (Ferris 1999:5). But again, Ferris (1999) could not even point out a single of such studies mentioned in Truscott (1996).

2.4.4 Truscott (1999)

Truscott (1999) is a rebuttal of Ferris' (1999) criticisms on Truscott (1996). The paper (that is Truscott 1999) argues that the criticisms from Ferris (1999) are

‘unfounded and highly selective.’ Because of this, large portions of his case (Truscott 1996) have been left unchallenged and in some cases they have even been strengthened.

Truscott (1999) begins by reiterating his decision of writing ‘the case against grammar correction in L2 writing classes’ (Truscott 1996). The first one was his resolution that grammar correction is an erroneous concept. The second one was about the current state of the field of second-language writing, which perceived grammar correction as the norm, which consequently, created a picture of non-existence of ‘dissenting voices’ in the field of second language teaching and learning (Truscott 1999:111). Third, that Truscott (1999), was an attempt to inform teachers and other stakeholders in the field of second language teaching and learning that there was a substitute to consider. Ferris (1999) welcomes a thorough discussion on the subject matter (that is whether grammar should be corrected or not).

Truscott (1999) is segmented into seven (7) key thematic areas. These are: alleged problems of ‘definition’, alleged problems of reviews of studies on correction, Ferris’ reasons for continuing to correct, the state of the case against grammar correction, the burden of proof bias, prospects for the future, and the issue of choice (conclusion).

The strength of Truscott (1999) lies in Truscott’s ability of responding to most, if not all the issues raised by Ferris (1999). For example, Ferris (1999) accuses Truscott (1996) of problems of definition of the term *error correction*. Truscott (1999:112) clearly points out that he never used the term *error correction* in Truscott (1996), but the term he used, was *grammar correction*. Truscott’s (1999) rebuttal is so strong that it even points out vividly, divergent areas where Ferris (1999) should have challenged Truscott (1999), but she failed

to do so.

Nonetheless, Truscott (1999) could have validated his study well by citing his personal empirical findings that support his proposition. When Truscott (1999) decided to give a rebuttal to Ferris (1999), it was incumbent on him to have first, conducted an experimental empirical study²⁶ to buttress his argument. Such an empirical study by Truscott, could have been a credible basis for his advocacy against grammar correction. This gap identified, does not suggest that Truscott (1999) does not have any personal experience of Truscott with students on grammar correction. It does and I quote:

My own experience is with students who come to my classes firmly convinced that grammar correction is an essential part of language learning in no small part because their teachers have been giving them that message for as long as they can remember. But my correction-free approach neither produces student rebellions nor leads to signs of frustration or lack of motivation or confidence in learners (Truscott 1999:116).

Even though, this quotation suggests that Truscott has had a personal experience on the subject matter (argument *for* or *against* grammar correction), one can infer from the quotation that his experience lacks empirical grounding. For a universal acclamation (abandonment of grammar correction) of such nature, a personal empirical study from him (Truscott) could have been a solid foundation that backs his assertion.

2.4.5 Ferris and Roberts (2001)

Ferris and Roberts (2001) is a study on *error feedback in L2 writing classes: How explicit does it need to be?* The method used was experimental classroom study. 72 students and 8 teachers were the participants of the study. The student subjects were ESL students at the Learning Skills Centre at California State

²⁶ I stand to be corrected, though. My argument is based on Truscott's publications done within 1996 and 1999 which do not give us any substantial information that Truscott himself has conducted any empirical study to validate his assertion of abandonment of grammar.

University, Sacramento. The participants were taught by Roberts (the second author) and another independent instructor. The main argument of the study is that the question regarding how explicit error feedback should be, in order to facilitate self-editing of students' own texts, has not been addressed. The objectives for the study were:

- (1) Does error feedback help student writers to edit their texts successfully?
- (2) What are the effects of differing teacher feedback strategies?
- (3) How do different error categories respond to treatment?
- (4) What are students' preference regarding error feedback? And
- (5) How does students' formal knowledge of grammar terms and rules affect the feedback and revision process?

The student subjects were randomly assigned to three treatment groups. Those in experimental Group A ('codes' group) had their errors underlined and coded; those in experimental Group B ('no codes' group) had all errors underlined but not coded; and those in control Group C had no feedback on their scripts (thus papers were returned to students without error markings) (Ferris and Roberts 2001:168).

The results of the study reviewed that the participants in experimental Groups A and B outperformed their contemporaries in control Group C, who received no feedback on the self-editing task (Ferris and Roberts 2001:176). However, there were insignificant differences in the self-editing of scripts by the participants in the two experimental groups of A and B (Ferris and Roberts 2001:176). Ferris and Roberts (2001) thus conclude that less explicit feedback enables students to self-edit 'just as well as corrections coded by error type' (p.161).

Though the findings of Ferris and Robert (2001) are sound, we are not

told of the essay type the student participants wrote. Therefore, the researchers failed to comment on the rubrics and requirements of the essay type. My thesis addresses this gap by using two business communication texts of letters and memoranda.

2.4.6 Chandler (2003)

Chandler (2003) used two studies to investigate *the efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing*. Literature was mainly drawn from Truscott (1996), Ferris (1999), and other influential works (for example, Ashwell 2000; Cardelle and Corno 1981; Ferris and Roberts 2001; Kepner 1991; Lyster and Ranta 1997; Polio, Fleck, and Leder 1998; Robb *et al* 1986; Semke 1984; Sheppard 1992) on CF.

The objective of the first study was to determine whether *error correction improves accuracy in student writing?* (Chandler 2003:270). The participants for study one were thirty-one (31) first and second year undergraduate music major students from an American conservatory. They are nationals of Korea, Japan, China, and Taiwan. They had either scored between 540 and 575 on the Test of English as a Foreign Language (TOEFL) or had completed a one year intermediate English as a Second Language (ESL) course the previous year, and had registered grade B- or better, after they had scored at least 500 on the TOEFL (Chandler 2003:270-271).

The method used for study one was experimental. Two groups (control and experimental) were constituted. The control group consisted of sixteen (16) participants; while the experimental group consisted of 15 participants. Each group had one male participant, with the rest being female participants. The participants were not randomly assigned to the classes.

The results of the first study showed that accuracy of writing of the experimental group improved more significantly over the 10-week period than that of the control group. Again, both the experimental and control groups in study 1 showed a significant increase in fluency over the semester. This is in consonance with Robb *et al's* (1986) research.

The objective of the second study was to assess the effects of various kinds of error correction. In this second study, different participants from the same ESL writing programme were used. The total number of participants were 36 students. They were also divided into two main groups and each group was taught by the same person, using the same method. The first group had 18 female and 3 male participants. The tasks given to the participants in the second study were many and different since the objective was to assess *the effects of various kinds of error correction*.

The results of the second study proved that students' writing improved significantly (during the semester) both in accuracy and in fluency. Participants in this study, like those in the study one experimental group, had the opportunity of correcting their errors before writing the next assignment in the second study (Chandler 2003:284). Again, in the second study, Chandler (2003:285) had wanted to examine whether participants who wrote complex and voluminous tasks make more errors than those who take few complex tasks. The results of the second study revealed that there was no significant change in holistic ratings over the semester (Chandler 2003:285).

Moreover, the second study showed that when four (4) different CFs were used, the CF that enabled participants to produce few errors, was *correction (direct CF)*. This was followed by *underlining and description, description, and underlining only* in that order.

Apart from the two studies which used some participants and texts, twenty-one (21) participants filled out questionnaire items which compared the four different teacher response CF methods of *correction*, *underlining and description*, *description*, and *underlining* only in terms of simplicity, efficacy, accuracy, preference, and teacher's time required. The results showed that 'more than two-thirds of the students considered the *correction* response to be the easiest to correct...' (Chandler 2003:287). Again, half had the opinion that '*underlining with description* was the easiest way to see what kind of errors they had made...' (Chandler 2003:287). Thus, the study proved that both *correction* and *underlining* were more effective in the reduction of errors in subsequent write-ups than *underlining with description* was (Chandler 2003:287). The study also revealed that the fastest way for teachers to respond to students' errors is to underline the errors (Chandler 2003:289).

One of Chandler's (2003) strengths of the studies is the comprehensive nature of the research in terms of methods used in each of the two studies, the different CFs used and the time frame (a period of one semester) within the studies were done. Nevertheless, some gaps were identified. One, we are told that "... students were given extensive practice in reading and writing in a genre and about content they are were familiar with in order to focus on improving both their reading and writing fluency..." (Chandler 2003:272). However, Chandler (2003) has not provided us literature about *the genre* and *the content* of such write-ups. Maybe, if we had been told, it would have served as a framework for measuring other write-ups. Two, Chandler's (2003:271) study one is made up of two conspicuous classes (experimental and control groups); but in the case of the design of the second study, we are not clearly told whether the two classes formed are also experimental and control groups (Chandler

2003:281). My work used three classes – experimental group A, experimental group B, and control group.

2.4.7 Truscott (2004)

Truscott (2004) is a rebuttal to Chandler (2003). Thus, Truscott (2004) reviews Chandler (2003); and based on the gaps found, Truscott (2004) concludes that Chandler's (2003) claims are "...conjectures, not research findings" (Truscott 2004:337). Truscott (2004), being a review and a rebuttal, does not include participants, methods, data collection and data analysis. The paper has two main thematic areas: *the findings and the conjectures*, and *the big picture* (that states that *correction does not work*).

Concerning the findings and the conjectures, three main issues of *accuracy*, *overall writing quality*, and *fluency* have been challenged. On accuracy, Truscott (2004) points it out that Chandler's (2003) study one found that the experimental group (which received feedback and revision) outperformed a control group that received feedback but did not receive revision on their works (Truscott 2004:338). According to Truscott (2004:338), this does not suggest supremacy of a particular CF over another; "other likely factors cannot be excluded" (Truscott 2004:338).

With this as a background, Truscott (2004:338) considers two possible explanations for Chandler's (2003) findings on accuracy. Claim one, correction with revision was helpful and that correction by itself was relatively neutral and the roles that other factors play remain unclear. Claim two, correction was unproductive or injurious in both situations and apparent developments were due to other unrestrained factors (Truscott 2004:338). According to Truscott (2004:338), previous research works (for example, Polio *et al.* 1998; Robb *et al.* 1986; Semke 1984; Sheppard 1992; Truscott 1996) offer no support for claim

one. Claim two, however, adapts earlier research works well (for example, Sheppard 1992; Polio *et al.* 1998) which have viewed correction as ineffective or harmful and have also revealed absolute gains in the absence of correction.

Truscott (2004:340) also queries Chandler's (2003) two definitions on *fluency* and the results of the studies on fluency and, concludes that they are mere conjecture. Truscott (2004) concludes this thematic area by reiterating the fact that both Chandler (2003) and Truscott (2004) are conjectures. However, the conjectures of Truscott (2004) are credible since they are in consonance with previous findings (Truscott 2004:340).

On *the big picture* (that is, *correction does not work*), Truscott (2004:340) challenges the literature that refutes the case against correction from two angles: *The lack of evidence in favour of correction* and *evidence against correction*. Truscott (2004:340) reports that Chandler (2003) points out that evidence that has been presented in favour of correction are not strong. This is because they are mostly descriptive research rather than experimental research which includes control groups and experimental groups. Truscott (2004:341) categorically agrees with Chandler's (2003) on this assertion and indicates that he has little to say about this part of the review.

Truscott (2004) concludes that Chandler (2003:267) accuses Truscott (1996) of rejecting 'all forms of error correction' (Truscott 2004:342). Truscott (2004:342) rebuts Chandler's (2003) claim by indicating that the debate in Truscott (1996) is on *grammar correction* and not about *error correction* in general. This point, according to Truscott (2004), has been well stated in Truscott (1999). Again, he concludes that Truscott (2004), just like Chandler (2003), are assumptions; but Truscott (2004) presents a better conjecture. Finally, he concludes by reiterating the fact that '[c]orrection is a bad idea' (Truscott

2004:342).

Truscott (2004) has some strengths. He does this rebuttal in a categorical manner by responding to issues one after the other. Another area where he should be commended, is his definite admission to Chandler's (2003) claim that most of the evidence presented in favour of correction are weak since they are mostly based on descriptive studies rather than experimental studies (Truscott 2004:340). I give credit to him for admitting the flaws categorically. This makes Truscott a critical thinker. One would have expected him to search further for some experimental studies that endorse his argument; but he did not.

On the weakness of Truscott (2004), I agree with Chandler (2003) that experimental studies rather than descriptive (review works) studies have the greatest propensity of commenting on the efficacy or uselessness of CFs. Thus, Truscott (2004) could have done a simple experimental study and used it as a basis for his rebuttal of Chandler (2003). My work, thus, seeks to address this gap.

Again, Truscott (2004) indicates that Chandler's (2003) claims are hypotheses which are not acceptable in research work: 'Claims of this sort are conjectures, not research findings' (Truscott 2004:337). Yet, he blatantly goes ahead to say that Truscott (2004) is also a hypothesis; and that his conjectures are better than Chandler's (2003) (Truscott 2004:337). My argument is a conjecture is not based on research findings. I disagree that Chandler (2003) which used two studies (with study one having experimental and control groups) is a conjecture.

2.4.8 Chandler (2004)

Chandler (2004) is a short dialogue which gives some responses to issues raised by Truscott (2004). Since the paper is just a rebuttal, some points in Truscott

(2004); clear-cut research activities such as human subjects (participants), methods, data collection, data analysis, and discussion of results were not used. However, literature has been reviewed to address some issues.

In the introductory section of the dialogue, Chandler (2004) agrees with Truscott (2004) that “the efficacy of error correction is a central issue for the theory and practice of writing instruction” (Chandler 2004:345); and reiterates the fact that her students see error feedback as an integral part of language learning; and on the basis of that it is challenging for teachers to provide no feedback to students (Chandler 2004:345), a point Truscott (1996, 1999, 2004) disagrees with vehemently. Chandler (2004) reviews and challenges some literature that form strong bases for Truscott’s (1996, 1999, 2004) argument and concludes as follows: One, since the groups in her study (Chandler 2003) did the same number of new writing, she could conclude that writing practice alone had no effect on accuracy, a situation which is different from Semke (1984), and Polio *et al.* (1998). Two, Truscott (1996, 1999, 2004) had argued that all grammar corrections were harmful and the ill effects might be equipoised by writing practice or exposure to English or avoidance of longer writing (Chandler 2004:346). Chandler (2003) disproves this by giving longer and complex writing tasks to participants in the studies; yet the results revealed that they improved in Chandler’s measure of fluency (Chandler 2004:346).

Moreover, to Chandler (2004), Sheppard (1992) focused on some errors, so Truscott’s (1996, 1999, 2004) avoidance of correction theory could work in such situations. In her (Chandler 2003) studies, all grammatical and lexical errors (unfocused) were counted; but the results showed an increase in accuracy. Chandler (2004:346) also indicates that Robb *et al.* ’s (1986) study does not have any control group which does not receive no CF. Therefore, it does not show

‘that it was the error feedback that produced the positive changes for all groups in accuracy, fluency, and syntactic complexity’ (Chandler 2004:346). How then can Truscott use the results of such a study (Robb *et al.* 1986) to make a case that correction was unnecessary and harmful?

Chandler (2004:348) ends by stressing the need for teachers to correct the errors of students since it facilitates the discovery of functions and restrictions of the syntactical and lexical structures of the target language. However, she admits some methodological flaws in Chandler (2003) and calls for well-made research studies in terms of the methodology:

I accept the argument that the efficacy of error correction for accuracy of subsequent writing will only be demonstrated by studies containing a control which receives no correction and experimental groups which ... correct their errors after either receiving direct correction or having the location of their errors pointed out. So I hope someone will do such a well-designed study (Chandler 2004:348).

This gap is addressed in my study in the sense that the participants in the control groups did not receive any form of CF; but a general comment was written beneath each of the two write-ups and the participants were required to find the areas in the scripts that contained the errors and corrected them accordingly.

2.4.9 Ferris (2004)

Ferris (2004), *the “Grammar Correction” debate in L2 writing: Where are we, and where do we go from here? (and what do we do in the meantime...?)*, reviews literature on CF under three main thematic areas – the status quo of CF, direction for future research, and suggested pedagogic implications for L2 composition writing. The thesis statement of the paper is that although many debates on CF have gone on over the decade, researchers and other stakeholders of CF have

still not made progress. The paper does not use participants but draws on the works of other researchers.

On the status quo, Ferris (2004:50) reviews a significant number of works on CF (for example, Ferris and Roberts 2001; Ferris 2002, 2003), and points out three major observations: (1) research works (for example, Semke 1984; Kepner 1991; Polio *et al.* 1998; Ashwell 2000; Chandler 2003) on the issue of whether or not error feedback facilitates L2 students' write-ups is not sufficient; (2) that because of inconsistencies in research design, previous studies (for example, Ferris 1999; Ferris, 2002, 2003; Kepner 1991; Lalande 1982; Robb *et al.* 1986; Semke 1984; Truscott 1999) on error correction differ and are therefore not comparable; and (3) though most existing research works (for example, Lyster and Ranta 1997; Ellis 1998; James 1998; Chandler 2003;) envisage affirmative effects for written error correction, they do not convincingly verify it (Ferris 2004:50).

Ferris (2004:54), accordingly, summarises the responses to the question of *where are we?*: (1) the evidence about the question 'does error feedback work?' is rare owing to lack of controlled and longitudinal studies; (2) over the past two decades, researchers have been functioning in nothingness, in spite of the numerous studies on CF; and (3) previous works permit us to (Ferris 2004:55).

The second issue (*where do we go from here?*) gives direction for future research. According to Ferris (2004:56), there is the need for 'controlled longitudinal studies' that will help address the 'big question' of whether CF helps learners to improve in the area of written accuracy over time.

Ferris (2004:57) has also indicated that future research works should: (1) report contextual characteristics and also on the learners; (2) clearly define

operational errors that are being examined; (3) provide consistent CFs schemes; and (4) describe how errors were counted and edited (Ferris 2004:57). Again, future studies, in assessing whether CF works or not should consider and investigate a number of questions (Ferris 2004:57-58). These are:

- (1) Do students produce accurate texts after they are asked to self-edit their papers after receiving CFs?
- (2) Does extra grammar instruction given to students, affect their progress?
- (3) Does recording of written errors enable students to have ideas of error analysis and subsequently aid long-term development?
- (4) Are some types of errors (for example, lexical, morphological, and syntactic errors) more responsive to treatment than others?
- (5) Does the relative clear and detailed CF (for example, direct, indirect, location, and labelling) of the teacher have an effect on the learners' long-term progress? (Ferris 2004:58).

The last thematic area of Ferris (2004) (*what do we do in the meantime?*), offers some pedagogic approaches for teachers in the field of SLA. One, teachers must be prepared fully to offer CF on students' written texts. Two, the effective treatment of students' written errors should have a diversity of carefully combined parts. Three, CF is not the sole approach for treatment of errors. Other strategies such as consciousness-raising, and public lectures on the importance of linguistic accuracy and editing skills could be employed (Ferris 2004:59). Ferris (2004), thus concludes by summarising the three generic pedagogic approaches of CF into six practical suggestions. One of the suggestions, for example, is that 'the maintenance of error charts ideally by the students themselves with guidance from the instructor, can heighten student awareness of their weaknesses and of their improvement' (Ferris 2004:60).

2.4.10 Bitchener, Young, and Cameron (2005)

Bitchener *et al.* (2005) investigated the effect of different types of corrective feedback on ESL student writing. The participants comprised 53 post-intermediate ESOL migrant learners. The main research question for the study was *to what extent does the type of corrective feedback on linguistic errors determine accuracy performance in new pieces of writing?* The participants were divided into three groups with each group receiving a different intervention.

In terms of the use of past tense and the definite article, the study revealed that a combination of direct oral feedback and direct written feedback had a greater effect on the writings of the participants than direct written feedback only. The study, thus, argues that L2 teachers should provide their learners with both oral and written corrective feedback on errors that are likely to be treated (for example, past tense and definite articles).

The strength of the study dwells on the cluster of one-on-one oral conference and direct written feedback that were given to the participants. However, the literature reviewed is skewed to corrective feedback only as against the rubrics of the texts used.

2.4.11 Ellis (2009)

In the midst of the controversies about how CF has been seen in SLA and language pedagogy, Ellis (2009) published *corrective feedback on teacher development*. The paper, which seeks to streamline the debatable issues on CF, has three thematic areas. These are an overview of the *controversies regarding CF*, *sociocultural theory and CF*, and *guidelines for CF*.

Ellis (2009:4-11) presents the polemics in five (5) issues: (1), the usefulness of CF; (2), the choice of errors to correct; (3), the choice of corrector; (4), the choice of CF strategy; and (5), the timing of CF. Drawing on a number

of secondary research works (for example, Bitchener, *et al.* 2005; Ellis, *et al.* 2006; VanPatten 2003), Ellis (2009) admits that CF can facilitate learning.

Concerning the choice of errors to correct, Ellis (2009:6), reviews a number of proposals on the issue and argues that *focused* rather than *unfocused* written errors is effective in supporting acquisition. While focused is selective CF, unfocused is the comprehensive approach that involves correction of all errors in a learner's text (Beuningen 2010:11). I disagree with Ellis (2009) on this occasion. Just as *focused* CF has its merits, so is *unfocused*. My argument is: if you want to correct, correct all; if you do not want to correct, do not correct at all. Thus, Vann, Meyer, and Lorenz (1984) as cited in Ellis (2009:6) found that some teachers view all errors as equally serious – ‘an error is an error.’ Again, unfocused approach of vetting written business text will give the assessor the opportunity of assessing both errors emanating from business text formats and mechanics and grammar, spelling, sentence, and paragraph.

Additionally, Corder (1967) distinguishes between *errors* and *mistakes*²⁷. Burt (1975) suggests that teachers should concentrate on *global errors* rather than concentrate on *local errors*²⁸. On the contrary, I suggest business communication teachers should consider the two error types (global and local) if comprehensiveness of textual errors and accuracy are their focus.

On the issue of choice of corrector, Ellis (2009:7) reviews several works (for example, Hedge 2000; Lyster 2004; Ferris 2006) on self-correction and concludes that teachers should first, encourage self-correction; but if it fails, they

²⁷ An error represents a gap in competence; but a mistake is a performance phenomenon that reflects processing failures that come about as a result of competing plans, memory limitation, and lack of automaticity (Corder 1967 as cited in Ellis 2009:6).

²⁸ Global errors are errors (like wrong word order, missing or wrongly placed sentence connectors, and syntactic overgeneralisations) that affect overall sentence organisation (Burt 1975, as cited in Ellis 2009:6). Local errors are errors (such as morphology or grammatical functions) that affect single elements in a sentence (Burt 1975, as cited in Ellis 2009:6).

should do the correction on their own. Thus, Ellis proposes that both the learner and the teacher are responsible for correction of errors. This argument is sound. However, while learners should be encouraged to correct mistakes; teachers should endeavour to correct errors. Mostly mistakes are pointed out to learners by underlying the mistakes (this is indirect CF); but errors are sometimes showcased by applying some proofreading symbols at the portion of the text that contains the errors, and providing the amended form in addition (this is direct CF)²⁹.

There are many strategies for CF and Ellis (2009:8) has reviewed quite a number of them and concluded that “[t]he teacher has to select both the particular strategy to use in response to a learner error and the specific linguistic devices for realizing that strategy. This calls for considerable pragmatic and pragmalinguistic competence...” The choice of these taxonomies of strategies depends on whether the CF is written or oral. For example, Ellis (2008:99-103) has identified *direct*, *indirect*, *metalinguistic*, *focused versus unfocused*, and *electronic* forms of correction as the key taxonomies of written CF (*see Section 2.2.2*). Oral CFs have two main categories of *explicit versus implicit* (Carroll and Swain 1993; Aljaafreh and Lantolf 1994) and *input-providing versus output-prompting* (Lyster 2004; Ellis 2006).

The timing of CF is another issue Ellis (2009:11) has addressed. According to him, written CF is always delayed and this enables teachers to collect written texts and respond to them accordingly (Ellis 2009:11). Though, there is validity in this assertion, Ellis (2009) does not describe this delay or provide us with a time frame. Business communication teachers who teach large

²⁹ A study that seeks to assess the effectiveness of direct and indirect CFs (such as my PhD work), could reveal which is stronger.

classes are sometimes faced with challenges concerning the time frame within which to provide written CF on students' texts; hence a proposal from Ellis (2009) could have served as yardstick. *Ceteris paribus*, I argue for a time frame of not more than seven (7) days for provision of written CF on texts of classes with class size of fifty (50) and below³⁰.

Conversely, variability exists in the case of oral CFs as teachers are faced with the choice of either correcting instantaneously or postponing the correction until later (Ellis 2009:11). Hedge (2000), for example, debates that teachers should defer oral CF until the end of fluency activities; but Doughty (2001); and Ellis, Basturkmen, and Loewen (2001) argue that immediate oral CF does not disrupt fluency (Ellis 2009:11). However, concerning oral CF and accuracy, Ellis (2009:11) says there is a general consensus in the field of SLA that CF should be provided immediately.

Ellis (2009:12) makes a strong case that CF should be based on sociocultural theory (SCT). He sees language learning as 'dialogically based', in that, acquisition happens *in* communication rather than *as a result of* communication. Dialogic interaction helps the teacher to create a scenario for beginners to take active part in their own learning; and through this, teachers can modify the support that beginners are given (Anton 1999). Discourse in a dialogue form, thus exhibits the learners' strengths and weaknesses when the teacher offers him or her guidance (Ellis 2009:12). SCT is dependent on the second level of Zone of Proximal Development (ZPD) (Ellis 2009:12)³¹.

³⁰ In the Ghanaian context, I will propose an ideal class size of 50. However, for classes with membership of between 51 and 100 learners, a maximum of 14 days will be suitable *ceteris paribus*. For those with membership of between 101 and 150, 21 days will be appropriate with all other things remaining equal. For those of 151 and above a maximum of two (2) months should be used in providing written CF *ceteris paribus*.

³¹ Zone of Proximal Development (ZPD) distinguishes three levels of development: the actual developmental level of the child's mind; the level of potential development, which is seen in problem solving done with the guidance of an adult; and the level that is above the learner

However, SCT which is powered by the second level of ZPD, functions better when CF is oral. Hence, for studies which focus on clear-cut written CFs, SCT has no place. Since CFs are multifarious phenomena, Ellis (2009:14) concludes his work by proposing ten (10) guidelines for providing CF. These guidelines have been summarised as follows:

1. Teachers understand students' attitudes about CF before coming out with agreed goals for CF with the students.
2. CFs (both written and oral) have a place in both accuracy and fluency works; therefore, teachers should not hesitate to correct students' errors.
3. For different lessons, teachers should recognise precise linguistic targets for correction and apply focused CF on the errors.
4. Teachers should do everything possible for learners to conspicuously know that they are being corrected.
5. Teachers need to use a variety of CFs before adapting the specific strategies they think can best correct the errors of particular students.
6. Written CF is invariably delayed; but oral can be both immediate and delayed. Therefore, teachers need to experiment with the timing of CFs.
7. The appropriateness on CF should be left to the learner. Therefore, teachers have to guide learners in selecting the suitable ones.
8. Teachers should vary their CFs. They should thus not use specific CFs for all students at all times.
9. Teachers should be ready to correct specific errors for a period of time so as to help the learner to attain full self-regulation stage.

(Vygotsky 1978:85). To Ellis (2009:12) SCT lies in the domain of the second level – the level of probable development. Thus, CF scenarios can be seen 'as an arena for studying how interaction mediates learning through the construction of ZPDs' (Ellis 2009:12).

10. Teachers should monitor the anxiety levels of students in the use of specific CFs. This will check the effect that anxiety has on learning.

2.4.12 Beuningen (2010)

Beuningen's (2010) *corrective feedback in L2 writing: theoretical perspectives, empirical insights, and future directions*, is a secondary research that reviews a number of papers on corrective feedback. The paper draws on several theoretical underpinnings. For instance, Ellis (2005) on *CF as a focus-on-form intervention*, has indicated that error correction is one of the pedagogical methods that help learners to focus-on-form. Schmidt (1994) on *noticing*, has also indicated that CF helps learners to 'notice the gaps between their own interlanguage output and the target language input' (Beuningen 2010:6).

Beuningen (2010:7-13) has also reviewed some controversial issues. Some are the major *objections against the use of CF in L2 instruction* (for example, Krashen 1985; Schwartz 1993; Truscott 1996). Others are some *controversies concerning the use of CF in L2 instruction* (for example, *which CF method to use, focused and unfocused CFs, direct and indirect CF, and which errors to correct*).

The paper also provides a summary of the findings of some empirical studies on CF. Among some of these studies are (1) *research on the effectiveness of written CF* (for example, Polio *et al.* 1998; Ashwell 2000; Ferris and Roberts 2001; Chandler 2003); and (2) *research on the value of CF for different error types* (for example, Truscott 1996; Ferris 1999).

Based on the empirical evidence available to Beuningen (2010), she concludes that when learners are given opportunities to notice the gaps in their evolving L2 systems, test interlanguage hypotheses, and involve themselves in metalinguistic reflection, written CF has the propensity of fostering second

language acquisition, and can subsequently lead to accuracy development (Beuningen 2010:21).

Though the work is limited in terms of scope, the researcher should be commended for her decision to put forward several ideas on *direction for future research*. For example, she has suggested that future studies should address CF's responsiveness of diverse errors. It is on this basis that this current research seeks to assess the type of CF that has the greatest effect on students' punctuation, agreement, word class, and rubrics errors.

2.4.13 Farrokhi and Sattarpour (2011)

Farrokhi and Sattarpour (2011) investigated *the effects of focused and unfocused written corrective feedback on grammatical accuracy of Iranian EFL learners*; and concluded that unfocused CF is of limited pedagogical importance, while focused CF facilitates learners' grammatical accuracy in L2 writing (Farrokhi and Sattarpour 2011:1797).

Their review of literature is mainly grouped under two thematic areas of *research evidence for and against written CF* (for example, Truscott 1996, and Ferris 1999); and *research evidence on the efficacy of different types of written CF* (for example, Chandler 2003; and Robb *et al.* 1986).

The participants for the study were 120 Iranian EFL learners. The male participants were 50 while the female participants were 70. The instruments used were the TOEFL test (which was initially used to segment the participants into LP and HP); ten written narrative fable tasks; and two different picture composition tasks (Farrokhi and Sattarpour 2011:1799).

2.4.14 Farrokhi and Sattarpour (2012)

Farrokhi and Sattarpour (2012) studied *the effects of direct written corrective feedback on improvement of grammatical accuracy of high-proficient L2*

learners. The objectives were (1) to assess whether direct written CF can help high-proficient L2 learners improve in the accurate use of functions of English articles; and (2) to assess whether there are any differential effects in providing two direct written CFs of focused and unfocused.

The review of literature was mainly centred on *studies comparing different types of corrective feedback* such as Semke (1984), Robb *et al.* (1986), Ferris and Robert (2001), Ferris (2003), Chandler (2003), and Bitchener *et al.* (2005). The participants were 60 high-proficient Iranian EFL learners; 26 of whom were male participants, with 34 being female participants. (Farrokhi and Sattarpour 2012:52).

The study showed differences in the results of pre- and post-tests items (Farrokhi and Sattarpour 2012:53); which generally means that corrective feedback works as the participants in the experimental groups outperformed those in the control group. The study again emphasised that ‘focused written CF is more effective than the unfocused written CF’ (Farrokhi and Sattarpour 2012:54).

2.4.15 Mubarak (2013)

Mubarak’s (2013) work, *Corrective feedback in L2 writing: A study of practices and effectiveness in the Bahrain context*, is a PhD dissertation submitted to the University of Sheffield. The objectives of the study were (1) to examine whether or not CF leads to increased accuracy and complexity of L2 students’ writing at the University of Bahrain; (2) to investigate the effectiveness of direct and indirect written CFs³²; and (3) to investigate the beliefs of teachers and students

³² The direct written corrective feedback used, took the form of identification of errors in the scripts of the participants and provision of the correct form of the error above the original, the participants made. The indirect corrective feedback on the other hand, took the form of error underlining only.

on feedback through interviews and questionnaires (Mubarak 2013:17). Forty-six (46) participants constituted the student-subjects.

The findings of the quasi-experiment revealed that direct and indirect CFs have no substantial effect on accuracy and complexity (grammatical and lexical) of students' scripts, though they improved in the course of the experiment. The results of the interviews and questionnaires demonstrated the preference of students for direct feedback instead of the indirect one. Also, the study revealed the beliefs of students and teachers about CF. They valued CF and believed it was beneficial, though the results of the quasi-experimental proved otherwise. Classroom observations showed some challenges in the teaching and learning of L2 writing and also in CF methods used at the University of Bahrain in general. For example, it was observed that students were not allowed to submit a second draft of their composition after the first draft has been marked (Mubarak 2013:165).

Mubarak (2013:212-214) recommended that (1) errors should be corrected using the direct CF. (2), teachers should experiment with peer feedback. (3) teachers could use a variety of styles (for example, praise, criticism, and suggestion) to give their comments about students' oral and written discourse.

2.4.16 Pakbaz (2014)

Pakbaz (2014) investigated *the effect of written corrective feedback on EFL learners' writing performance*, by using explicit and implicit techniques. The participants for the study were 20 intermediate learners of English language from Adib Language Institute, Iran (Pakbaz 2014:14). The thesis statement of the study was *in spite of the large body of research, there seems to be no unified*

agreement on the effectiveness of written corrective feedback on L2 learners' written performance (Pakbaz 2014:12).

The research questions for the study were: (1) Does giving written corrective feedback have any effect on the writing performance of Iranian EFL learners? (2) Is there any significant difference between giving implicit versus explicit written feedback on the writing performance of Iranian EFL learners? (3) Is there any significant difference between the use of past tense in three tasks of pre-test, immediate post-test and the delayed post-test? (4) Is there any significant difference between the use of definite/indefinite articles in three tasks of pre-test, immediate post-test and the delayed post-test? (Pakbaz 2014:14).

The instrument used was a Standardized Placement Test in English designed by Allan (1992). The results of the study revealed that there was no difference between the two groups (implicit and explicit) on their correct use of the specified structures. Learners thus found their own way of responding to errors irrespective of the feedback style (that is whether implicit or explicit) the teacher used. This finding is in consonance with Semke (1994).

Pakbaz (2014) is a contribution to research in terms of implicit and explicit feedback techniques. In terms of the instruments used, the study is detailed. The participants responded to three essay-based questions in addition to answering questions on a Standardized Placement Test in three styles of pre-test, immediate post-test, and delayed post-test. However, we are not told of the total population of the case, and Pakbaz's (2014) bases for selecting only 20 respondents for this longitudinal study.

2.4.17 Junqueira and Payant (2015)

Junqueira and Payant (2015) investigated teacher feedback views and procedures of an L2 writing teacher for a period of one semester. The main

participant was an MA TESOL student-teacher who taught English to ESL students at the university level.

The sources of data were four sets of commented-on students' essays, a reflective journal, two structured interviews, and member checking with the teacher. Four forms of written corrective feedback were used on the students' coded essays. These were: *direct*, *direct with explanation*, *indirect*, and *indirect with explanation*. The CFs used on the essays were compared to Kim's beliefs, as discussed in her journals and interviews.

The findings of the study showed that Kim had an intricate set of beliefs in terms of what should be addressed and how it should be carried out. The study also revealed that although CF was time-consuming, and 'intimidating' task, Kim supported the idea that giving CF was fundamental for students' success in improving their writing skills. This belief corroborates the findings of my study.

2.4.18 Kheradmand and Sayadiyan (2016)

Kheradmand and Sayadiyan (2016) conducted a study on the topic: *comparative investigation of the effects of immediate and delayed error correction on the achievement of male and female Iranian EFL learners' writing skill[s]* and concluded that direct CF is more effective and helpful in improving accuracy of target forms than indirect CF does (Kheradmand and Sayadiyan 2016:38).

The objectives of the study were (1) 'to explore whether Iranian EFL learners' writing skill is affected by immediate and delayed error correction; (2) to explore whether selected error correction type, will improve student's writing skill over time; and (3) to find out the effects of gender in using immediate and delayed error correction on writing skill among Iranian male and female EFL learners' (Kheradmand and Sayadiyan 2016:32). Literature was mainly reviewed on *feedback in teaching of EFL writing* (for example, Reichelt 1999;

Paltridge 2004); and *the effectiveness of written CF* (for example, Ferris 1997, 2006; Ferris and Helt 2000). The participants for the study were 60 EFL learners.

The results of the study, generally, revealed that all the 6 groups made improvements in their writings from the pre-test to the post-test. However, the groups that received immediate CF outperformed all the other groups; the participants in the delayed groups also outperformed the participants in the control groups. Teacher immediate feedback was thus more helpful than the delayed feedback and no feedback (Kheradmand and Sayadiyan 2016:31).

2.5 Summary

Chapter two of the study has focused on the review of related literature. This was mainly done from two perspectives – theoretical and empirical reviews. The theoretical review concentrated on key thematic issues of *definition of corrective feedback, types of corrective feedback, and business communication write-ups of letters and memoranda*. The empirical review focused on critical review of significant papers or studies done in the area of corrective feedback, and published in the last two decades (that is from 1996 - 2016). The chapter also provided us with information about the theoretical frameworks of the study.

CHAPTER THREE

RESEARCH METHODS

3.0 Introduction

This chapter of the research discusses the philosophical assumptions, research design, approach, population, sample, and sampling techniques. Other issues in the methodology include: data, instrumentation, data collection procedure, data analysis procedure, and ethical consideration of the research.

3.1 Philosophical Assumptions of the Research

Philosophically, researchers make claims concerning what knowledge is (ontology), how it is known (epistemology), what values are included in it (axiology), how it has been written about (rhetoric), how it is processed for studying (methodology) (Creswell 1994 as cited in Creswell 2003:6). On claims of knowledge, several schools of thought – postpositivism, constructivism, advocacy/participatory, and pragmatism – exist (Creswell 2003:6).

This current research is based on pragmatism³³ philosophy, which states that our notion of an entity is framed in its whole by the conception we have of the possible practical bearings the entity could probably have (Peirce 1992:132 as cited in Halton 2004:1). For many pragmatists, knowledge claims arise out of actions, circumstances and consequences; and instead of methods being vital elements, the problem is rather more important (Creswell 2003:11). This

³³ Pragmatism is the unique contribution of American idea to philosophy. It was coined by Charles Sanders Peirce (1839-1914) and made popular by William James (1859-1952) and George Herbert Mead (1863-1931) (Halton 2004:1). It is a movement that attracted a lot of recognition in the early part of the twentieth-century, went into decline, and re-emerged in the last part of the century.

philosophy, accordingly, enables a researcher to deal with a problem in a reasonable, logical and practical manner instead of grounding it on ideas and theories only. Some of the tenets of pragmatic research are:

- (1) pragmatism is not committed to any one system of philosophy and reality,
- (2) individual researchers have a freedom of choice in terms of the methods used for the study, and
- (3) pragmatist researchers look to the ‘what’ and ‘how’ to research based on its intended consequences – where they want to go with it (Creswell 2003:12).

My bases for embracing this philosophical assumption in my study are:

- (1) it fits my research design – mixed methods – adopted for the study,
- (2) I have freedom of choice in terms of methods, techniques, and procedures of research that best suit my needs and purposes (Creswell 2003); and
- (3) research questions were the driving force of the study. This is a view that pragmatists firmly hold³⁴.

3.2 Research Design and Approaches

The research adopted a *mixed methods* research approach. In mixed methods research in general, the researcher tends to ground knowledge claims on pragmatic grounds (for example; consequence-oriented, problem-centred, and pluralistic). It also uses strategies of inquiry that involve collecting data either concurrently or sequentially to best understand research problems (Creswell 2003:18)³⁵. The data collection in mixed methods involves collecting both numeric information as well as text information.

³⁴ Pragmatism reasons that the most important factor of the research philosophy adopted is the research question – one approach may be better than the other for answering particular questions (Saunders *et al.* 2007:110).

³⁵ The types of the concurrent designs are *triangulation*, *nested*, and *transformative*. The types of sequential designs are *sequential explanatory*, *sequential exploratory*, and *sequential transformative* (Creswell *et al.* 2003).

Therefore, the final database represents both quantitative and qualitative information (Creswell 2003:20). The bases for the selection of this method are: (1) the study includes a number of data (and data collection tools) from the classroom, a situation which is permissible in mixed methods research³⁶; and (2) the analyses of the work include both quantitative and qualitative procedures³⁷, which provide the best understanding of the research problem (Creswell 2003). *Mixed methods* hence allows a researcher to use various research strategies.

Specifically, my research adopted the *Sequential Exploratory Mixed Methods* approach (SEMM), which involves the process of first, collecting qualitative data to explain a situation, and then soliciting quantitative data with the view of providing explanations to the relationships established in the qualitative data (Creswell *et al.* 2003:211). The aim of such designs is to explore a phenomenon. With this specific method, I first collected classroom data in the form of texts at both pre- and post-test levels. After that, I used questionnaire items in collecting data. Some of these specific strategies that I used in this study, are explained below:

3.2.1 Case Study

Multiple case study strategy was employed in carrying out this research. First year business communication students of Ho Technical University, Koforidua Technical University, Kumasi Technical University, and Sunyani Technical

³⁶ According to Creswell (2003), *mixed methods* opens the door for multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis.

³⁷ These procedures have been explained under data and data analysis procedures. Some statistical and text analysis tools were employed. For example, SPSS was used to explain some quantitative data, while two analytical frameworks (MAF and BLAF) were used in analysing the data (texts) collected from the field.

University, constitute the selected population from which the student participants for the study were drawn³⁸.

3.2.2 Experimental Study

In this research, one control group and two experimental groups were composed for each of the institutions selected. The reason is that two planned interventions – direct-unfocused and indirect-unfocused feedbacks – were studied against no-feedback or no-planned intervention group. This classification is in line with classical experimental study research. In classical experimental study, two groups – experimental group and control group – are established against some form of planned intervention(s) (Saunders *et al.* 2007:136).

The participants in the experiment group(s) receive some planned interventions while those in the control group did not. Again, this categorisation is based on the work of Ferris (2004). In her study, Ferris (2004:56) had indicated that over the years, researchers (for example, Fathman and Whalley 1990, Ferris and Roberts 2001) in their bid to respond to this issue of *whether CF has an effect on students' writing*, find themselves in a methodological predicament. Fathman and Whalley (1990), Ferris and Roberts (2001) have been criticised on the grounds that their study had not been controlled and longitudinal enough. Ferris (2004:56), hence, proposes that clear-cut controlled, longitudinal study should have some features: (1) two intact classes, taught by the same instructor, may be compared over a term; (2) in one of the classes (the control class), the instructor may 'provide summary or end notes about students' grammar

³⁸ *Multiple case studies* involve two or more cases for the research instead of focusing on only one case. As a working definition, *business communication students* in this context does not only refer to students from the Business Schools; but rather any student who has been taught business communication topics of memoranda and letters and will subsequently pursue any profession or work on completion of his or her programme. The justification for the selection of these cases (4 technical universities in Ghana) can be found under section 3.3.

problems but no in-text correction (Ferris 2004:56).

Consequently, participants in the control groups of this current study did not receive any CF on their texts. However, at the bottom or in the margin of the pre-test scripts of participants, the assessor wrote only a general comment about the rubrics of the texts and errors found. Then, the assessor expected the students to correct the errors on their own by determining the sections that contained the errors and correcting them accordingly in the post-test scripts. However, those in the experimental groups received two planned interventions. Participants in experimental group A were exposed to direct feedback (DF), and those in experimental group B were given indirect feedback (IF).

3.2.3 Descriptive Study

The research also used descriptive study. Robson (2002:59) sees this study as a study that portrays an accurate profile of entities – persons, events and situations. ‘This may be an extension of, or a forerunner to, a piece of exploratory research or a piece of explanatory research’ (Saunders *et al.* 2007:134). In this current research, the data (texts) collected from the field were descriptively analysed using two analytical frameworks – MAF and BLAF.

3.2.4 Cross-Sectional Survey Design

In a cross-sectional survey design, the researcher solicits data at one point in time (Creswell 2008:377). Here, I define the *one point in time* as a period of two weeks. Specifically, group comparisons cross-sectional design which compares two or more educational groups in terms of attitudes, beliefs, opinions, or practices was used (Creswell 2008:378).

The majority (2/3) of the participants from each of the four selected institutions were part of the experimental groups of A and B. Each of the two (2) experimental groups were studied by using a separate intervention (CF). The

participants in the control groups did not receive any intervention. First, all the participants did 2 pre-tests (1 memorandum, and 1 letter). After that, the selected intervention for each group was applied. After the pre-tests and the application of the interventions, they were given another opportunity to work on the comments of the assessor by producing another 2 scripts at the post-test stage.

3.3 Population, Sample and Sampling Techniques

This section discusses how the population, sample size, and sampling methods were determined.

3.3.1 Population

The research focused on the 4 Technical Universities in Central Ghana. For the purpose of this study, Ghana was segmented into three (3) parts: Central (Middle), Coastal, and Northern. Central Ghana had four (4) regions made up of Ashanti, Brong-Ahafo, Eastern, and Volta. Coastal Ghana had three (3) regions made up of Central, Greater Accra, and Western; and Northern Ghana also had three (3) regions made up of Northern, Upper East, and Upper West.

Under the Ghana Technical University Act 2016 (Act 922), six (6) Polytechnics³⁹ were initially converted into Technical Universities. These are: Accra Polytechnic (now Accra Technical University), Ho Polytechnic (now Ho Technical University), Koforidua Polytechnic (now Koforidua Technical University), Kumasi Polytechnic (now Kumasi Technical University), Sunyani Polytechnic (now Sunyani Technical University), and Takoradi Polytechnic (Takoradi Technical University) (Act 922, Technical University Act 2016:29).

³⁹ Following the re-assessment report submitted on Cape Coast and Tamale Polytechnics, the government of Ghana, on the 26th of September, 2016, gave an executive approval for the two Polytechnics to be included in the upgrading process. This brings to 8 (eight) the number of Technical Universities in Ghana.

Central Ghana has majority (50%) of the Technical Universities in Ghana. Thus, each of the regions in Central Ghana has a Technical University. These are Ho Technical University, Volta region; Koforidua Technical University, Eastern region; Kumasi Technical University, Ashanti region; and Sunyani Technical University, Brong-Ahafo region. The study drew participants from different Schools of all the four (4) Technical Universities in Central Ghana.

The bases to focus on only Central Ghana are that Central Ghana has 50% majority of the entire population of technical universities in Ghana. Again, it is based on the purposive sampling method. This method enables a researcher to use his or her judgement to select cases that will best help him or her to answer his or her research questions(s) and to meet his or her objectives (Saunders *et al.* 2007:230).

3.3.1.1 Brief Profile of Ho Technical University

Ho Polytechnic (now Ho Technical University) was established in 1968 as a Technical Institute for providing pre-technical education. In 1972, the Institute had progressed in upgrading the courses offered; therefore, the pre-technical courses gave way to courses in Basic Engineering, Agricultural, Mechanical Engineering, Building Technology, and Business Education.

The vision of the Ho Technical University (HTU) is to become a respectable technological institution contributing keenly to national development. The mission statement of HTU is ‘to train highly competent human resource to the highest level possible through career-focused education, skill training and research in partnership with stakeholders’.

HTU has five Faculties of Applied Science and Technology, Business and Management Studies, Engineering, Art and Design, and Social Sciences. In

addition, HTU has a School of Graduate Studies. This year (2016/2017 Academic Year), HTU has been given the licence to run Masters in Agricultural Engineering and Mechanical Engineering (www.hopoly.edu.gh).

3.3.1.2 Brief Profile of Koforidua Technical University

In 1997, Koforidua Polytechnic (now Koforidua Technical University) was established with the aim of creating advanced, career-focused and experienced manpower to augment Ghana's industrial growth. From 1999 to date, Koforidua Technical University (KTU) has been graduating students with Higher National Diploma (HND) in Accountancy, Marketing, Purchasing and Supply Statistics and Computer Science.

At the moment, KTU has 4 Schools: School of Applied Science and Technology, School of Business and Management Studies, School of Built and Natural Environment, and School of Engineering. In addition to the Schools, the University has the Institute of Open and Distance Learning (IODL) which provides opportunity for applicants to access various programmes through the distance mode. At the commencement of KTU, 2 programmes were offered. Currently, KTU runs about 10 Bachelor of Technology (B. Tech) programmes, and 15 HND programmes).

KTU is devoted to swift staff advancement to meet the aspirations of students. Therefore, through partnerships, most of the teaching and non-teaching staff are pursuing various additional studies in Ghana and outside Ghana (www.koforiduapoly.edu.gh).

3.3.1.3 Brief Profile of Kumasi Technical University

Kumasi Polytechnic (now Kumasi Technical University), was initially known as Kumasi Technical Institute. Though established in 1954, actual teaching and

learning in craft courses started in 1955. On October 30, 1963, it became a Polytechnic. At the onset, their concentration was Technician courses, a few Diploma programmes and some Professional courses. But, following the enactment of the Polytechnic Law in 1992 (PNDC Law 321), Kumasi Polytechnic became a tertiary institution.

Kumasi Technical University (KsTU) has Faculties of Engineering, Built and Natural Environment, Medicine and Health Sciences, Applied Sciences, Creative Arts and Technology, Business and Management Studies; Institutes of Entrepreneurship and Enterprise Development, and Distance and Continuing Education. Again, KsTU has a School of Graduate Studies, Research and Innovation. KsTU has more than 27 departments in these Faculties and Schools which are offering both full-time and part-time programmes at the tertiary and non-tertiary levels.

The vision of KsTU is ‘to be a Centre of Excellence for tertiary level training of technical and professional human resource with entrepreneurial skills.’ The mission is to provide a positive atmosphere for teaching, research, skills and entrepreneurship training in science, technology, applied social sciences and applied arts for the business world and community development. This is to entice learners and academics from indigenous and intercontinental communities and also to offer consultancy services (www.kpoly.edu.gh).

3.3.1.4 Brief Profile of Sunyani Technical University

Sunyani Polytechnic (now Sunyani Technical University) is the premier tertiary institution in the Brong-Ahafo region of Ghana. In 1997, Sunyani Technical Institute was upgraded to Polytechnic by the Polytechnic Law of 1992 (PNDC Law 321). It was mandated to provide tertiary education courses in the areas of Manufacturing, Commerce, Science, Technology, Applied Science, and Applied

Arts. At the moment, Sunyani Technical University (STU) has 3 Schools: School of Applied Science and Technology, School of Engineering, and School of Business and Management Studies.

The vision of the STU is ‘to become a centre of excellence for the provision of career-focused practically-oriented middle level manpower training for the socio-economic development of the region and the nation in general.’ The mission of STU is to provide ‘career-focused education and training at the tertiary level with hands on experience and entrepreneurship development to fill the middle level manpower needs of the country’. The core values of STU are: excellence, competence, competitiveness, responsiveness, and professionalism. (www.spoly.edu.gh)

3.3.2 Sample Size and Sample Techniques

Series of sampling techniques were used in arriving at the sample size for the study. In each of the 4 Schools in the 4 selected technical universities, multi-stage sampling was first used in selecting the departments from which the participants for the study was drawn. The student-participants targeted for the study from each of the departments selected was 100 students apiece. However, a response rate of about 60 students from each department was attained. Because this is a research study, some students pulled out even after their initial acceptance to join. Others did not answer the questions at all.

Therefore, 240 student-participants were used for the study. This brings to 960 the total number of scripts used. The 960 scripts agree with Labovian sociolinguistics quantitative study. To Labov (1975:31), we can trust native speakers’ judgments; but in cases where native speakers’ judgment cannot be trusted, then as many different methods as possible should be used before a case is made out of the issue (Labov 1972). Again, this number of 240 participants or

960 texts – is based on the convenience sampling method⁴⁰. Additionally, 40 lecturers in the institutions who teach language-related courses were purposively sampled to fill questionnaire items designed for their category. Also, convenience sampling method was used in sampling 40 texts from the business world.

In effect, a total sample size of about 1280 field data were collected and analysed. These comprise 960 classroom texts, 40 texts from the business world, 240 questionnaire items from student-participants, and 40 questionnaires from sampled language lecturers from the 4 selected technical universities.

3.3.3 Sampling Methods

In each department, the 60 participants were divided into 3 groups (with 20 members in each of the groups) namely: Experimental Group A, Experimental Group B, and Control Group. Each member in each of the groups produced 4 texts in all (2 at the pre-test stage and 2 at the post-test stage). This is to say that each participant developed 2 memoranda, and 2 business letters (1 apiece) at the pre- and post-test stages.

The selection of the 240 participants and the composition of members in the 3 groups were not done in a haphazard manner, sampling methods were used. I collected a sampling frame (class list) from the Heads of Departments (HODs). Stratified sampling method was used in categorising the list into two major strata of male and female students. The rationale behind this course of action was to ensure that about 50% male participants and 50% female participants were used for the research. This, made my work gender-balanced. In each of the strata, a

⁴⁰ The convenience sampling method involves selecting those cases that are easiest to obtain and to work with (Saunders *et al.* 2007:234).

systematic sampling technique⁴¹ (on a fraction of 1/6) was employed in selecting 30 male participants and 30 female participants from each of the four selected departments from the technical universities.

3.4 Data Collection Instruments and Data Analysis Procedures

Texts and questionnaire items were the main instruments used in collecting primary data from the field.

3.4.1 Texts

The texts used were from two main sources – classroom and business world.

3.4.1.1 Classroom Texts

At the field (various classrooms), student-participants were asked to compose two business communication texts of memorandum and business letter:

Test 1 – Memorandum:

You are an Administrative Assistant of XYZ Company Limited. You have been asked to remind members of staff of your Annual General Meeting. Using a memo format, communicate this information to all staff. Your memo should include an agenda for the meeting.

Test 2 – Business letter:

You are the manager of ABC Company Limited. Write a letter to the Director of Food and Drugs Authority explaining how foods are processed in your company.

The texts provided opportunity for student-participants to respond to the same tasks. The selection of these two texts is in line with the ‘traditional model’ of business communication which sees memoranda and business letters as two vital internal and external write ups in the world of business respectively (Hagge 1989:33).

⁴¹ This technique involves you selecting the sample at regular intervals from the sampling frame.

3.4.1.2 Texts from the Business World

Apart from classroom texts, 40 already-composed business communication texts (which comprises 20 letters and 20 memoranda) were randomly sampled from the various business communities in Ghana. At the pilot study (*please see section 3.5*), students were asked to come to class with a sample each of business communication texts of memoranda and business letters for analysis and discussion.

After the exercise, I grouped the texts into two strata of memoranda and business. I then used simple random sampling technique to select 20 business letters and 20 memoranda.

3.4.2 Questionnaire

Two different types of self-administered questionnaire items were developed for the two categories of respondents. The use of questionnaires made all the participants 'respond to the same set of questions in a predetermined order' (Saunders *et al.* 2007:608).

The design of the two questionnaires was mainly guided by the specific objectives and research questions of this study. Thus, themes developed were based on variables from the specific objectives and research questions. The majority of the questions were close-ended. This gave the participants the opportunity to select their preferred option(s).

3.4.2.1 Questionnaire for Students

Four separate but similar questionnaires were developed for student-respondents from the four technical universities. The questionnaires are segmented into three preliminary sections.

The *introduction* introduces the researcher and his topic to the

respondents, and announces his intention of soliciting the data. The demographical section allows the respondents to provide data such as: age range, gender, languages spoken at home, nationality, and highest educational qualification. The academic section allows students to enter information such as: name of institution, student's ID, department, major area of specialization, and academic level.

The *general information on feedback* section of the questionnaire, which seeks to assess respondents' knowledge of feedback, has 5 sub-questions. Since the numbering on the entire questionnaire is done continuously, the questions in this sub-section start from number 12:

12. *Does your language teacher return your marked business communication scripts after each internal (class work) assessment?*
13. *After each internal assessment, when do you get your text back from your teacher(s)?*
14. *Does your language teacher return your marked business communication scripts after each external (homework/assignment) assessment?*
15. *After each external assessment, when do you get your text back from your teacher(s)?*
16. *I understand my language teachers' handwritten comments anytime they write on my business communication texts.*

For each of the questions, options were provided. The options provided for questions 12, 14, and 16 above are:

A.	B.	C.
Always	Sometimes	Never

Table 3.1 – Students' Questionnaire Options 1

The options provided on questions 13, and 15 of the questionnaire are:

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never

Table 3.2 – Students’ Questionnaire Options 2

In all the cases, the respondents were to put a tick (✓) under the response that best answered the question asked. The *section B* of the questionnaire examines feedback types students receive from their teachers and the effect they (feedback types) have on students’ texts. Here, the questions are:

17. *How does your teacher mark the errors in your business communication texts?*
18. *Which of these feedback types has the greatest effect on your business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?*
19. *Which of these feedback types has the greatest effect on your business communication texts in terms of rubrics or format or element of the text?*
20. *After your text is returned, does your teacher discuss the errors on one-on-one basis?*
21. *Anytime you get an opportunity to rewrite a text, does your teacher reassess it?*
22. *How often does your teacher ask you to rewrite your business communication text for reassessment?*

The options provided for question 17 are:

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.

Table 3.3 – Students’ Questionnaire Options 3

The options provided for question 18 are:

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors are not pointed to me.

Table 3.4 – Students’ Questionnaire Options 4

The options provided for question 19 are:

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors on rubrics are not pointed to me at all.

Table 3.5 – Students’ Questionnaire Options 5

The options provided for questions 20, 21, and 22 are the same as those in Table 3.1 (*Please see Table 3.1*). The *section C* of the questionnaire assesses time and its implication on corrective feedback. Here, there are 8 sub-questions:

23. *Does your teacher give you ample time to complete in-class sit-in composition tasks?*
24. *What time does your teacher give you to complete a business communication task that requires that you write about 250 words in class?*
25. *Does your teacher give you ample time to finish your take-home composition tasks?*
26. *What time does your teacher give you to complete a business communication task that requires that you write about 450 words on take-home basis?*

27. Do you believe that your performance in business communication tasks is dependent on the time given?
28. Anytime you get the opportunity to rewrite a text, are you able to produce accurate business communication texts in terms of the rubrics or format?
29. Anytime you get an opportunity to rewrite a text, are you able to produce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?
30. Please use the spaces below to state any other comments:

The options provided for questions 23, 25, 27, 28, and 29 are the same as those in Table 3.1 (Please see Table 3.1). The options for question 24 are:

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours above	2 hours and above

Table 3.6 – Students’ Questionnaire Options 6

The options for question 26 are:

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks

Table 3.7 – Students’ Questionnaire Options 7

But for question 30 which is open-ended, all the respondents were to put a tick (√) under the response that best answered questions in this sub-section.

3.4.2.2 Questionnaire for Language Teachers

Just like the questionnaires for student-participants, the questionnaires for teachers are divided into three auxiliary sections of *introduction*, *demographical information*, and *academic information*. The main sections are three – *general information on feedback*, *feedback types and their effect on texts*, and *time and its implication on corrective feedback*.

The auxiliary section has a cover letter, which states the intention of the researcher and other fields such as: age range, gender, languages spoken with students, nationality, name of institution, department, language-related course(s) taught and academic level(s) taught.

The *general information on feedback* section has five sub-questions which start with number 9:

9. *Do you return your marked business communication scripts to your students after each internal (class work) assessment?*
10. *After each internal assessment, when do you return your students' marked scripts?*
11. *Do you return your marked business communication scripts to your students after each external (homework/assignment) assessment?*
12. *After each external assessment, when do you return your students' marked scripts to them?*
13. *To the best of your knowledge do you write legibly anytime you provide handwritten corrective feedback on your students' texts?*

While the options for questions 9, 11, and 13 are the same as those in Table 3.1 (Please see Table 3.1), the options for questions 10, 12 are:

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never

Table 3.8 – Teachers' Questionnaire Options 1

Section B, *feedback types and their effect on texts*, has 6 sub-questions:

14. *How do you mark the errors in your students' business communication texts?*
15. *In your opinion, which of these feedback types has the greatest effect on students' business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?*

16. Which of these feedback types has the greatest effect on students' business communication texts in terms of rubrics or format or element of the text?

17. How often do you discuss students' errors on one-on-one basis?

18. Do you re-assess a text, anytime students re-write it?

19. How often do you ask your students to rewrite their text for reassessment?

The alternatives for questions 17, 18, and 19 are the same as those in Table 3.1.

The alternatives for question 14 are:

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.

Table 3.9 – Teachers' Questionnaire Options 2

The alternatives for question 15 are:

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors are not pointed out to them.

Table 3.10 – Teachers' Questionnaire Options 3

The alternatives for question 16 are:

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors on rubrics are not pointed out.

Table 3.11 – Teachers' Questionnaire Options 4

Section C, *time and its implication on corrective feedback*, has 8 sub-questions:

20. *In your opinion, do you give your students ample time to complete their in-class sit-in business communication tasks?*
21. *What time do you give to your students to complete a business communication task that requires that they write about 250 words in class?*
22. *Do you give your students ample time to finish their take-home business communication tasks?*
23. *What time do you give to your students to complete a business communication task that requires that students write about 450 words on take-home basis?*
24. *Do you believe that your students' performance on business communication tasks is dependent on the time given?*
25. *Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate business communication texts in terms of the rubrics or format?*
26. *Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?*
27. *Please use the spaces below to state any other comments:*

Apart from question 27, which is open-ended, and therefore require written response from teachers, all sub-questions in this section have options and respondents were to put a tick (√) under the response that best answered questions in this sub-section. The alternatives for questions 20, 22, 24, 25, and 26 are the same as those in Table 3.1. However, the options for question 21 are:

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours above	2 hours and above

Table 3.12 – Teachers' Questionnaire Options 5

The options for question 23 are:

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks

Table 3.13 – Teachers’ Questionnaire Options 6

3.4.3 Data Collection Procedures

I first schooled the participants on the rudiments of the two texts – business letters and memoranda. A total of 3 credit hours was devoted in teaching these texts. On the first day of the tuition and interactive session, the participants were informed of the sit-in assessment in the subsequent lecture.

At the onset of the next lecture, they were tasked to answer the two tests (*please see section 3.4.1.1*). A total duration of 2 hours was given to each participant to respond to the two exercises. After the pre-test scripts were submitted, they were sorted and coded into three groups of Experimental Group A, Experimental Group B, and Control Group. I used 3 days in grading the scripts. The intervention used in grading depended on the group of the participant. It was around this period that the questionnaire items for teachers were distributed.

After the pre-test items were graded, a day was used to distribute photocopies of the scripts to the participants; that same day marked the onset of the post-test exercises. At the post-test sit-in exercise stage, the participants were asked to re-produce a new text by responding to the various comments in the pre-test scripts.

After this stage, I again used 3 days in re-grading the scripts. At the end of the re-assessment stage, photocopies of the various scripts were given to the participants, after which they were asked to fill the questionnaire items. The questionnaire items were filled in class so that I could respond to issues that the

participants did not comprehend. It was around this same period that the questionnaire items for teachers were collected. In effect, a total of 14 days (two weeks) was used in collecting primary data from each of the 4 selected institutions.

3.4.4 Data Analysis and Procedures

On analysis procedure, I developed two (2) analytical frameworks (*see 4.2 and 4.3*) for the analyses of the texts. For each of the texts, the analysis was done in two folds – rubrical errors, and language and formatting (LF) errors. The rubrical errors centred on the consistency or inconsistency of the memorandum and business letter rubrics of the various scripts. The variables in the 2 frameworks were graded on the basis of content (3 marks), organisation (2 marks), expression (8 marks), and mechanical accuracy (7 marks). Overall, all the scripts were graded over 20 marks.

‘Language and formatting’ (LF) is the generic term that was used to represent all errors found in the content of the various scripts I collected from the field. In linguistics and language study, several nomenclatures for categorising errors abound. Errors can be categorised in terms of their processes of addition, substitution, omission, and wrong ordering (ASOWO issues) (Corder 1973:277; Els *et. al* 1987:66; Keshavarz 2008:98).

The discussion of LF errors of the study focused on ASOWO issues in punctuation, mechanics, grammar (PMG). These variables were drawn from the analytical frameworks. Majority of the errors corrected centred on grammar-related issues of syntax, concord, tense, semantics, and lexis⁴².

⁴² For the purpose of this study, syntactic errors are errors emanating from formation of structures such as: phrases, clauses and sentences. Examples are: omission of subjects, sentence fragments, run-on sentences, and omission of determiners. Concord errors focus on grammatical, notional, proximity, and pronoun concord. Tense errors are those that emanate

The questionnaire items collected were analysed, using Version 16.0 of the Statistical Package for Social Sciences (SPSS) tool. The analysis was descriptive, where frequencies of variables were generated.

3.5 Pilot Study

In research work, one cannot dispute the imperativeness of pilot study. It helps to discover flaws in one's research design and instrumentation (Cooper and Schindler 2003:86). Two separate pilot studies were undertaken in the first and second semesters of the 2015/2016 Academic Year (August 2015 – December 2015) of the two selected institutions.

The participants for the pilot study were drawn from third-year Bachelor of Arts in Communication Studies (BAC) students of Christian Service University College (CSUC), Kumasi; and first-year Master of Science in Business Consulting and Enterprise Risk Management (MSc. BCERM) students of the Institute of Distance Learning, Kwame Nkrumah University of Science and Technology (IDL-KNUST), Kwabenya Campus, Accra.

Participants from the BAC and MSc. BCERM classes were asked to bring to class, business communication write-ups of memoranda and letters for discussion and analysis. Consequently, during SCOM 309 – Business Communication (in the first semester of 2015/2016 Academic Year) lecture (in the case of the BAC class); and MBC 554 – Strategic Business Communication Systems (in the second semester 2015/2016 Academic Year) lecture (in the case of the MSc. BCERM class), students responded accordingly. After the analysis, I told the participants about my intention of using the texts for research purposes. The majority obliged. Therefore, I made photocopies of the texts.

from wrong verb forms, sequence of tenses, and misuse of tense. Semantic errors are errors of meaning such as ambiguity, and dangling modifier errors. Lexical errors are word class errors.

The pilot study aided the current research study in so many ways. One, it helped fine-tune the questionnaire items. Two, it facilitated in soliciting the business-world texts needed for analysis and discussion. Three, the flaws identified in the administration of the text items were corrected in the actual field work. For example, when the BAC students were asked to compose two texts in the form of take-home assessment, majority of them copied from one another. This situation affected, objectivity and validity of the pilot study. Therefore, in the actual field work, sit-in rather than take-home assessment was used.

3.6 Ethical Considerations

Ethics, in the context of research, refers to the suitability of one's behaviour in relation to the rights of those who become the subject of one's work, or are affected by it (Saunders *et al.* 2007:178). This suitable behaviour should start from day one of the research to the very final day. In order to avoid unethical behaviour on my part, a number of measures were instituted:

3.6.1 Ethical Certificate and Introductory Letters

As human subjects were used in my study, it would have been ethically wrong for the study to be done without any approval from any ethics board. Consequently, on 18th February, 2016, my study was presented to the University of Ghana's Ethics Committee for the Humanities, for a full board review. After series of reviews on the study, an approval was given on 24th March, 2016. (*Please see the appendices*).

In research, one needs the consent of institutions or participants who provide data for a study. As a result, I applied for introductory letters from the Department of Linguistics, to the Schools of the 4 Technical Universities where data from human subjects were taken. (*Please see the appendices*).

3.6.2 Prior Assent

According to Robson (2002) and Sekaran (2003), one should not attempt to apply any pressure on intended participants to grant access (Saunders *et al.* 2007:182). Hence, the participants were given prior information about the purpose of the research. This information was given to them before they composed the pre- and post-test items. Again, the introductory section of the two questionnaire items had information about the motive behind the collection of the data.

3.6.3 Privacy

Individuals have a right to privacy and should not be coerced into participating in any form of research. Because of this, I accepted refusals of participants to be part of the research (Blumberg *et al.* 2005; Robson 2002). Again, the data collected from the participants were kept confidential. Furthermore, the students were asked to write their index numbers (instead of their names). Subsequently, their scripts were coded. This action also ensured privacy.

3.6.4 Integrity

Personal integrity was maintained in the entire research process which includes my dealings with the human subjects. One, I used the sampled data for the purpose of this current research only. For example, since some of the sampled letters and memoranda from the business world contained some private issues, I made sure these letters and memoranda were used for research purposes only.

Again, on the field, I managed to solicit the assistance of 4 teachers from the 4 selected cases. These research assistants helped me to ensure that the student participants did independent work. Neither my assistants nor I composed the scripts for the participants, though they were guided in a friendly manner.

The research took place in 4 regions in Ghana which have diverse cultural practices and political affiliations. Consequently, I refrained from cultural sensitivity, and political apathy.

On grading, integrity was also guaranteed. Participants' scripts were graded on the basis of their performance only. Accordingly, I ensured fairness in the grading of scripts by using the analytical framework (marking scheme) conscientiously.

3.6.5 Validity and Reliability

Since the main data were collected from 4 different institutions, it was imperative to ensure that the study was valid and reliable. As reliability is related to consistency of a measuring tool, validity is linked to correctness (Joseph *et al.* 2003:169). Reliability is the degree to which one's data collection methods or analysis processes will produce consistent results (Saunders *et al.* 2007:149).

Validity has some methods: face, expert, construct, and criterion-based validities (Du Plooy 2002:125). Welman *et al.* (2008:142) argue that the instrument employed in assessing a variable must measure that which it is estimated to measure. This is known as construct validity.

I used some measures to ensure that my study had construct validity. For instance, key issues in the research questions and literature were used in constructing the questionnaire items and the two classroom text items. Again, to ensure that my study could be done by another independent researcher, I developed timelines for the entire study (*please see Appendix 16*). This ensured reliability.

Moreover, the use of the same teacher who taught all the classes, and the same assessor who graded all the scripts ensured reliability. The data collection procedures used were also unambiguous. Again, the identification of flaws in

the pilot study, and the treatment of those flaws at the pre- and post-test levels of the actual work ensured validity.

3.7 Summary

Chapter three has centred on the methods adopted in the research. Here, the main focus was the philosophy underpinning the research, research design and approaches, population, data collection instruments, data analysis procedure, data collection procedure, pilot study, ethical consideration. All these topics have sub-issues which have been explained in detail. For instance, on *data collection instruments*, I have described the two main instruments – texts and questionnaire items.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF CLASSROOM DATA

4.0 Introduction

Chapter Four of the work focuses on the analysis and discussion of data (pre- and post-test items) collected from the 4 selected technical universities. The Chapter begins with a discussion of how the entire texts of the study were coded. Chapter Four also presents and discusses the two Analytical Frameworks I developed as benchmarks for assessing all the classroom and business world texts collected⁴³. The analyses are done in terms of the major problematic issues identified in the pre- and post-test items of the student-participants' texts.

4.1 Coding of the Texts

For the purpose of easy identification and reference, all the texts were coded. The manual coding was done, taking into consideration the name of the participant's university, the group (intervention used), the type of business correspondence (whether memorandum or business letter), the type of test (whether pre- or post-test), and the serial number generated for the participant.

The symbols of texts with code numbers SDMA1, and KILB2, for example, mean STU (S), Direct (D), Memo (M), Pre-test (A), Serial Number (1); and KTU (K), Indirect (I), Letter (L), Post-test (B), Serial Number (2) respectively.

⁴³ These frameworks are: Memorandum Analytical Framework (MAF), and Business Letter Analytical Framework (BLAF).

4.2 Analytical Framework for Memoranda

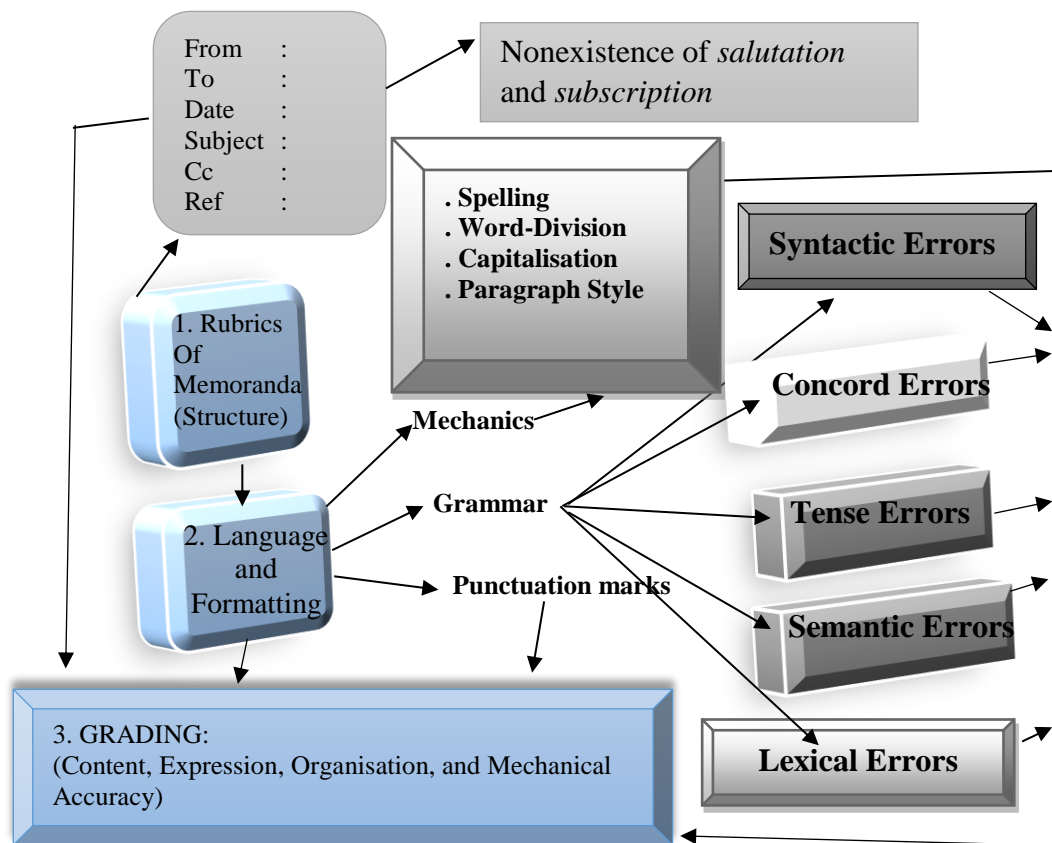


Figure 4.1: Memorandum Analytical Framework (MAF)

This self-formulated framework has three independent variables of rubrics, language and formatting, and grading. The dependent variables generated from language and formatting are *mechanics*, *grammar*, and *punctuation marks*. *Mechanics* discusses issues of spelling, word-division, capitalization, and paragraph style. *Grammar* focuses on syntactic, concord, tense, semantic, and lexical errors. The grading of each memorandum was done by examining the *content*, *expression*, *organisation*, and *mechanical accuracy* of the text. The *content* looks at whether the topic in question has been well-developed. The *expression* assesses adequacy of ideas developed in the various paragraphs. The *organisation* aspect focuses on consistency of styles used; and *mechanical accuracy* focuses on grammar, and punctuation errors.

The framework suggests that grading of memorandum should be done in a systematic order. Thus, the assessor should first look at the rubrics of the text. In doing that, it is imperative to check for the non-existence of *salutation* and *complimentary close*; this is because, memoranda should not possess these features (McClave 2008:172; Locker 2010:647; Thill and Bovée 2013:170). After assessing the rubrics, language and formatting errors should be the next step in the grading exercise.

4.3 Analytical Framework for Business Letters

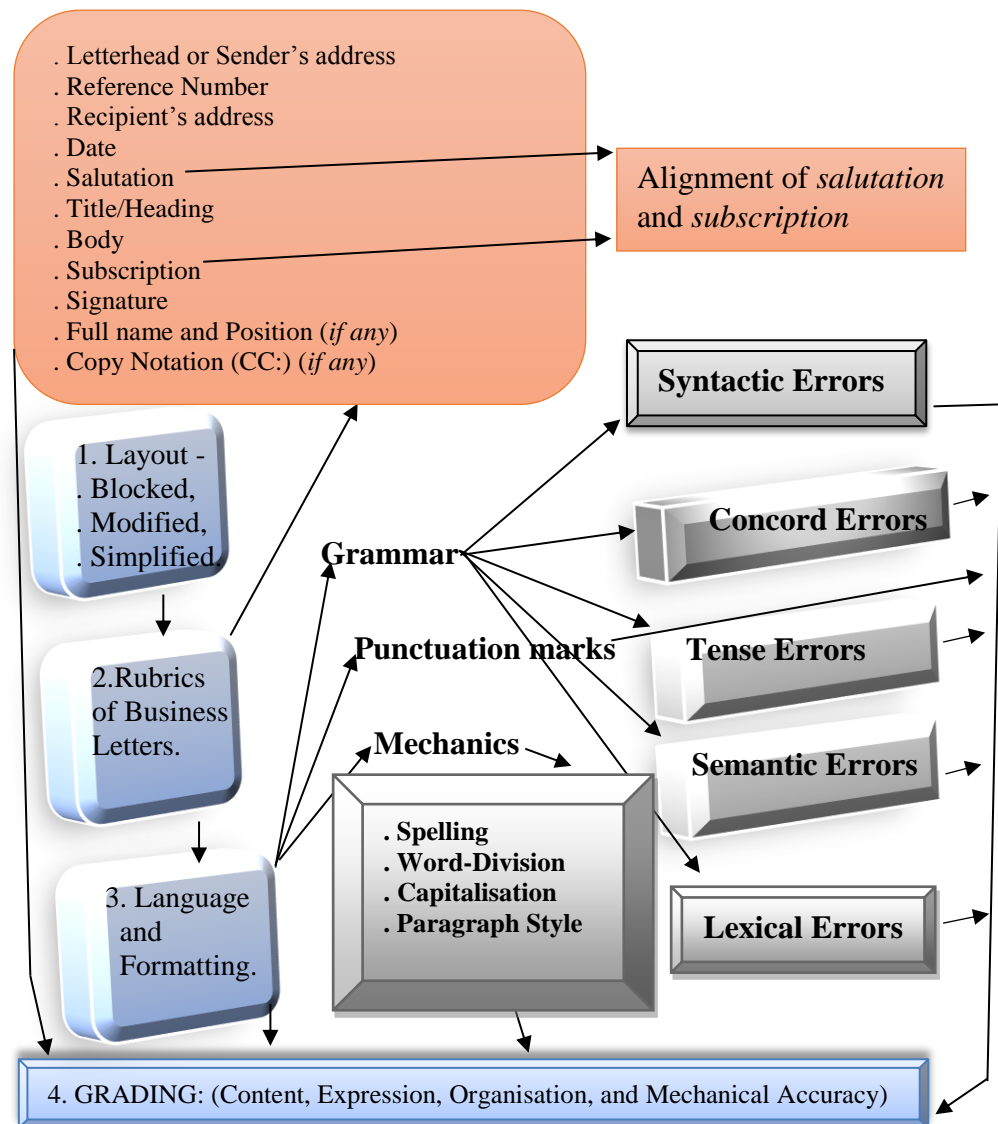


Figure 4.2: Business Letter Analytical Framework (BLAF)

Figure 4.2, unlike Figure 4.1, has four independent variables of layout, rubrics, language and formatting, and grading. The dependent variables generated from *language and formatting* are the same as those discussed under Section 4.2. The elements of grading and how business letters were graded are the same as those of memorandum scripts (*please see Section 4.2*).

The framework suggests that the grading of business letters should be done in an orderly manner. The examiner should first look at the consistency (in any of the three layouts of blocked, modified, and simplified⁴⁴) used.

After the layout, the next item in the grading process should be the rubrics of business letters. In scrutinizing the rubrics, it is vital to check for the alignment of *salutation* and *complimentary close* (McClave 2008:132). After the rubrics are assessed, the examiner can proceed to the grading of language and formatting errors emanating from grammar, punctuation marks, and mechanics.

4.4 Analysis of STU Texts

The analysis is presented under the three main interventions of Direct Feedback (DF), Indirect Feedback (IF), and No/Control Feedback (NF) applied on the texts of student-participants from the field. Each sub-section showcases the problematic areas identified in the various pre-test items and whether the intervention applied was useful at the post-test stage.

4.4.1 Analysis of the Texts of the DF Group of STU

This section analyses and discusses issues in the pre- and post-tests of the DF Group of STU. The section is segmented into three parts – memorandum texts, business letter texts, and results.

⁴⁴ Each of these layouts has its own prescriptions. These prescriptions have been discussed at Section 2.2.3.2 – *Layouts (formats) and Types of Business Letters*.

4.4.1.1 Memorandum Texts of the DF Group of STU

(a) Rubrical Errors

At the pre-test level, the DF student-participants of STU did not commit any significant rubrical errors⁴⁵. However, 7 (35%) out of the 20 DF participants did not append signatures after names of senders. This includes participants with text serial numbers: SDMA3, SDMA5, SDMA8, SDMA10, SDMA11, SDMA12, and SDMA18. Again, 10 (50%) participants in this category made alignment error. This error was found in SDMA2, 3, 4, 6, 7, 8, 12, 14, 15, and 18⁴⁶. For example, in the illustration below, one realizes that the rubrics have not been properly aligned:

From: Administrative Assistant
To: Members of Staff
Date: 13th June, 2016
Subject: NOTICE OF OUR ANNUAL GENERAL MEETING
(Fieldwork (SDMA3) 2016)

At the post-test level, when the DF intervention was applied, all participants who had various rubrical errors at the pre-test level, were able to notice the gaps or the errors and subsequently, corrected them. This outcome corroborates Swain's Comprehensible Output Hypothesis (COH). Thus, the learners became aware of their gaps when DF was employed; and since this gap was corrected at the post-test stage, learning has taken place (Swain 1985:236).

An example of such learning is indicated below:

From: Administrative Assistant
To: Members of Staff
Date: 13th June, 2016
Subject: NOTICE OF OUR ANNUAL GENERAL MEETING
(Fieldwork (SDMB3) 2016)

⁴⁵ Some examples of rubrical errors are: wrong alignment, wrong date format, repetition of sender's name at the bottom of the memo, wrong subject, lack of proper memo heading, and the presence of subscription.

⁴⁶ From this point of the thesis to the end, codes numbers which are in the same category, and are in series, will be represented by the number only, though the first code would be written in full. This measure is to avoid repetition of the code letters in the write up.

Conversely, in SDMB4, the participant could not notice the gap, as the same error of wrong alignment of rubrics was committed in the post-test script. Though one may see this as an oversight, it is an indication that learning has not taken place since the participant could not notice the gap.

Furthermore, the text with serial number SDMA11 did not have any information at the recipient (To:) section. However, at the post test level, after the DF intervention was applied, the participant was able to correct this error.

(b) Language and Formatting Errors

At the pre-test stage, various language and formatting errors of mechanics, grammar, and punctuation marks were found in the memoranda of the DF student-participants from STU. These issues found have been presented in Table 4.1. From Table 4.1, it is obvious that 89 mechanical, 73 grammatical, and 45 punctuation errors were found. All put together, a total of 207 were corrected in the pre-test memo scripts of the DF Group of STU participants.

Table 4.1 also highlights the post-test memorandum errors of the DF participants of STU. From Table 4.1, it is obvious that 32 mechanical, 23 grammatical, and 16 punctuation errors were seen. In effect, a total of 71 errors were found in the post test memo scripts of the DF Group of STU participants.

4.4.1.2 Business Letter Texts of the DF Group of STU

(a) Rubrical Errors

At the pre-test level, I found a number of rubrical errors in the business letters of the DF Group. For example, 5 (25%) of the 20 business letters did not have signatures. This includes texts with serial numbers SDLA5, 11, 4, 10, and 8.

Table 4.1 – Errors Corrected in the Pre- and Post-Test Memos of DF Group of STU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	. <i>Comfrence, confrence</i> (conference), <i>Jun</i> (June), <i>remaind</i> (remind), <i>conferance</i> (conference), <i>premess</i>	30	. Spelling	. <i>confrence</i> (conference), <i>recieved</i> (received), <i>couse</i> (cause), <i>increament</i> (increment), <i>coperate</i> (corporate),	10
. Spacing/ Word-Division	. <i>Conferen ce</i> (Conference), 2. <i>Here by</i> (Hereby),	10	. Spacing/ Word-Division	<i>here by</i> (hereby)	5
. Capitalisation	. <i>annual general meeting</i> (Annual General Meeting), <i>may</i> (May), <i>Anita hotel</i> , (Anita Hotel), <i>june</i> (June), <i>friday</i> (Friday), <i>sunyani</i> (Sunyani),	42	. Capitalisation	. <i>annual general meeting</i> (Annual General Meeting), <i>I Encourage...</i> (I encourage...), <i>june</i> (June), <i>I Hope</i> (I hope)	14
. Paragraph inconsistency	Mixture of indented and block paragraphs	7	. Paragraph inconsistency	Mixture of indented and block paragraphs	3
Sub-Total		89	Sub-Total		32
Grammar:			Grammar:		
. Syntactic	<i>I wish to bring to note that</i> (I wish to bring to your notice that...), <i>I am counting for your...</i> (I am counting on your...),	16	. Syntactic	<i>I wish to bring to note that</i> (I wish to bring to your notice that...), <i>to discuss about...</i> (to discuss...),	5
. Concord	<i>The meeting which come of ...</i> (The meeting which comes off)	11	. Concord	<i>Their names is...</i> (Their names are...),	4
. Tense	<i>All supervisors are request to...</i> (All supervisors are requested to...) <i>look forward to seeing you</i> (... looking forward to seeing you.)	16	. Tense	<i>How foods are processing</i> (how foods are processed),	3
. Semantic	1. Ambiguous structures, 2. Dangling modifiers	13	. Semantic		4
. Lexical	<i>comes of</i> (comes off), ... <i>Conference Hall 7:00 O'clock Am</i> (Conference Hall at 7:00 O'clock Am),	17	. Lexical	<i>Increament at staff salaries</i> (increment of staff salaries), <i>lunching</i> (launching), <i>will meat your...</i> (will meet your),	7
Sub-Total		73	Sub-Total		23
Punctuation marks:			Punctuation marks:		
. Comma	Omission and wrong placement of the comma	11	. Comma	Omission and wrong placement of the comma	5
. Full stop	Omission and wrong placement of the full stop	17	. Full stop	Omission and wrong placement of the full stop	6
. Colon and semi-colon	<i>Agenda;</i> (Agenda :), <i>As follows;</i> (As follows :)	9	. Colon and semi-colon	Omission and wrong placement of colon and semi-colon: listed below; (listed below:)	5
. Apostrophe	<i>Administrater Office</i> (Administrator's Office)	8	. Apostrophe		-
Sub-Total		45	Sub-Total		16
TOTAL		207	TOTAL		71

Also, 4 (20%) texts did not have sender's address (SDLA1, 18, 15, and 9); 4 (20%) did not have recipient's address (SDLA2, 14, 12, and 11); and 4 (20%) scripts lacked full name of sender after the subscription (SDLA11, 4, 10, 8).

Additionally, 1 (5%) participant (SDLA5) placed the salutation of the letter on the same line as the heading. 2 (10%) texts (SDLA4, and 8) lacked subscription; 2 (10%) participants could not properly align the salutation with the subscription. For example, in text SDLA14, the participant matched *Dear Sir* against *Yours truly*, and in text SDLA13 the participant aligned *Dear Sir* with *Yours sincerely*. These permutations are not standard in business letters (see McClave 2008:132 and Locker and Kienzler 2010:637).

At the post-test level, the application of the DF intervention resulted in significant reduction of these rubrical errors as participants were able to correct these errors. However, participant with text number SDLB17 committed a fresh rubrical error of wrong alignment of salutation and subscription. This error was absent in the pre-test script of the participant. Again, SDLB18 was not well developed as the main body, subscription, signature and full name were absent.

In spite of the minor errors found at the post-test level, it was realized that the DF Group was able to notice the rubrical gaps when the DF intervention was applied at the pre-test level. This is an indication of the efficacy of the DF intervention.

(b) Language and Formatting Errors

Table 4.2 projects the errors corrected in the pre-test business letters of the DF Group of STU. The major categories of errors of mechanics found include: mechanics 93, grammar 103, and punctuation 49. In all, a total of 245 errors were seen and corrected in the pre-test business letters of the DF Group of STU.

Table 4.2 – Errors Corrected in the Pre- and Post-Test Letters of DF Group of STU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>equiped</i> (equipped), morden (modern), throug (through), <i>notificied</i> (notified), <i>manufacture</i> (manufacture),	41	. Spelling	<i>saperated</i> (separated), <i>past</i> (paste), <i>lited</i> (limited), <i>furture</i> (future), <i>okro</i> (okra), <i>mazi</i> (maize), <i>conclusion</i> (conclusion),	11
. Spacing/ Word-Division	can not (cannot), compan y (company), proces sed (pro-cessed),	8	. Spacing/ Word-Division	<i>can not</i> (cannot)	1
. Capitalisation	food and drugs authority (Food and Drugs Authority), june (June),	40	. Capitalisation	<i>Director of food and drugs authority</i> (Director of Food and Drugs Authority), <i>An Addition to...</i> (An addition to...),	17
. Paragraph inconsistency	Mixture of indented and block paragraphs	4	. Paragraph inconsistency		-
Sub-Total		93	Sub-Total		29
Grammar:			Grammar:		
. Syntactic	<i>First and foremost, freezing.</i> (The first one is freezing.), <i>To start...</i> , (To start with...),	12	. Syntactic), <i>Examples of okro, beans, mazi ...</i> (Examples of such foods are okra, beans, maize..), <i>In much view...</i> (In my view...),	8
. Concord	<i>Our company produce and process...</i> (Our company produces and processes...)	11	. Concord	<i>some chemical</i> (some chemicals), <i>Food are</i> (Food is/Foods are), <i>Salting help</i> (salting helps),	11
. Tense	<i>food is been process...</i> (food is being processed...), <i>Canning is the processed of...</i> (Canning is the process of ...),	43	. Tense	<i>To processed...</i> (To process...), <i>to be process...</i> (to be processed), <i>to be keep</i> (to be kept), <i>are process...</i> (are processed),	14
. Semantic	Ambiguous structures, 2. Dangling modifiers	12	. Semantic		-
. Lexical	<i>First all...</i> (First of all...), <i>food from it raw state</i> , (food from its raw state),	25	. Lexical	<i>... the place which the ...</i> (... the place where the...), <i>will meat</i> (will meet), <i>... how intend to...</i> (... how I intend to...),	6
Sub-Total		103	Sub-Total		39
Punctuation marks:			Punctuation marks:		
. Comma	Omission and wrong placement of comma	20	. Comma	Omission and wrong placement of comma	6
. Full stop	Omission and wrong placement of full stop	17	. Full stop	Omission and wrong placement of full stop	4
. Colon and semi-colon	Omission and wrong placement of colon or semicolon	10	. Colon and semi-colon	Omission and wrong placement of colon or semicolon	4
. Apostrophe	<i>Im</i> (I'm/I am), <i>cant</i> (can't)	2	. Apostrophe	<i>Your's faithfully</i> (Yours faithfully),	1
Sub-Total		49	Sub-Total		15
TOTAL		245	TOTAL		83

At the post-test level of Table 4.2, it is clear that the application of the DF intervention resulted in a significant reduction of the pre-test errors found in the business letters of the DF Group of STU. Therefore, 29 mechanical, 39 grammatical, and 15 punctuation errors were found and corrected. Overall, a total of 83 errors were seen and corrected in the post-test business letters of the DF Group from STU.

4.4.1.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the DF Group of STU

Table 4.3 showcases results of memorandum and business letter scripts of the DF Group from STU. The total number of the pre-and post-test items is 80. Each of the texts was graded over 20marks. The results show that for 72 texts, the score of the pre- and the post-test items appreciated marginally. For 6 of the texts, the score of the pre- and post-test items did not change. These texts are SDMA1, SDMB1 (score, 10/20 apiece); SDLA2, SDLB2 (score, 11/20 apiece); and SDLA17, SDLB17 (score, 8/20 apiece). For the remaining two texts (SDLA18 and SDLB18), the post-test score rather depreciated from a pre-test score of 8/20 to a post-test score of 5/20. The implication is that 90% of the DF Group of STU benefited from DF intervention. This further shows the potency of the direct corrective feedback.

Table 4.3 – Pre- and Post-Test Memo and Business Letter Results of DF Group of STU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
SDMA1	10		Score maintained	SDLA1	8		Score appreciated
SDMB1		10		SDLB1		12	
SDMA2	9		Score appreciated	SDLA2	11		Score maintained
SDMB2		10		SDLB2		11	
SDMA3	11		Score appreciated	SDLA3	9		Score appreciated
SDMB3		13		SDLB3		11	

SDMA4	10		Score	SDLA4	12		Score
SDMB4		14	appreciated	SDLB4		14	appreciated
SDMA5	7		Score	SDLA5	8		Score
SDMB5		9	appreciated	SDLB5		11	appreciated
SDMA6	7		Score	SDLA6	7		Score
SDMB6		12	appreciated	SDLB6		12	appreciated
SDMA7	6		Score	SDLA7	9		Score
SDMB7		11	appreciated	SDLB7		12	appreciated
SDMA8	7		Score	SDLA8	8		Score
SDMB8		11	appreciated	SDLB8		13	appreciated
SDMA9	9		Score	SDLA9	10		Score
SDMB9		10	appreciated	SDLB9		12	appreciated
SDMA10	6		Score	SDLA10	7		Score
SDMB10		9	appreciated	SDLB10		10	appreciated
SDMA11	8		Score	SDLA11	6		Score
SDMB11		13	appreciated	SDLB11		13	appreciated
SDMA12	8		Score	SDLA12	7		Score
SDMB12		11	appreciated	SDLB12		12	appreciated
SDMA13	6		Score	SDLA13	7		Score
SDMB13		12	appreciated	SDLB13		10	appreciated
SDMA14	8		Score	SDLA14	9		Score
SDMB14		10	appreciated	SDLB14		12	appreciated
SDMA15	7		Score	SDLA15	12		Score
SDMB15		11	appreciated	SDLB15		14	appreciated
SDMA16	7		Score	SDLA16	8		Score
SDMB16		10	appreciated	SDLB16		11	appreciated
SDMA17	6		Score	SDLA17	8		Score
SDMB17		9	appreciated	SDLB17		8	maintained
SDMA18	6		Score	SDLA18	8		Score
SDMB18		8	appreciated	SDLB18		5	Depreciated
SDMA19	9		Score	SDLA19	9		Score
SDMB19		10	appreciated	SDLB19		11	appreciated
SDMA20	9		Score	SDLA20	8		Score
SDMB20		10	appreciated	SDLB20		12	appreciated

4.4.2 Analysis of the Texts of the IF Group of STU

This subdivision explores matters in the pre- and post-tests of the IF Group from STU. The section is divided into three parts of memorandum texts, business letter texts, and results.

4.4.2.1 Memorandum Texts of the IF Group of STU

(a) Rubrical Errors

At the pre-test level, I corrected a number of rubrical errors. 15 of the 20 IF Group participants (75%) made alignment errors. This includes participants with text serial numbers SIMA1, 2, 4, 6 – 12, 14 – 16, 19, and 20. At the post-test

stage, 13 of the 15 participants who made wrong alignment error at the pre-test level, were able to correct this error. Samples of the pre-test alignment error (A) and post-test corrected alignment sample (B) are illustrated below:

(A)	(B)
Ref No: SP/04/05/16/XY	Ref No: : FLA55
FROM: Human Resource Manager	FROM : Administrative Assistant
To: The Secretary	To: : Staff
DATE: June 16, 2016	Date : June 22, 2016
SUBJECT: MEETING	Subject : MEETING
(Fieldwork (SIMA9) 2016)	(Fieldwork (SIMB9) 2016)

Though, the intervention used was indirect, at the rubrical level, it was strong as the participants were able to interpret the error symbols used and corrected the errors accordingly at the post-test level.

(b) Language and Formatting Errors

Table 4.4 highlights the language and formatting errors corrected at the pre- and post-test level of memo scripts of the IF Group of STU. From the Table, 101 mechanical, 59 grammatical, and 30 punctuation errors were corrected. Overall, a total of 190 errors were found and corrected in the pre-test memos of the IF Group of STU.

At the post-test level, 99 mechanical, 46 grammatical, and 42 punctuation errors were seen and corrected. All put together, a total of 187 errors were spotted and corrected in the post-test memos of the IF Group of STU.

4.4.2.1 Business Letter Texts of the IF Group of STU

The errors have been grouped into rubrical and language and formatting errors.

Table 4.4 – Errors Corrected in the Pre- and Post-Test Memos of the IF Group of STU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>atend</i> (attend), <i>saftt</i> , <i>staffs</i> , <i>staaf</i> (staff), <i>belding</i> (building), <i>sacondly</i> (secondly), <i>thiredly</i> (thirdly),	43	. Spelling	<i>Anneal Meeting</i> (Annual Meeting), <i>Lectururer</i> (Lecturer), <i>anual</i> (annual), <i>adMisions</i> (admissions), <i>speach</i> (speech)	42
. Spacing/ Word-Division	<i>achie ve</i> (achieve), <i>Hallon</i> (Hall on)	3	. Spacing/ Word-Division		-
.Capitalisation	<i>general manager</i> (General Manager), <i>the head waiter</i> (The Head Waiter), <i>I Wish</i> (I wish),	55	.Capitalisation	<i>I Write</i> (I write), <i>yours Directives...</i> (your directives), <i>june</i> (June)	57
Sub-Total		101	Sub-Total		99
Grammar:			Grammar:		
. Syntactic	<i>... be held 10 to inform to all ...</i> (be informed that the meeting will be held at 10am),	4	. Syntactic	<i>In general adminitrative performed well</i> (In general, the Administrative Staff performed well)	4
. Concord	<i>To learn how food and beverage service are done</i> (To learn how food and beverage services are done),	13	. Concord	<i>One of the leading company</i> (One of the leading companies),	10
. Tense	<i>be remind</i> (be reminded), <i>is been processed</i> (is being processed), <i>to informed</i> (to inform),	21	. Tense	<i>All members are invite...</i> (All members are invited...) ... <i>to be discuss ...</i> (to be discussed...), <i>to processed</i> (to process)	10
. Semantic	<i>All saftt Should come without full</i> (All staff should make it a point to attend)	2	. Semantic	<i>Make sure your usual lateness goes sleeping this time around</i> (On this occasion, do not come late)	7
. Lexical	<i>Without fell, without full</i> (without fail) <i>this meet...</i> (this meeting), <i>thiscars</i> (discuss)	19	. Lexical	<i>Secondary</i> (Secondly), <i>we going to draw...</i> (we are going to draw...), <i>discuss about</i> (discuss), <i>yoursuall</i> (your usual)	15
Sub-Total		59	Sub-Total		46
Punctuation marks:			Punctuation marks:		
. Comma	<i>In line with the Administrative Board.</i> (In line with the Administrative Board's decision, ...)	9	. Comma	<i>Fourthly the incoming staff...</i> (Fourth, the incoming staff...)	13
. Full stop	Omission and wrong placement of full stop. E.g. <i>Thank you</i> (Thank you.)	12	. Full stop	<i>Thank you</i> (Thank you.)	19
. Colon and semi-colon	<i>... will be the following.</i> (... will be the following:), <i>The agenda is to discuss</i> (The agenda is to discuss:)	7	. Colon and semi-colon	<i>The following are agenda for the meeting;</i> (The following are the agenda for the meeting :)	8
. Apostrophe	<i>The companies conference hall</i> (The Company's Conference Hall)	1	. Apostrophe	<i>companies uniform</i> (company's uniform)	1
. Hyphen	<i>send off</i> (send-off)	1	. Hyphen	<i>co.operation</i> (co-operation)	1
Sub-Total		30	Sub-Total		42
TOTAL		190	TOTAL		187

(a) Rubrical Errors

At the pre-test stage, I corrected some rubrical errors in the business letters of the IF Group of STU. For instance, 8 (40%) of the letters did not have recipients' address. These texts are: SILA3, 5, 7, 11, 12, 14, 17, and 19. Again, 4 (20%) of the texts (SILA1, 3, 5, and 12) did not have subscription, signature, and full name.

At the post-test section, the IF Group of STU were able to correct all the rubrical errors identified in the pre-test stage. However, SILB14 repeated the same error of lack of recipient's address.

(b) Language and Formatting Errors

Table 4.5 showcases language and formatting errors corrected in the pre- and post-test letters of the IF Group of STU. From the pre-test section of Table 4.5 97 mechanical, 73 grammatical, and 38 punctuation errors were identified and corrected. Generally, a total of 208 pre-test errors were seen and corrected.

At the post-test level, 70 mechanical, 63 grammatical, and 32 punctuation errors were found and corrected. In total, the overall post-test language and formatting errors found and corrected were 165. If you subtract 165 from 208, you get 43. This means that the IF intervention corrected 43 business letter errors in the texts of the IF Group of STU at the post-test stage.

Table 4.5 – Errors Corrected in the Pre- and Post-Test Letters of the IF Group of STU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>recieved</i> (received), <i>compay</i> (company), <i>procedured</i> (procedure), <i>seperated</i> (separated),	66	. Spelling	<i>Explanation</i> (explanation), <i>procedured</i> (procedure), <i>receved</i> (received), <i>morter</i> (mortar), <i>pistle</i> (pestle), <i>cos</i> (cost),	41
. Spacing/ Word-Division	<i>highquality</i> (high quality), <i>advance ment</i> (advancement),	3	.Spacing/ Word-Division	<i>Liq uids</i> (liquids), <i>person al</i> (personal), <i>further more</i> (furthermore)	3
.Capitalisation	<i>I Wish to...</i> (I wish to...), <i>yours faithfully</i> (Yours faithfully)	28	.Capitalisation	<i>may</i> (May), <i>yours faithful...</i> (Yours faithfully)	26
Sub-Total		97	Sub-Total		70
Grammar:			Grammar:		
. Syntactic	<i>ABC Company in Sunyani.</i> (ABC Company is in Sunyani.)	10	. Syntactic	<i>In response to your letter which was receved on 20th May 2016.</i> (In response to your letter which was received on 29th May, 2016, I wish to ...)	9
. Concord	<i>How food are ...</i> (How foods are/How a food is..), <i>the investment that have been ...</i> (the investment that has been...)	15	. Concord	<i>These cage</i> (These cages), one of the best company (one of the best companies...), <i>ABC Company have</i> (ABC Company has...), <i>How food are ...</i> (How foods are/How a food is..)	13
. Tense	<i>On how food is processing...</i> (On how food is processed...), <i>was processe</i> (was processed)	27	. Tense	<i>Food is now process...</i> (Food is now processed), <i>was establish</i> (was established),	21
. Semantic		3	. Semantic		4
. Lexical	<i>This how...</i> (This is how...), <i>As food is import to human...</i> (As food is important to human),	18	. Lexical	<i>may company</i> (my company), <i>I wish to inform you about now we ...</i> (I wish to inform you about how we...),	16
Sub-Total		73	Sub-Total		63
Punctuation marks:			Punctuation marks:		
. Comma	After this process they are ... (After this process, they are...), <i>Dear Sir</i> (Dear Sir,)	25	. Comma	<i>Dear Sir</i> (Dear Sir,)	18
. Full stop	<i>I thank you very much</i> (I thank you very much.)	8	. Full stop	<i>Thank you</i> (Thank you.)	11
. Apostrophe	<i>factorys</i> (factory's), <i>fake one's</i> (fake ones)	5	. Apostrophe	<i>factorys</i> (factory's), <i>Your's faithfully</i> , (Yours faithfully),	3
Sub-Total		38	Sub-Total		32
TOTAL		208	TOTAL		165

4.4.2.3 Results of Pre- and Post-Test Memo and Letter of the IF Group of STU

Table 4.6 portrays results of memorandum and business letter scripts of the IF Group of STU. The total number of the pre-and post-test memorandum scripts is 80. Each of the texts was marked over 20. The results indicate that for 58 scripts, the score of the pre- and the post-test items appreciated slightly. For 16 of the texts, the score of the pre- and post-test items did not go through any modification.

These texts are SIMA2, SIMB2 (score, 8/20 apiece); SIMA3, SIMB3 (6/10 apiece); SIMA7, SIMB2 (score, 11/20 apiece); SIMA19, SIMB19 (score, 9/20 apiece); SIMA20, SIMB20 (6/20 apiece); SILA7, SILB7 (7/20 each); SILA11, SILB11 (9/20 each); SILA17, and SILB17 (8/20 each). For the remaining 6 texts (SIMA4, SIMB4, SIMA17, SIMB17, SILA3, AND SILB3), all the post-test scores rather depreciated.

The implication is that 73% of the DF Group of STU benefited from the IF intervention. This demonstrates that IF is also a strong corrective feedback though its potency cannot be compared with DF.

Table 4.6 – Pre- and Post-Test Memo and Business Letter Results of IF Group of STU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
SIMA1	8		<i>Score appreciated</i>	SILA1	10		<i>Score appreciated</i>
SIMB1		11		SILB1		14	
SIMA2	8		<i>Score maintained</i>	SILA2	10		<i>Score appreciated</i>
SIMB2		8		SILB2		12	
SIMA3	6		<i>Score maintained</i>	SILA3	8		<i>Score depreciated</i>
SIMB3		6		SILB3		7	
SIMA4	9		<i>Score depreciated</i>	SILA4	7		<i>Score maintained</i>
SIMB4		8		SILB4		7	
SIMA5	10		<i>Score appreciated</i>	SILA5	7		<i>Score appreciated</i>
SIMB5		12		SILB5		14	
SIMA6	7			SILA6	7		

SIMB6		10	Score appreciated	SILB6		8	Score appreciated
SIMA7	11		Score maintained	SILA7	7		Score appreciated
SIMB7		11		SILB7		10	
SIMA8	8		Score appreciated	SILA8	9		Score appreciated
SIMB8		12		SILB8		12	
SIMA9	8		Score appreciated	SILA9	11		Score appreciated
SIMB9		12		SILB9		13	
SIMA10	7		Score appreciated	SILA10	9		Score appreciated
SIMB10		13		SILB10		11	
SIMA11	9		Score appreciated	SILA11	9		Score maintained
SIMB11		13		SILB11		9	
SIMA12	8		Score appreciated	SILA12	6		Score appreciated
SIMB12		13		SILB12		12	
SIMA13	8		Score appreciated	SILA13	9		Score appreciated
SIMB13		12		SILB13		15	
SIMA14	11		Score appreciated	SILA14	10		Score appreciated
SIMB14		14		SILB14		13	
SIMA15	10		Score appreciated	SILA15	11		Score appreciated
SIMB15		14		SILB15		13	
SIMA16	7		Score appreciated	SILA16	10		Score appreciated
SIMB16		13		SILB16		13	
SIMA17	9		Score depreciated	SILA17	8		Score maintained
SIMB17		8		SILB17		8	
SIMA18	8		Score appreciated	SILA18	10		Score appreciated
SIMB18		11		SILB18		14	
SIMA19	9		Score maintained	SILA19	9		Score appreciated
SIMB19		9		SILB19		11	
SIMA20	6		Score maintained	SILA20	8		Score appreciated
SIMB20		6		SILB20		10	

4.4.3 Analysis of the Texts of the NF Group of STU

This part of the thesis analyses and discusses issues in the pre- and post-tests of the NF Group of STU. The section, like the two other sections, is divided into three parts of memorandum texts, business letter texts, and results.

4.4.3.1 Memorandum Texts of the NF Group of STU

(a) Rubrical Errors

Some rubrical errors were made by the No/Control Feedback (NF) Group of STU. One (1) participant, SNMA1, did not append a signature against the sender's name. 11 (55%) made alignment errors.

At the post-test level, alignment errors were reduced. This is to say that five (5) participants committed the errors again. They are participants with text

codes: SNMB2, 3, 5, 12, and 15. Again, the participant who committed the signature error at the pre-test level, could not correct this error as it was repeated at the post-test level.

(a) Language and Formatting Errors

Table 4.7 highlights language and formatting issues in the pre- and post-test memoranda of the NF Group of STU. At the pre-test subdivision of the Table, 85 mechanical, 65 grammatical, and 26 punctuation errors were found and corrected. Overall, a total of 179 errors were seen and corrected.

At the post-test section of Table 4.7, these errors were recognized and corrected: mechanics 95, grammar 74, and punctuation 17. In all, a total of 186 errors were found and corrected. This means that the number of post-test errors were heavier than those of the pre-test errors. This is an indication of the ineffectiveness of the NF method used.

4.4.3.2 Business Letter Texts of the NF Group of STU

This part discusses the rubrical, and language and formatting errors.

(a) Rubrical Errors

The pre-test level of the NF Group produced some letter rubrical errors. For instance, SNLA8 wrote the salutation and the heading on the same line:

Dear Sir, HOW FOOD ARE PROCESS IN ABC COMPANY

(Fieldwork (SNLA8) 2016).

This style is uncommon in business letters. One would have expected this:

Dear Sir,

HOW FOODS ARE PROCESSED AT ABC COMPANY LIMITED

Table 4.7 – Errors Corrected in the Pre- and Post-Test memos of the NF Group of STU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>assistan</i> (assistant), <i>abscent</i> (absent), <i>chairpenso</i> (chairperson), <i>notic</i> (notice), <i>agender</i> (agenda), <i>Jun</i> (June), <i>salare</i> (salary)	46	. Spelling	<i>notic</i> (notice), <i>discusion</i> (discussion), <i>agender</i> (agenda), <i>pregnocy</i> (pregnancy), <i>proverty</i> (poverty), <i>plece</i> (place), <i>remimd</i> (remind), <i>holl</i> (hall), <i>remaind</i> (remind),	44
. Spacing/ Word-Division	<i>canbe</i> (can be), <i>tobe</i> (to be), <i>memora ndum</i> (memorandum),	14	. Spacing/ Word-Division	<i>dis cuss</i> (discuss), <i>15thJune</i> (15th June)	15
.Capitalisation	<i>I Want</i> (I want), annual general meeting (Annual General Meeting), <i>I Therefore</i> , (I therefore,)	25	.Capitalisation	<i>I Wish</i> (I wish), <i>general meeting</i> (General Meeting), <i>june</i> (June), <i>t, his Month</i> (this month), <i>I Thank you</i> (I thank you),	36
Sub-Total		85	Sub-Total		95
Grammar:			Grammar:		
. Syntactic	Transitional and Null-Subject clause errors	9	. Syntactic	Null-subject clauses. Wrong sequence of tense errors	14
. Concord	<i>All member</i> (All members), <i>The meeting include...</i> (The meeting includes...)	12	. Concord	<i>All member</i> (All members)	11
. Tense	<i>tobe serve...</i> (to be served), ... <i>be please...</i> (... be pleased...)	17	. Tense	<i>Be welcome</i> (Be welcomed), to reminded (to remind)	13
. Semantic	<i>The meeting should been the Staff member the company</i> (The meeting is for staff members of the company)	9	. Semantic	<i>With the decision made on the 10th May 2016 on the annual general meeting.</i> (With the decision we made on the 10th May, 2016 on the Annual General Meeting, I write to invite ..)	8
. Lexical	<i>I want remind you...</i> (I want to remind you...), <i>The meeting is very importance to very one...</i> (The meeting is very important to everyone ...)	18	. Lexical	<i>I Wish to you Count on your Co-operation</i> (I wish to count on your co-operation), <i>Please write down all the includings of the meeting</i> (Please write all the proceedings of the meeting),	28
Sub-Total		65	Sub-Total		74
Punctuation marks:			Punctuation marks:		
. Comma		8	. Comma	<i>10th May 2016</i> (10th May, 2016)	7
. Full stop	Declarative structures without full stops.	11	. Full stop	<i>Thank you</i> (Thank you.)	5
. Colon and semi-colon	Lack of colon after the rubrics	4	. Colon and semi-colon	<i>The agenda is to dis cuss</i> (The agenda is to discuss:), <i>as follows</i> (as follows:)	3
. Apostrophe	<i>The meeting go's ...</i> (The meeting goes...)	3	. Apostrophe	<i>our Queens Conference Hall</i> (our Queen's Conference Hall)	2
Sub-Total		26	Sub-Total		17
TOTAL		176	TOTAL		186

Furthermore, SNLA15 misaligned the salutation, *Dear Sir*, with the subscription, *Yours sincerely*. This is not in consonance with McClave (2008:132) and Locker and Kienzler (2010:637). At the post-test level, SNLB8 was able to correct the heading error; but, SMLB15 repeated the error of wrong alignment. For SNLB15 to have repeated this error and for fresh cases of rubrical errors to have been recorded is a signal that NF is inefficacious.

(b) Language and Formatting Errors

Table 4.8 showcases language and formatting issues in the pre- and post-test letters of the NF Group of STU. At the pre-test section of Table 4.8, 97 mechanical, 73 grammatical, and 38 punctuation errors were identified and corrected. In all, a total of 208 pre-test errors were identified and corrected.

At the post-test section, 90 mechanical 70 grammatical, and 37 punctuation errors were seen and corrected. All put together, 197 errors were identified and corrected through the NF intervention.

4.4.3.3 Results of Pre- and Post-Test Memo and Letter of the NF Group of STU

Table 4.9 highlights results of memorandum and business letter scripts of the NF Group of STU. The total number of the pre-and post-test items is 80. All the texts were scored over 20 marks. The Table (4.9) depicts that for 40 of the texts, the marks of the post-test items appreciated. This represents 50%. For 18 of the scripts, the score of the pre- and post-test maintained. This represents 22.5%.

Table 4.8 – Errors Corrected in the Pre- and Post-Test letters of the NF Group of STU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>recieved</i> (received), <i>compay</i> (company), <i>procedured</i> (procedure), <i>seperated</i> (separated),	66	. Spelling	<i>Explanation</i> (explanation), <i>procedured</i> (procedure), <i>receved</i> (received), <i>morter</i> (mortar), <i>pistle</i> (pestle), <i>cos</i> (cost),	61
. Spacing/ Word-Division	<i>highquality</i> (high quality), <i>advance ment</i> (advancement),	3	. Spacing/ Word-Division	<i>Liq uids</i> (liquids), <i>person al</i> (personal), <i>further more</i> (furthermore)	3
.Capitalisation	<i>I Wish to...</i> (I wish to...), <i>yours faithfully</i> (Yours faithfully)	28	.Capitalisation	<i>may</i> (May), <i>yours faithful...</i> (Yours faithfully)	26
Sub-Total		97	Sub-Total		90
Grammar:			Grammar:		
. Syntactic	ABC Company in Sunyani. (ABC Company is in Sunyani.)	10	. Syntactic	<i>In response to your letter which was receved on 20th May 2016.</i> (In response to your letter which was received on 29th May, 2016, I wish to ...)	9
. Concord	<i>How food are ...</i> (How foods are/How a food is..), <i>the investment that have been ...</i> (the investment that has been...)	15	. Concord	<i>These cage</i> (These cages), <i>one of the best company</i> (one of the best companies...), <i>ABC Company have</i> (ABC Company has...)	16
. Tense	<i>On how food is processing...</i> (On how food is processed...), <i>was processe</i> (was processed)	27	. Tense	<i>Food is now process...</i> (Food is now processed), <i>was establish</i> (was established),	25
. Semantic	Dangling modifiers	3	. Semantic	Dangling modifiers	4
. Lexical	<i>This how...</i> (This is how...), <i>As food is import to human...</i> (As food is important to human)	18	. Lexical	<i>may company</i> (my company), <i>I wish to inform you about now we ...</i> (I wish to inform you about how we...)	16
Sub-Total		73	Sub-Total		70
Punctuation marks:			Punctuation marks:		
. Comma	After this process they are ... (After this process, they are...), <i>Dear Sir</i> (Dear Sir,)	25	. Comma	<i>Dear Sir</i> (Dear Sir,)	23
. Full stop	<i>I thank you very much</i> (I thank you very much.)	8	. Full stop	<i>Thank you</i> (Thank you.)	11
. Apostrophe	<i>factorys</i> (factory's), <i>fake one's</i> (fake ones)	5	. Apostrophe	<i>factorys</i> (factory's), <i>Your's faithfully</i> , (Yours faithfully),	3
Sub-Total		38	Sub-Total		37
TOTAL		208	TOTAL		197

The texts that did not see any change at both the pre- and post-test levels are SNMA4, SNMB4 (score, 10/20 apiece); SNMA10, SNMB10 (score, 11/20 apiece); SNMA16, SNMB16 (score, 9/20 apiece); SNMA20, SNMB20 (10/20 marks each); SNLA2, SNLB2 (10/20 each); SNLA3, SNLB3 (9/20 each); SNLA14, SNLB14 (7/20 apiece); SNLA17, SNLB17 (8/20 each); and SNLA18, SNLB18 (10/20 each). For the remaining 22 texts, the post-test scores rather depreciated. This represents 27.5%.

A comparative study of Tables 4.3, 4.6, and 4.9 indicates that though the NF intervention has ability of correcting errors; its effectiveness cannot be compared to that of DF and IF.

Table 4.9 – Pre- and Post-Test Memo and Business Letter Results of NF Group of STU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
SNMA1	9		Score	SNLA1	9		Score
SNMB1		10	appreciated	SNLB1		4	depreciated
SNMA2	12		Score	SNLA2	10		Score
SNMB2		11	depreciated	SNLB2		10	maintained
SNMA3	8		Score	SNLA3	9		Score
SNMB3		7	depreciated	SNLB3		9	maintained
SNMA4	10		Score	SNLA4	12		Score
SNMB4		10	maintained	SNLB4		13	appreciated
SNMA5	8		Score	SNLA5	6		Score
SNMB5		9	appreciated	SNLB5		11	appreciated
SNMA6	13		Score	SNLA6	12		Score
SNMB6		12	depreciated	SNLB6		11	depreciated
SNMA7	13		Score	SNLA7	14		Score
SNMB7		14	appreciated	SNLB7		15	appreciated
SNMA8	9		Score	SNLA8	8		Score
SNMB8		8	depreciated	SNLB8		9	appreciated
SNMA9	7		Score	SNLA9	11		Score
SNMB9		11	appreciated	SNLB9		12	appreciated
SNMA10	11		Score	SNLA10	13		Score
SNMB10		11	maintained	SNLB10		11	depreciated
SNMA11	11		Score	SNLA11	12		Score
SNMB11		14	appreciated	SNLB11		11	depreciated
SNMA12	13		Score	SNLA12	10		Score
SNMB12		14	appreciated	SNLB12		13	appreciated
SNMA13	8		Score	SNLA13	9		Score
SNMB13		11	appreciated	SNLB13		10	appreciated
SNMA14	9		Score	SNLA14	7		Score
SNMB14		7	depreciated	SNLB14		7	maintained

SNMA15	7		Score	SNLA15	9		Score
SNMB15		8	appreciated	SNLB15		7	depreciated
SNMA16	9		Score	SNLA16	10		Score
SNMB16		9	maintained	SNLB16		13	appreciated
SNMA17	7		Score	SNLA17	8		Score
SNMB17		8	appreciated	SNLB17		8	maintained
SNMA18	11		Score	SNLA18	10		Score
SNMB18		10	depreciated	SNLB18		10	maintained
SNMA19	10		Score	SNLA19	11		Score
SNMB19		11	appreciated	SNLB19		14	appreciated
SNMA20	10		Score	SNLA20	12		Score
SNMB20		10	maintained	SNLB20		13	appreciated

4.5 Analysis of KTU Texts

The analysis is presented under the three key interventions of Direct Feedback (DF), Indirect Feedback (IF), and No (Control) Feedback (NF) used on the texts of KTU student-participants. The sub-sections highlight the gaps identified in the various pre-test texts and whether the intervention applied was helpful at the post-test level.

4.5.1 Analysis of the Text of the DF Group of KTU

This part of the thesis analyzes and discusses issues in the pre- and post-tests of the DF Group from KTU. The section, like the two other sections, is divided into three parts of memorandum texts, business letter texts, and results.

4.5.1.1 Memorandum Texts of the DF Group of KTU

(a) Rubrical Errors

At the pre-test level, the DF student-participants of KTU made some rubrical errors. 10 (50%) of them made wrong alignment error. 2 (KDMA2 and 12) wrote informal date formats – 29/09/2016. 1 participant (KDMA4) repeated the writer's name at the base of the text. 1 participant (KDMA6) wrote a whole sentence as a subject. 5 of them (25%) failed to append signature against senders' names.

Although memoranda are not supposed to have subscription, 5 (25%) participants introduced subscriptions in their write ups. For example, KDMA used the subscription, *Your member*, with a signature and a full name. KDMA15 and 18 used *Yours faithfully*, KDMA19 used *Yours sincerely*, and KDMA1 used *Best* plus a signature and a full name. 2 participants (KDMA5, and 18) did not include any heading segment (rubrics) at all. This made the memoranda look like business letters.

At the post-test level, when the DF intervention was applied, all participants who committed different forms of rubrical errors at the pre-test level were able to notice the gaps and consequently corrected them. This situation substantiates Swain's Comprehensible Output Hypothesis (COH). This means that the learners were able to identify their gaps when the DF intervention was employed; and since these gaps were corrected at the post-test stage, learning has taken place (Swain 1985:236).

Nevertheless, KDMA11, and 15 repeated the *no signature against name* error, though KDMA8, 17, and 20 were able to correct it. This means that the 2 participants did not notice the gap although the DF intervention was applied. This however, does not negate the efficacy of the DF intervention as displayed here.

(b) Language and Formatting Errors

At the pre-test section of Table 4.10, 73 mechanical, 45 grammatical, and 27 punctuation errors were found and corrected. In all, a total of 145 errors were identified and corrected with DF intervention. Table 4.10 also shows the post-test memo errors of the DF participants of KTU. At the post-test section, 27 mechanical, 22 grammatical, and 16 punctuation errors were seen and corrected.

All put together, a total of 65 errors were recognised and corrected through the DF intervention.

4.5.1.2 Business Letter Texts of the DF Group of KTU

(a) Rubrical Errors

At the pre-test stage, I found some rubrical errors in the business letters of the DF Group of KTU. 4 (20%) could not properly align the salutation with the subscription. As KDLA1 wrongly aligned *Dear Sir* with *Yours ever*; KDLA12, 13, and 19 wrongly aligned *Dear Sir* with *Yours sincerely*. This is not in consonance with McClave (2008:132)⁴⁷. KDL18 did not include a date, and KDLA2 used wrong date format of 19/09/2016.

Additionally, I noticed that KDLA8 failed to include a subscription. KDLA15 did not have a signature, and KDLA3, and 4 could not write subscriptions, signature, and full names at the complimentary close section of the letter. Also, KDLA9 wrote only first name at the subscription section.

This is not in conformity with the usual practice of full names (first name and surname). Some spacing errors were also made. For example, KDLA3, 14, 15, 16, and 17 did not space the senders' addresses and the dates. KDLA3, 15, 16, and 17 did not space the recipients' addresses and the salutations. KDLA19 also set the salutation beneath the heading. This is an unusual practice in business letters.

⁴⁷ See section 2.2.3.2 Business Letters.

Table 4.10 – Errors Corrected in the Pre- and Post-Test memos of the DF Group of KTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>Onece</i> (Once), <i>promt</i> (prompt), <i>welfare</i> (welfare), <i>authertoruum</i> (auditorium), <i>recieve</i> (receive),	32	. Spelling	. <i>center</i> (centre), <i>program</i> (programme), <i>fansy</i> (fancy), <i>unda</i> (under), <i>situasion</i> (situation), <i>clossing</i> (closing), <i>abult</i> (about),	11
. Spacing/ Word-Division	<i>24 th November</i> (24th November),	3	. Spacing/ Word-Division	<i>Infact</i> (In fact); here by (hereby), <i>hin der</i> (hinder)	3
.Capitalisation	<i>annual general meeting</i> (Annual General Meeting), <i>accounting system</i> (Accounting System)	36	.Capitalisation	. <i>annual general meeting</i> (Annual General Meeting), <i>I Know...</i> (I know...), <i>july</i> (July), <i>I Am</i> (I am)	12
. Paragraph inconsistency	Mixture of indented and block paragraphs	2	. Paragraph inconsistency	Mixture of indented and block paragraphs	1
Sub-Total		73	Sub-Total		27
Grammar:			Grammar:		
. Syntactic	Am honoured to write... (I am honoured to write...)	3	. Syntactic	. <i>Will expect all of you</i> (I/We will expect all of you.); to discuss about... (to discuss...),	4
. Concord	<i>All member</i> (All members), <i>the company have ...</i> (the company has...), <i>food are ...</i> (foods are ...)	10	. Concord	<i>She have...</i> (She has...); <i>All staff is invited...</i> (All staff are invited...)	5
. Tense	<i>It has being observed...</i> (It has been observed...), <i>their hands are clean...</i> (their hands are cleaned...)	12	. Tense	<i>...before it is process...</i> (...before it is processed); <i>...have taking...</i> (...have taken...)	5
. Semantic		-	. Semantic	Dangling modifier	1
. Lexical	<i>Stuff</i> (Staff) ... <i>from October 22, 2016 and continue monthly</i> (... from October 22, 2016 and will continue every month.), ... <i>has chocked success...</i> (has chalked success...)	20	. Lexical	<i>Stuff</i> (staff) <i>lunching</i> (launching), <i>well meat you...</i> (will meet you...), <i>discuss about</i> (discuss)	7
Sub-Total		45	Sub-Total		22
Punctuation marks:			Punctuation marks:		
. Comma	Omission and wrong placement of the comma. E.g. <i>29th September 2016</i> (29th September, 2016)	11	. Comma	Omission and wrong placement of the comma	6
. Full stop	Omission and wrong placement of the full stop	8	. Full stop	Omission and wrong placement of the full stop	5
. Colon and semi-colon	Omission and wrong placement of colon and semi-colon. E.g. <i>which include</i> (which includes:)	3	. Colon and semi-colon	Omission and wrong placement of colon and semi-colon: listed below; (listed below:)	3
. Apostrophe	<i>the companies financial...</i> (the company's financial...), <i>Lets all...</i> (Let's all...)	5	. Apostrophe	<i>Companies funds</i> (Company's funds)	2
Sub-Total		27	Sub-Total		16
TOTAL		145	TOTAL		65

At the post-test level, all the participants in the DF Group of KTU were able to notice the gaps and correct the various rubrical errors created at the pre-test level. Nevertheless, KDLB 14, 15, and 17 repeated the same error of wrong spacing between senders' addresses and the dates. This, however, does not negate the efficacy of the DF intervention in eradicating rubrical errors.

(b) Language and Formatting Errors

Table 4.11 projects the pre- and post-test letter errors of the DF Group of KTU. At the pre-test section of the Table, 104 mechanical, 132 grammatical, and 42 punctuation errors were seen and corrected. All put together, a total of 278 pre-test language and formatting errors were identified and corrected. At the post-test section, 35 mechanical, 47 grammatical, and 17 punctuation errors were found and corrected. A grand total of 99 language and formatting errors were found and corrected in the post –test scripts of the DF Group of KTU.

The margin between the total pre-test and post-test language and formatting errors ($278-99=179$), clearly gives an impression that majority of the participants in the DF Group of KTU were able to notice the gaps indicated in their pre-test items and corrected these gaps. This situation was possible because of the correcting style (DF) used.

Table 4.11 – Errors Corrected in the Pre- and Post-Test letters of the DF Group of KTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>consummer</i> (consumer), <i>graet</i> (great), <i>writting</i> (writing), <i>colostrol</i> (cholesterol), <i>equipments</i> (equipment), <i>certisfied</i> (certified), <i>opperate</i> (operate), <i>proccess</i> (process), <i>firt</i> (first)	59	. Spelling	<i>problam</i> (problem), <i>staffs</i> (staff), <i>increasment</i> (increment), <i>furture</i> (future), <i>standadisation</i> (<i>standardisation</i>), <i>atitude</i> (attitude), <i>personels</i> (personnel), <i>proceedere</i> (procedure), <i>presavatives</i> (preservatives)	12
. Spacing/ Word-Division	<i>Food stuff</i> (Foodstuff), <i>some times</i> (sometimes), <i>custom ers</i> (customers)	7	. Spacing/ Word-Division	<i>Infact</i> (In fact), <i>fore most</i> (foremost), <i>wel fare</i> (welfare)	4
. Capitalisation	<i>Thirdly, Our processing...</i> (Thirdly, our processing...), <i>ABC company limited</i> (ABC Company Limited),	35	. Capitalisation	<i>administrative assistant</i> (Administrative Assistant), <i>yours sincerely</i> (Yours sincerely), <i>Abc company limited</i> (ABC Company Limited)	17
. Paragraph inconsistency	Mixture of indented and block paragraphs	3	. Paragraph inconsistency	Mixture of indented and block paragraphs	2
Sub-Total		104	Sub-Total		35
Grammar:			Grammar:		
. Syntactic	<i>All employees are medical checked</i> (...All employees have been medically checked), <i>I am very delight to explain...</i> (I am very delighted to explain)	19	. Syntactic	<i>Counting on your usual cooperation</i> (We are/I am counting on your usual cooperation), <i>In the first place, Salting.</i> (The first methods is salting)	10
. Concord	<i>... one food substances</i> (...one food substance), <i>... tin are</i> ...(tins are/tin is), <i>it consist...</i> (it consists...)	42	. Concord	<i>some day</i> (some days), <i>the process are..</i> (the process are..) Salting enable ... (salting enable...),	12
. Tense	<i>...for future used</i> (...for future use), <i>... officers who has giving us...</i> (... officers who have given us...), <i>... to informed</i> (to inform), <i>... are use</i> (...are used)	39	. Tense	<i>To finished</i> ... (To finish...) to be process... (to be processed), <i>It's been processed</i> (It's being processed), <i>the company have...</i> (the company has...)	15
. Lexical	<i>Fish processing my company</i> (Fish processing in my company), <i>finish goods</i> (finished goods)	32	. Lexical	<i>Last but not the list...</i> (Last but not the least), <i>will now...</i> (will know...), <i>... according from...</i> (according to...)	10
Sub-Total		132	Sub-Total		47
Punctuation marks:			Punctuation marks:		
. Comma	<i>Dear Sir.</i> (Dear Sir,), <i>Dear Madam</i> (Dear Madam,)	16	. Comma	Omission and wrong placement. E.g. Dear Sir (Dear Sir,)	7
. Full stop	Omission and wrong placement of full stop	17	. Full stop	Omission and wrong placement of full stop	6
. Colon and semi-colon	Some are listed below. (Some are listed below:)	5	. Colon and semi-colon	Omission and wrong placement of colon or semicolon	2
. Apostrophe	<i>...company goods</i> (company's goods)	4	. Apostrophe	Your's faithfully (Yours faithfully),	2
Sub-Total		42	Sub-Total		17
TOTAL		278	TOTAL		99

4.5.1.3 Results of Pre-and Post-Test Memo and Business letter Scripts of the DF Group of KTU

Table 4.12 displays results of memorandum and business letter scripts of the DF Group from KTU. The results indicate that for 64 texts (80%), the score of the pre- and the post-test items appreciated marginally. For 16 of the texts (20%), the score between the pre- and post-test items did not change. The implication is that 80% of the DF Group of KTU gained from DF intervention. That is they were able to reproduce better texts than they did before. This shows that DF intervention aided the DF Group of KTU to notice the gaps in their write ups.

Table 4.12 – Pre- and Post-Test Memo and Business Letter Results of the DF Group of KTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KDMA1	8		Score appreciated	KDLA1	10		Score appreciated
KDMB1		10		KDLB1		12	
KDMA2	7		Score appreciated	KDLA2	10		Score appreciated
KDMB2		9		KDLB2		11	
KDMA3	8		Score maintained	KDLA3	9		Score maintained
KDMB3		8		KDLB3		9	
KDMA4	13		Score appreciated	KDLA4	14		Score appreciated
KDMB4		14		KDLB4		15	
KDMA5	7		Score maintained	KDLA5	11		Score maintained
KDMB5		7		KDLB5		11	
KDMA6	12		Score maintained	KDLA6	10		Score appreciated
KDMB6		12		KDLB6		12	
KDMA7	11		Score maintained	KDLA7	10		Score appreciated
KDMB7		11		KDLB7		13	
KDMA8	7		Score appreciated	KDLA8	11		Score maintained
KDMB8		9		KDLB8		11	
KDMA9	10		Score appreciated	KDLA9	11		Score appreciated
KDMB9		12		KDLB9		13	
KDMA10	11		Score appreciated	KDLA10	10		Score appreciated
KDMB10		12		KDLB10		13	
KDMA11	10		Score appreciated	KDLA11	11		Score appreciated
KDMB11		12		KDLB11		13	
KDMA12	10		Score appreciated	KDLA12	11		Score appreciated
KDMB12		12		KDLB12		12	
KDMA13	8		Score appreciated	KDLA13	9		Score appreciated
KDMB13		10		KDLB13		10	
KDMA14	10		Score appreciated	KDLA14	11		Score appreciated
KDMB14		12		KDLB14		13	
KDMA15	8		Score appreciated	KDLA15	14		Score appreciated
KDMB15		10		KDLB15		15	
KDMA16	13			KDLA16	14		

KDMB16		14	<i>Score appreciated</i>	KDLB16		15	<i>Score appreciated</i>
KDMA17	12		<i>Score appreciated</i>	KDLA17	15		<i>Score appreciated</i>
KDMB17		14	<i>Score appreciated</i>	KDLB17		17	<i>Score appreciated</i>
KDMA18	7		<i>Score appreciated</i>	KDLA18	12		<i>Score appreciated</i>
KDMB18		9	<i>Score appreciated</i>	KDLB18		13	<i>Score appreciated</i>
KDMA19	11		<i>Score appreciated</i>	KDLA19	9		<i>Score appreciated</i>
KDMB19		12	<i>Score appreciated</i>	KDLB19		13	<i>Score appreciated</i>
KDMA20	14		<i>Score appreciated</i>	KDLA20	14		<i>Score appreciated</i>
KDMB20		16	<i>Score appreciated</i>	KDLB20		15	<i>Score appreciated</i>

4.5.2 Analysis of the Texts of the IF Group of KTU

This section discusses matters in the pre- and post-tests of the IF Group of KTU.

It is divided into 3 parts of memorandum texts, business letter texts, and results.

4.5.2.1 Memorandum Texts of the IF Group of KTU

(a) Rubrical Errors

A number of rubrical errors were made in the pre-test memo scripts the IF Group of KTU. Writers of memoranda are not expected to include subscriptions, addresses, and salutations. However, 4 (20%) participants (KIMA1, 6, 18, and 19) wrote *Yours faithfully* at the base of the memorandum; KIMA4 wrote *Yours sincerely*. Again, while KIMA2 wrote a sender's address, KIMA4 included both sender's and recipient's addresses.

Furthermore, 13 (65%) of the participants made wrong alignment errors. These include: KIMA5-14, and 18-20. (KIMA6, 12, and 18) wrote wrong date formats. As KIMA6, and 12 wrote *29/09/16*, KIMA18 wrote *21 August 14*. All these date formats are informal styles and do not have a place in formal discourses. Other rubrical errors are: one, lack of signature against senders' names (KIMA14, 17, and 20); two, lack of an agenda (KIMA14); and three, lack of a subject (KIMA15).

At the post-test level, most of the participants were able to identify and correct these rubrical errors. However, KIMB9, 11, and 18 repeated the error of

wrong alignment. A fresh wrong date format (06-10-16) error was made by KIMB5. KIMB9, 12, and 16 also failed to include agenda in their memoranda. In spite of these rubrical errors made at the post-test level, one cannot deny the fact that IF is a strong variable in eradicating rubrical errors.

(b) Language and Formatting Errors

Table 4.13 portrays language and formatting errors in the pre- and post-test memos of the IF group of KTU. At the pre-test section of Table 4.13, 138 mechanical, 65 grammatical, 18 punctuation errors were identified and corrected. In all, a total of 221 errors were identified and corrected in the pre-test memo scripts of the IF Group of KTU. At the post-test level, 109 mechanical, 52 grammatical, and 24 punctuation errors were found and corrected. A total of 185 post-test errors were seen and corrected in the memoranda of the IF Group of KTU.

A comparative analysis of the pre- and post-test stages shows that the IF Group of KTU benefited from the IF intervention slightly. If you deduct the 185 from 221, you get 36. This is an indication that IF has the propensity of facilitating error correction; but its potency cannot be compared with DF.

4.5.2.2 Business Letter Texts of the IF Group of KTU

(a) Rubrical Errors

At the pre-stage level, the IF Group of KTU made some rubrical errors in their letters. For example, KIMA2, 4, and 15 wrongly aligned the salutation, *Dear Sir*, with the subscription, *Yours sincerely*.

Table 4.13 – Errors Corrected in the Pre- and Post-Test memos of the IF Group of KTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>Finace</i> (Finance), <i>Septembe</i> (September), <i>instrested</i> (interested), <i>february</i> (February), <i>staffs</i> (staff), <i>commance</i> (commence), <i>Admmistrative</i> (Administrative), <i>sept</i> (September), <i>frome</i> (from)	62	. Spelling	<i>Meting</i> (Meeting), <i>octorber</i> (October), <i>Infrom</i> (Inform) <i>Inclusion</i> (Inclusion) <i>duty rusta</i> (duty roster) <i>campuse</i> (campus) <i>excucative</i> (executive) <i>inclusion</i> (inclusion) (usual), <i>comeing</i> (coming), <i>programe</i> (programme)	45
. Spacing/ Word-Division	<i>...meetingand...</i> (...meeting and...), <i>compa ny</i> (company), <i>can not</i> (cannot), <i>competit ive</i> (competitive), <i>here by</i> (hereby)	15	.Spacing/ Word-Division	<i>sp oilage</i> (spoilage), <i>proc essing</i> (processing), <i>infact</i> (in fact), <i>inspite</i> (in spite), <i>prep are</i> (prepare),	13
.Capitalisation	<i>board of directors</i> (Board of Directors), <i>Annual general meeting</i> (Annual General Meeting), <i>october</i> (October), <i>Golden tulip hotel</i> (Golden Tulip Hotel)	61	.Capitalisation	<i>Thank You.</i> (Thank you), <i>managing director</i> (Managing Director), <i>This Issue...</i> (This issue), <i>Also, The machine...</i> (Also, the machine...),	51
Sub-Total		138	Sub-Total		109
Grammar:			Grammar:		
. Syntactic	<i>Am grateful to have this opportunity...</i> (I am grateful to have this opportunity...)	10	. Syntactic	<i>Scholarship for all members</i> (The first issue is scholarship for all members)	5
. Concord	<i>We knows...</i> (We know) <i>All member</i> (All members)	16	. Concord	<i>The police is...</i> (The police are.../A police officer is...)	15
. Tense	<i>were disburse ...</i> (were disbursed...), ... <i>The tea is produce...</i> (The tea is produced...)	18	. Tense	<i>It is base on...</i> (It is based on...) <i>to held ...</i> (to hold) <i>to assists</i> (to assist), <i>Water is not add to ...</i> (Water is not added to...)	19
. Semantic		4	. Semantic		2
. Lexical	<i>I am pleased to remind that...</i> (I am pleased to remind you that...), <i>In the 2015...</i> (In 2015), .. <i>We organising...</i> (We are organising..)	17	. Lexical	<i>Will held at...</i> (Will be held at..), ... <i>as followers...</i> (...as follows:) <i>distinguish guests</i> (distinguished guests), <i>mofuses</i> (mice)	11
Sub-Total		65	Sub-Total		52
Punctuation marks:			Punctuation marks:		
. Comma	<i>29th September 2016</i> (29th September, 2016)	7	. Comma	<i>Fortunately we have ...</i> (Fortunately, we have...)	8
. Full stop	<i>Thank you</i> (Thank you.)	8	. Full stop	<i>Thank you,</i> (Thank you.),	11
. Colon and semi-colon	<i>The agenda is as follows</i> (The agenda are as follows :)	2	. Colon and semi-colon	<i>These are, ...</i> (These are:..)	3
. Apostrophe	<i>This year AGM</i> (This year's AGM), ... <i>It's AGM ...</i> (...Its AGM...)	1	. Apostrophe	<i>The organisations resources</i> (The organisation's resources)	2
Sub-Total		18	Sub-Total		24
TOTAL		221	TOTAL		185

Besides, as KIMA1, and 12 used informal date of 29/09/2016, KIMA13 did not include a date at all. KIMA11 also wrote the same informal date (22/01/2016) at the end of both the sender's and the recipient's addresses. Moreover, as KIMA6 set the salutation beneath the heading of the letter, KIMA20 failed to include a heading. These practices are rare in fully blocked and modified block letters (McClave 2008:133)⁴⁸.

The complimentary close-related rubrical errors made were: lack of subscription (KIMA5), lack of full names (KIMA4, and 7), lack of first name (KIMA11), lack of signature (KIMA1, 7, and 20), and full name appearing before signature (KIMA19).

The spacing-related rubrical errors included: lack of space between the sender's address and the date (KIMA5, 12, 16, 19, and 20); and lack of space between the recipient's address and salutation (KIMA1, 5, and 19).

At the post-level stage, most of the participants in this category, correctly interpreted the IF intervention and subsequently worked on their rubrical errors. However, KIMB1, and 19 repeated the error of lack of space between the recipient's address and the salutation. Also, KIMB13 used informal date format although he/she had earlier used a formal date format.

(b) Language and Formatting Errors

At the pre-test level of Table 4.14, 118 mechanical, 116 grammatical, and 48 punctuation errors were seen and corrected. Therefore, a total of 282 pre-test language and formatting errors were seen and corrected in the business letters of the IF Group of KTU. At the post-test stage, 90 mechanical, 72 grammatical, and

⁴⁸ These were the formats that I taught the participants, and they were expected to use these and not any other formats.

Table 4.14 – Errors Corrected in the Pre- and Post-Test letters of the IF Group of KTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>explanation</i> (explanation), <i>hygeinic</i> (hygienic), <i>caterers</i> (caterers), <i>creat</i> (create),	60	. Spelling	<i>Ford and Drugs authourities</i> (Food and Drugs Authority) <i>processing</i> (processing), <i>proccessed</i> (processed),	45
. Spacing/ Word-Division	<i>food stuff</i> (foodstuff), <i>import ant</i> (important), <i>Inconclusion</i> (In conclusion.), <i>a cross</i> (across)	20	. Spacing/ Word-Division	<i>here by</i> (hereby), <i>inspite of</i> (in spite of), <i>standa rds</i> (standards)	15
.Capitalisation	<i>Director of foods and Drugs...</i> (Director of Foods and Drugs), <i>managing director</i> (Managing Director), <i>Yours Faithfully</i> (Yours faithfully)	35	.Capitalisation	<i>Thank You.</i> (Thank you.), <i>administrative assistant</i> (Administrative Assistant),	28
. Paragraph Inconsistencies	Mixture of indented and block paragraphs	3		Mixture of indented and block paragraphs	2
Sub-Total		118	Sub-Total		90
Grammar:			Grammar:		
. Syntactic	<i>Hope you continue doing the good job...</i> (I/We hope you continue to do the good job)	17	. Syntactic	<i>First of all, how we extract our raw materials</i> (The first point is how we extract our raw materials).	10
. Concord	<i>Food are</i> (Food is/Foods are), <i>Our chefs and caterers has...</i> (Our chefs and caterers have...), <i>a nice packs</i> (a nice park/nice parks)	35	. Concord	<i>The company manufacture...</i> (The company manufactures...), <i>ABC is one of the biggest company in...</i> (ABC is one of the biggest companies in...)	18
. Tense	<i>has equip</i> (has equipped), <i>are neatly represent ...</i> (are neatly represented...), <i>will allowed</i> (will allow...), <i>base on how...</i> (based on how...)	46	. Tense	<i>...which does processes...</i> (...which does process...), <i>The workers are well train...</i> (The workers are well-trained...) <i>how foods prepared...</i> (how foods are prepared...)	29
. Semantic		3	. Semantic		2
. Lexical	<i>discuss about</i> (discuss), <i>to emphasize on</i> (to emphasize), <i>Yours faithful</i> (Yours faithfully) <i>brining</i> (bringing), <i>stress on...</i> (stress...)	15	. Lexical	<i>The company doesn't produce it no more</i> (The company doesn't produce it anymore/any longer)	13
Sub-Total		116	Sub-Total		72
Punctuation marks:			Punctuation marks:		
. Comma	<i>Dear Mr Appiah</i> (Dear Mr. Appiah,)	24	. Comma	<i>Dear Sir</i> (Dear Sir,)	15
. Full stop	<i>Dear Mr Appiah</i> (Dear Mr. Appiah.)	22	. Full stop	<i>Thank you</i> (Thank you.)	13
. Apostrophe	<i>Our companies machines</i> (Our company's machines...)	2	. Apostrophe	<i>Your's faithfully</i> , (Yours faithfully), <i>How food's are prepared...</i> (How foods are prepared...)	3
Sub-Total		48	Sub-Total		31
TOTAL		282	TOTAL		193

31 punctuation errors were seen and corrected. In all, a total of 193 post-test errors on language and formatting were seen and corrected.

In comparing and contrasting the pre- and post-test language and formatting errors found in the business letters of the IF Group of KTU, it is obvious that the IF intervention has the propensity of eradicating some errors. This is to say that, on business letters, the IF Group of KTU benefitted from the IF intervention, since at the post-test stage, a difference of 89 less errors were found and corrected.

The implication is that IF intervention has the ability of correcting errors; but in juxtaposing the business-letter language and formatting errors found and corrected in the scripts of the DF and IF Groups of KTU, it is obvious that lesser errors were corrected at the post-test level of the DF Group than they were corrected at the post-test level of the IF Group.

4.5.2.3 Results of Pre-and Post-Test Memo and Business letter Scripts of the IF Group of KTU

Table 4.15 demonstrates results of memorandum and business letter scripts of the IF Group of KTU. The results show that for 54 texts (67.5%), the score of the pre- and the post-test items appreciated slightly. For 14 of the texts (17.5%), the scores of the pre- and post-test items did not change. For 12 (15%) of the texts, the scores of the post-tests rather depreciated. This indicates that the IF intervention aided majority (67.5%) of the IF Group of KTU to notice the gaps in their memoranda and business letters.

Table 4.15 – Pre- and Post-Test Memo and Business Letter Results of the IF Group of KTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KIMA1	8		Score appreciated	KILA1	9		Score appreciated
KIMB1		9	Score appreciated	KILB1		10	Score appreciated
KIMA2	8		Score maintained	KILA2	9		Score depreciated
KIMB2		8	Score depreciated	KILB2		8	Score maintained
KIMA3	9		Score appreciated	KILA3	11		Score maintained
KIMB3		8	Score depreciated	KILB3		11	Score appreciated
KIMA4	8		Score appreciated	KILA4	7		Score appreciated
KIMB4		10	Score appreciated	KILB4		10	Score appreciated
KIMA5	12		Score depreciated	KILA5	10		Score maintained
KIMB5		11	Score appreciated	KILB5		10	Score appreciated
KIMA6	8		Score appreciated	KILA6	8		Score appreciated
KIMB6		10	Score appreciated	KILB6		11	Score appreciated
KIMA7	9		Score appreciated	KILA7	8		Score appreciated
KIMB7		10	Score appreciated	KILB7		10	Score appreciated
KIMA8	14		Score appreciated	KILA8	12		Score appreciated
KIMB8		15	Score appreciated	KILB8		14	Score appreciated
KIMA9	6		Score appreciated	KILA9	13		Score depreciated
KIMB9		8	Score appreciated	KILB9		12	Score appreciated
KIMA10	7		Score appreciated	KILA10	11		Score appreciated
KIMB10		12	Score appreciated	KILB10		13	Score appreciated
KIMA11	7		Score appreciated	KILA11	10		Score appreciated
KIMB11		11	Score appreciated	KILB11		11	Score appreciated
KIMA12	9		Score appreciated	KILA12	10		Score maintained
KIMB12		10	Score appreciated	KILB12		10	Score appreciated
KIMA13	9		Score appreciated	KILA13	10		Score appreciated
KIMB13		12	Score appreciated	KILB13		11	Score appreciated
KIMA14	7		Score appreciated	KILA14	11		Score appreciated
KIMB14		10	Score appreciated	KILB14		13	Score appreciated
KIMA15	9		Score appreciated	KILA15	11		Score appreciated
KIMB15		12	Score appreciated	KILB15		13	Score appreciated
KIMA16	8		Score appreciated	KILA16	8		Score appreciated
KIMB16		8	Score appreciated	KILB16		10	Score appreciated
KIMA17	10		Score appreciated	KILA17	10		Score appreciated
KIMB17		12	Score appreciated	KILB17		13	Score appreciated
KIMA18	10		Score depreciated	KILA18	11		Score maintained
KIMB18		9	Score depreciated	KILB18		11	Score maintained
KIMA19	12		Score depreciated	KILA19	10		Score appreciated
KIMB19		9	Score depreciated	KILB19		12	Score appreciated
KIMA20	8		Score appreciated	KILA20	11		Score maintained
KIMB20		10	Score appreciated	KILB20		11	Score maintained

4.5.3 Analysis of the Texts of the NF Group of KTU

This part discusses issues in the pre- and post-tests of the NF Group of KTU. It has three sub-divisions of memorandum texts, business letter texts, and results.

4.5.3.1 Memorandum Texts of the NF Group of KTU

(a) Rubrical Errors

At the pre-test stage, 9 participants (45%) made rubrics alignment errors, another 9 did not append signatures against their names. Although subscription is not a feature of memoranda, 4 (20%) participants included, *Yours faithfully*. Also, KNMA6 wrote *Kind regards*. KNMA6 included the salutation, *Dear Sir*, and 4 participants failed to include agenda in their memoranda. Additionally, 3 participants wrote informal date – 29/09/16.

At the post-test level, the participants were able to correct most of these errors. However, 4 of the participants (KNMB3, 6, 10, and 16) repeated the error of wrong alignment. Also, 5 participants did not append signatures against senders' names. KNMB7 repeated the error of wrong date format.

(b) Language and Formatting Errors

At the pre-test level of Table 4.16, 87 mechanical, 48 grammatical, and 18 punctuation errors were found and corrected. All put together, a total of 153 errors were identified and corrected in the pre-test memo scripts of the NF Group of KTU. At the post-test level, 65 mechanical, 41 grammatical, and 17 punctuation errors were found and corrected. A total of 123 post-test errors were identified and corrected in the memoranda of the NF Group of KTU.

A comparison of the total errors at the pre- and post-test stages portrays that the NF intervention enabled the Group to correct some errors. However, this difference between errors corrected at the pre-test and the post-test levels is not minimal. That is, if you subtract 123 (total post-test errors corrected), from 153 (total pre-test errors corrected), you get 30. The implication is the potency of NF intervention, come nowhere near those of DF and IF.

Table 4.16 – Errors Corrected in the Pre- and Post-Test memoranda of the NF Group of KTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>.staffs</i> (staff), <i>.finicial</i> (financial), <i>.securitty</i> (security), <i>.thier</i> (their) <i>.recieve</i> (receive), <i>.atended</i> (attended), <i>.inconvinient</i> (inconvenient)	39	. Spelling	<i>. dem</i> (deem), <i>.maneger</i> (manager), <i>.sincerly</i> (sincerely), <i>.recieve</i> (receive), <i>.conferent room</i> (conference room), <i>.an naul</i> (annual), <i>.sweteners</i> (sweeteners),	25
. Spacing/ Word-Division	<i>.adm inistrative</i> (administrative) <i>.incase</i> (in case), <i>.infact</i> (in fact)	7	. Spacing/ Word-Division	<i>.adinfinitum</i> (ad infinitum), <i>.here by</i> (hereby), <i>.hin der</i> (hinder)	5
.Capitalisation	<i>... to Improve</i> (...to improve), <i>... the Impending...</i> (the impending...), <i>.controller and accountant general</i> (Controller and Accountant General),	41	.Capitalisation	<i>. Again, Before we...</i> (Again, before we...), <i>.annual general meeting</i> (Annual General Meeting), <i>.i am obliged to...</i> (I am obliged to...), <i>.september</i> (September),	35
Sub-Total		87	Sub-Total		65
Grammar:			Grammar:		
. Syntactic	<i>.am very happy...</i> (I'm very happy), <i>.Failure to attend the Meeting will attract a fine...</i> (Any staff who fails to attend the meeting will be made to pay a fine...)	5	. Syntactic	<i>. Hope to see you anytime soon.</i> (I/We hope to see you anytime soon.)	5
. Concord	<i>.The Secretary have...</i> (The Secretary has...)	12	. Concord	<i>.Foods is ...</i> (Foods are/Food is...), <i>.It then call for...</i> (It then calls for...), <i>.These fruit juice...</i> (These fruit juices...),	10
. Tense	<i>.Will be base...</i> (will be based..), the date and time includes...(the date and time include)	14	. Tense	<i>.All these process...</i> (All these processes...), <i>.to required...</i> (to require...), <i>.have taking...</i> (...have taken...)	12
. Semantic	<i>.With high esteem this memo must be read to staff due to the inevitable existence of our company.</i>	3	. Semantic	<i>.This is how is how our products are processed</i> (This is how our products are processed).	1
. Lexical	<i>.The aid of the meeting...</i> (The aid of the meeting...), <i>.Thanks</i> (Thank you), <i>... till further noticed</i> (...till further notice), ...	14	. Lexical	<i>.It is an honour write to you...</i> (It is an honour to write to you...), <i>.Thank you for your co-operate.</i> (Thank you for your co-operation.)	13
Sub-Total		48	Sub-Total		41
Punctuation marks:			Punctuation marks:		
. Comma	<i>.Finally the...</i> (Finally, the...)	7	. Comma	<i>.Moreover we will...</i> (Moreover, we will...)	8
. Full stop	<i>.Thank you</i> (Thank you.)	8	. Full stop	<i>.Thank you</i> (Thank you.)	6
. Colon and semi-colon	<i>.Details are set below.</i> (Details are set below :)	2	. Colon and semi-colon	Omission and wrong placement of colon and semi-colon: the agenda are listed below; (the agenda are listed below:)	3
. Quotation	<i>.We voted yes</i> (We voted 'Yes')	1	. Quotation		-
Sub-Total		18	Sub-Total		17
TOTAL		153	TOTAL		123

4.5.3.2 Business Letter Texts of the NF Group of KTU

(a) Rubrical Errors

A number of rubrical errors were found and corrected in the pre-test business letters of the NF Group of KTU. Apart from KNLA9, 13, 15, and 20, the rest (80%) of the participants in the NF Group made an error of lack of space between the sender's address and the date. Again, 11 (55%) of them made an error of lack of space between the recipient's address and the salutation. As KNLA20 failed to include a date in his or her letter, KNL1, and 15 failed to append their signatures against the senders' names.

3 participants (KNLA4, 7, and 13) included informal date of 29/09/16 in their letters. KNLA3 did not write a sender's name at the complimentary close section of the letter. KNLA8, and 16 wrote senders' names before appending the signatures. This is unusual in business letters. Furthermore, some errors of wrong alignment of salutation and subscription were made. For example, as KNLA18, and 19 wrongly aligned *Dear Sir* and *Yours sincerely*; KNLA13 aligned *Dear Sir* and *Sincerely*, and KNLA17 used *Dear Sir* and *Sincerely yours*. All these arrangements are erroneous in business letters (McClave 2008:131).

At the post-test level, the participants were able to correct some of these errors through the NF intervention. For example, KNLB4, 7, and 13 were able to include formal dates in their post-test scripts. Again, 5 of the participants who earlier made errors of lack of space between the sender's address and the date, were able to correct this error. However, the NF intervention did not work in terms of correction of errors of wrong alignment as KNLB13, 18, and 19 repeated the error of wrong alignment of salutation and subscription.

(b) Language and Formatting Errors

From Table 4.17, 149 mechanical, 63 grammatical, and 34 punctuation errors were found and corrected. In effect, a total of 246 pre-test language and formatting errors were seen and corrected in the business letters of the NF Group of KTU. At the post-test stage, 138 mechanical, 46 grammatical, and 29 punctuation errors were identified and corrected. A total of 213 post-test errors on language and formatting were seen and corrected.

In comparing and contrasting the pre- and post-test language and formatting errors found in the business letters of the NF Group of KTU, it is noticeable that the NF method corrected some errors in this category. Thus, a difference of 33 errors less were corrected at the post-test stage.

This means that the NF intervention corrected insignificant errors as compared with the significant errors corrected with the DF and IF interventions in the business scripts of KTU participants.

4.5.3.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the NF Group of KTU

Table 4.18 shows results of memorandum and business letter scripts of the NF of KTU. For 42 of the texts, the marks of the post-test items appreciated. This represents 52.5%. For 24 of the scripts, the score of the pre- and post-test sustained, and this represents 22.5%. For the remaining 14 texts, the post-test scores relatively depreciated, and this represents 17.5%. The implication of the results is that the NF intervention has the propensity of correcting errors as 52.5% of the scripts in this category appreciated.

Table 4.17 – Errors Corrected in the Pre- and Post-Test letters of the NF Group of KTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>.necesity (necessity), seive (sieve). convenice (convenience), alchohol (alcohol),</i>	65	. Spelling	<i>.accreditaton (accreditation), ingradient (ingredient), cann (can), thoroughl (thorough), september (September)</i>	58
. Spacing/ Word-Division	<i>.growthand... (growth and...), further more (furthermore), table spoon (tablespoon)</i>	23	. Spacing/ Word-Division	<i>no where (nowhere), oflate (of late), infact (in fact), more over (moreover),</i>	26
.Capitalisation	<i>... food elements Such as: (...food elements such as:), Finally, After it has... (Finally, after it has...)</i>	57	.Capitalisation	<i>food and drugs authority (Food and Drugs Authority), Adunko bitters (Adunko Bitters), Thank You (Thank you)</i>	51
. Paragraph inconsistency	<i>.combination of intended and block paragraphs</i>	4	. Parag raph inconsistency	<i>combination of intended and block paragraphs</i>	3
Sub-Total		149	Sub-Total		138
Grammar:			Grammar:		
. Syntactic	<i>.hope to submit it soon. (We hope to submit it soon)</i>	6	. Syntactic	<i>Thanks for your time. (I thank you for your cooperation.)</i>	7
. Concord	<i>.how food are ... (how food is/foods are...). Our products has ... (Our products have...)</i>	19	. Concord	<i>Some minute (Some minutes), My company deal with... (My company deals with), machines that peel (machines that peel)</i>	12
. Tense	<i>. the fruits are wash (the fruits are washed), are process... (are processed...)... it is divided and shape into... (...it is divided and shaped into)</i>	21	. Tense	<i>How foods are process (How foods are processed ...), The organisation use... (The organisation uses...)</i>	17
. Semantic		2	. Semantic		-
. Lexical	<i>. The fruits are peeled by the peeling machine. (The fruits are peeled with the peeling machine), We have farms which we get... (We have farms where we get...), staffs (staff), Yours faithful (Yours faithfully)</i>	15	. Lexical	<i>.to collect them and pour it... (to collect the drinks and pour them...), I am hereby wish to bring to your noticed... (I wish to bring to your notice...), mortal and pistil (mortar and pestle), cherish customers (cherished customers),</i>	10
Sub-Total		63	Sub-Total		46
Punctuation marks:			Punctuation marks:		
. Comma	<i>.secondly we wash...(secondly, we wash...), 10th July 2016 (10th July, 2016)</i>	13	. Comma	<i>Dear Sir (Dear Sir), First of all the company is... (First of all, the company is...)</i>	12
. Full stop	<i>Mr Kwame Adu (Mr. Kwame Adu)</i>	15	. Full stop	<i>Thank you (Thank you.)</i>	13
. Hyphen	<i>.Well being (Well-being)</i>	1	. Hyphen		-
. Colon and semi-colon	<i>Secondly: when... (Secondly, when...)</i>	4	. Colon and semi-colon	<i>... raw materials such as;... (...raw materials such as:...)</i>	3
. Apostrophe	<i>.human beings life (human beings' lives)</i>	1	. Apostrophe	<i>Its a great privilege ... (It's/It is a great privilege...)</i>	1
Sub-Total		34	Sub-Total		29
TOTAL		246	TOTAL		213

Table 4.18 – Pre- and Post-Test Memo and Business Letter Results of the NF Group of KTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KNMA1	10		Score	KNLA1	9		Score
KNMB1		10	maintained	KNLB1		10	appreciated
KNMA2	9		Score	KNLA2	11		Score
KNMB2		12	appreciated	KNLB2		10	depreciated
KNMA3	7		Score	KNLA3	11		Score
KNMB3		9	appreciated	KNLB3		12	appreciated
KNMA4	8		Score	KNLA4	13		Score
KNMB4		8	maintained	KNLB4		12	depreciated
KNMA5	9		Score	KNLA5	10		Score
KNMB5		10	appreciated	KNLB5		10	maintained
KNMA6	8		Score	KNLA6	14		Score
KNMB6		10	appreciated	KNLB6		15	appreciated
KNMA7	13		Score	KNLA7	13		Score
KNMB7		13	maintained	KNLB7		14	appreciated
KNMA8	9		Score	KNLA8	14		Score
KNMB8		10	appreciated	KNLB8		14	depreciated
KNMA9	13		Score	KNLA9	11		Score
KNMB9		12	depreciated	KNLB9		11	maintained
KNMA10	8		Score	KNLA10	9		Score
KNMB10		9	appreciated	KNLB10		10	appreciated
KNMA11	10		Score	KNLA11	11		Score
KNMB11		9	depreciated	KNLB11		11	maintained
KNMA12	13		Score	KNLA12	14		Score
KNMB12		13	maintained	KNLB12		15	appreciated
KNMA13	10		Score	KNLA13	13		Score
KNMB13		11	appreciated	KNLB13		13	maintained
KNMA14	10		Score	KNLA14	13		Score
KNMB14		11	appreciated	KNLB14		14	appreciated
KNMA15	10		Score	KNLA15	10		Score
KNMB15		10	maintained	KNLB15		10	maintained
KNMA16	11		Score	KNLA16	12		Score
KNMB16		12	appreciated	KNLB16		11	depreciated
KNMA17	10		Score	KNLA17	12		Score
KNMB17		9	depreciated	KNLB17		14	appreciated
KNMA18	14		Score	KNLA18	12		Score
KNMB18		13	depreciated	KNLB18		13	appreciated
KNMA19	8		Score	KNLA19	9		Score
KNMB19		9	appreciated	KNLB19		9	maintained
KNMA20	10		Score	KNLA20	12		Score
KNMB20		12	appreciated	KNLB20		12	maintained

4.6 Analysis of KsTU Texts

The analysis is presented on the three key interventions of Direct Feedback (DF), Indirect Feedback (IF), and No (Control) Feedback (NF) used on the texts of

KsTU student-participants. The focus of this sub-section is to establish whether the intervention applied on the pre-test items collected from KsTU was helpful at the post-test levels.

4.6.1 Analysis of the Text of the DF Group of KsTU

Here, the discussion focuses on the pre- and post-tests of the DF Group of KsTU. The sub-headings are: memorandum texts, business letter texts, and results.

4.6.1.1 Memorandum Texts of the DF Group of KsTU

Here, the analysis looks at the rubrical and language related errors.

(a) Rubrical Errors

The DF Group of KsTU made some rubrical errors at the pre-test level. For example, 7 of them (35%) made wrong alignment errors. 6 (30%) used subscriptions (for example, *Yours faithfully*) before appending senders' signature and names. As 2 (KsDMA8 and 15) (10%) failed to write dates, 9 (45%) used informal dates (an example is 17/03/17).

At the post-test level, the application of the DF intervention succeeded in eradicating all the rubrical errors that the DF Group committed. However, some fresh rubrical errors were also committed. For example, KsDMB9 committed wrong alignment error, a situation which was absent at the pre-test level. Again, KsDMB11 did not include the rubric *To*. This error may be due to human error since at the pre-test level, the participant did not commit such error.

(a) Language and Formatting Errors

The pre-test section of Table 4.19 portrays the number of language and formatting errors counted and corrected. The mechanical errors were 104, those

on grammar were 63 and punctuation errors were 29. In total, 196 language and formatting errors were seen and corrected at the pre-test stage of the DF Group of KsTU.

At the post-test stage, the errors reduced. This is to say that 41 mechanical, 25 grammatical and 14 punctuation errors were found and corrected. In total, 80 language and formatting errors were found and corrected in the post-test memo scripts of the DF Group of KsTU.

4.6.1.2 Business Letter Texts of the DF Group of KsTU

(a) Rubrical Errors

A number of pre-test rubrical errors were found in the business letters of the DF Group of KsTU. For example, 6 (30%) of the 20 business letters had informal date formats (e.g. 17/03/17). Five (25%) did not have recipient's address (KsDLA4, 11, 15, 16, and 18). 6 (25%) did not properly align the salutation with the subscription.

For example, KsDLA10, 13, 17, and 20 wrongly matched *Dear Sir* against *Yours sincerely*. KsDLA2 did not include sender's name. At the post-test stage, the use of the DF intervention led to a substantial decrease of these rubrical errors. However, two new rubrical errors were made. For example, while KsDLB7 failed to include a salutation, KsDLB16 did not date the letter. That notwithstanding, the potency of DF was displayed as most rubrical errors were corrected at the post-test level. This corroborates the effectiveness of the DF intervention as seen in the DF Groups of STU and KTU.

Table 4.19– Errors Corrected in the Pre- and Post-Test Memos of the DF Group of KsTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>fone</i> (phone), <i>sint</i> (sent), <i>tink</i> (think), <i>assembly</i> (assembly), <i>recieve</i> (receive), <i>centerr</i> (centre), <i>remaind</i> (remind), <i>agendar</i> (agenda)	47	. Spelling	. <i>alert</i> (alert), <i>advocat</i> (advocate), <i>intergrate</i> (integrate), <i>program</i> (programme), <i>retyrement</i> (retirement), <i>crossing</i> (closing), <i>assisstent</i> (assistant), <i>imform</i> (inform)	18
. Spacing/ Word-Division	. <i>can not</i> (<i>cannot</i>), <i>there fore</i> (<i>therefore</i>), <i>willnot</i> (<i>will not</i>)	10	. Spacing/ Word-Division	. <i>en close</i> (enclose); <i>mal practice</i> (malpractice), <i>infact</i> (in fact)	5
.Capitalisation	<i>annual general meeting</i> (Annual General Meeting), <i>may 5</i> (May 5), <i>monday</i> (Monday)	44	.Capitalisation	. <i>These Information...</i> (These information...), <i>I Encourage</i> (I encourage), <i>I am Counting ...</i> (I am counting...)	17
. Paragraph inconsistency	Mixture of indented and block paragraphs	3	. Paragraph inconsistency	Mixture of indented and block paragraphs	1
Sub-Total		104	Sub-Total		41
Grammar:			Grammar:		
. Syntactic	<i>Counting on your co-operation</i> (We are/I am counting on your co-operation)	12	. Syntactic	. <i>Were expecting everybody to come...</i> (We are expecting everybody to come....)	3
. Concord	<i>One of the issue...</i> (One of the issues...), <i>the department have ...</i> (the department has...), <i>food are ...</i> (foods are ...)	13	. Concord	<i>The office have...</i> (The office has...); <i>...everybody are supposed...</i> (...everybody is supposed...)	6
. Tense	<i>All staff are encourage to attend.</i> (All staff are encouraged to attend.)	18	. Tense	<i>...had wrote...</i> (had written...), <i>to sensitised...</i> (to sensitised...)	8
. Semantic			. Semantic	Dangling modifier	1
. Lexical	<i>There will be a context after the programme</i> (There will be a contest after programme.)	20	. Lexical	<i>Stuff</i> (staff) <i>lunching</i> (launching), <i>well meat you...</i> (will meet you...), <i>discuss about</i> (discuss)	7
Sub-Total		63	Sub-Total		25
Punctuation marks:			Punctuation marks:		
. Comma	Omission and wrong placement of the comma. E.g. <i>17th March 2017</i> (17th March, 2017)	11	. Comma	Omission and wrong placement of the comma	5
. Full stop	Omission and wrong placement of the full stop	9	. Full stop	Omission and wrong placement of the full stop	4
. Colon and semi-colon	Omission of colon and semi-colon. E.g. <i>The agenda include</i> (The agenda include :)	5	. Colon and semi-colon	Omission and wrong placement of colon and semi-colon: listed below; (listed below:)	3
. Apostrophe	<i>dont</i> (don't)	4	. Apostrophe	<i>Lets come on time...</i> (Let's/Let us come on time)	2
Sub-Total		29	Sub-Total		14
TOTAL		196	TOTAL		80

(b) Language and Formatting Errors

From Table 4.20, the overall total pre-test language and formatting errors made were 232. The total mechanical errors committed were 129; those on grammar were 80; and the errors on punctuation marks were 33. Again, the overall post-test errors committed were 89. The total post-test mechanical errors made were 42; those on grammar were 39; and those on punctuation marks were 18.

If one subtracts the total post-test error marks of 89 from the pre-test marks of 232, the difference is 143. This means that more than 50% errors were corrected at the post-test stage. This further corroborates the potency of the DF intervention in terms of error correction.

4.6.1.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the DF Group of KsTU

Table 4.21 shows results of memorandum and business letter scripts of the DF Group of KsTU. The total number of the items was 80. The results show that for 76 texts, the score of the pre- and the post-test items appreciated. For 4 of the texts, there were no changes between the score of the pre- and the post-test items. These are KsDMA6, KsDMB6 (score, 11/20 apiece); and KsDLA10, KsDLB10 (score, 10/20 apiece). The effect is that 95% of the DF Group of KsTU benefited from DF intervention. This further depicts the strength of the DF intervention in terms of error treatment.

Table 4.20 – Errors Corrected in the Pre- and Post-Test Letters of DF Group of KsTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>repitition</i> (repetition), <i>contane</i> (contain), <i>voilate</i> (violate), <i>Febuary</i> (February), <i>ito</i> (iota).	63	. Spelling	<i>rundom</i> (random), <i>bigest</i> (biggest), <i>crame</i> (crime), <i>proces</i> (process), <i>aothority</i> (authority), <i>statestics</i> (statistics),	15
. Spacing/ Word-Division	<i>.de duct</i> (deduct), <i>can not</i> (cannot),	18	. Spacing/ Word-Division	<i>con cept</i> (concept), <i>infact</i> (in fact), <i>be fore</i> (before)	11
.Capitalisation	<i>I am Counting on your Co-operation</i> (I am counting on your co-operation), <i>kumasi</i> (Kumasi)	42	.Capitalisation	<i>I Write to Inform your Outfit...</i> (I write to inform your outfit), <i>Yours Sincerely</i> (Yours sincerely), <i>food and drugs authority</i> (Food and Drugs Authority)	13
. Paragraph inconsistency	Mixture of block and indented paragraphs	6	. Paragraph inconsistency	Mixture of block and indented paragraphs	3
Sub-Total		129	Sub-Total		42
Grammar:			Grammar:		
. Syntactic	<i>These are the keys points:</i> (These are the key points:)	16	. Syntactic	<i>I wish inform you...</i> (I wish to inform you), <i>One salting</i> (The first process is salting..)	5
. Concord	<i>...the issues is</i> (...the issues are/the issue is...), <i>... tin are ...</i> (tins are/tin is), <i>it consist...</i> (it consists...)	24	. Concord	<i>Our organisation is one of the firms that is ...</i> (Our organisation is one of the firms that are...)	12
. Tense	<i>... We went to the Chairman to collected</i> (...We went to the Chairman to collect.), <i>... the machines are fix in the various offices...</i> (...the machines are fixed in the various offices), ...	21	. Tense	<i>We have already submit our documents to...</i> (We have already submitted our documents to...) <i>to be process...</i> (to be processed), <i>to be issue ...</i> (to be issued...),	12
. Semantic			. Semantic		
. Lexical	<i>Processing gari in the organisation is...</i> (Processing of gari in the organisation is), <i>...detail report...</i> (...detailed report...)	19	. Lexical	<i>... All what we want to ...</i> (... All that we want to ...), <i>...It comprises of ..</i> (...It comprises...),	10
Sub-Total		80	Sub-Total		39
Punctuation marks:			Punctuation marks:		
. Comma	Omission of comma. <i>Dear Sir.</i> (Dear Sir,)	12	. Comma	Omission of comma. E.g. <i>Dear Sir</i> (Dear Sir,)	6
. Full stop	Omission and wrong placement of full stop	14	. Full stop	Omission and wrong placement of full stop	6
. Colon and semi-colon	<i>The processes are listed below.</i> (The processes are listed below:)	3	. Colon and semi-colon	Omission and wrong placement of colon or semicolon	4
. Apostrophe	<i>Your's faithfully</i> (Yours faithfully),	4	. Apostrophe	<i>Lets come together...</i> (Let's/Let us come together...)	2
Sub-Total		33	Sub-Total		18
TOTAL		232	TOTAL		89

Table 4.21 – Pre- and Post-Test Memo and Business Letter Results of DF Group of KsTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KsDMA1	12		Score	KsDLA1	9		Score
KsDMB1		13	appreciated	KsDLB1		11	appreciated
KsDMA2	10		Score	KsDLA2	11		Score
KsDMB2		12	appreciated	KsDLB2		12	appreciated
KsDMA3	13		Score	KsDLA3	9		Score
KsDMB3		14	appreciated	KsDLB3		11	appreciated
KsDMA4	9		Score	KsDLA4	12		Score
KsDMB4		12	appreciated	KsDLB4		13	appreciated
KsDMA5	8		Score	KsDLA5	9		Score
KsDMB5		9	appreciated	KsDLB5		11	appreciated
KsDMA6	11		Score	KsDLA6	10		Score
KsDMB6		11	maintained	KsDLB6		12	appreciated
KsDMA7	8		Score	KsDLA7	9		Score
KsDMB7		12	appreciated	KsDLB7		12	appreciated
KsDMA8	14		Score	KsDLA8	12		Score
KsDMB8		15	appreciated	KsDLB8		13	appreciated
KsDMA9	10		Score	KsDLA9	10		Score
KsDMB9		11	appreciated	KsDLB9		11	appreciated
KsDMA10	8		Score	KsDLA10	10		Score
KsDMB10		10	appreciated	KsDLB10		10	maintained
KsDMA11	7		Score	KsDLA11	8		Score
KsDMB11		10	appreciated	KsDLB11		11	appreciated
KsDMA12	9		Score	KsDLA12	9		Score
KsDMB12		11	appreciated	KsDLB12		14	appreciated
KsDMA13	9		Score	KsDLA13	8		Score
KsDMB13		13	appreciated	KsDLB13		10	appreciated
KsDMA14	9		Score	KsDLA14	6		Score
KsDMB14		11	appreciated	KsDLB14		9	appreciated
KsDMA15	6		Score	KsDLA15	11		Score
KsDMB15		10	appreciated	KsDLB15		10	depreciated
KsDMA16	8		Score	KsDLA16	10		Score
KsDMB16		12	appreciated	KsDLB16		14	appreciated
KsDMA17	9		Score	KsDLA17	9		Score
KsDMB17		11	appreciated	KsDLB17		11	appreciated
KsDMA18	11		Score	KsDLA18	9		Score
KsDMB18		12	appreciated	KsDLB18		12	appreciated
KsDMA19	10		Score	KsDLA19	7		Score
KsDMB19		13	appreciated	KsDLB19		11	appreciated
KsDMA20	12		Score	KsDLA20	9		Score
KsDMB20		13	appreciated	KsDLB20		11	appreciated

4.6.2 Analysis of the Text of the IF Group of KsTU

This subsection discusses three main issues: memorandum texts, business letter texts, and results of the IF Group of KsTU.

4.6.2.1 Memorandum Texts of the IF Group of KsTU

Here, the analysis focuses on rubrical, and language and formatting errors.

(a) Rubrical Errors

At the pre-test stage, the IF Group of KsTU recorded some rubrical errors. For example, KsIMA8 did not write any rubrics at all. The rubrics of 2 participants (KsIMA11, and 15) did not have *To*; therefore, the recipient's information was missing. 5 participants (25%) included subscriptions. 7 (35%) provided informal dates.

At the post-text stage, the IF corrector facilitated the participants to correct some rubrical errors. For example, 4 (20%) of the 5 participants who initially included subscriptions, interpreted correctly the IF intervention used, and produced memoranda which did not have subscriptions. However, some participants committed fresh rubrical errors which were absent at the pre-test section. For instance, KsIDMB2 did not append a signature against the sender's name, a situation which was absent at the pre-test level.

(b) Language and Formatting Errors

From the pre-test section of Table 4.22, the total mechanical errors made were 124; the errors on grammar were 63; and those on punctuation marks were 39. Therefore, a cumulative score of 226 was recorded for all categories of pre-test language and formatting memo errors found in the scripts of the IF Group of KsTU.

Table 4.22 – Errors Corrected in the Pre- and Post-Test Memos of the IF Group of KsTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>anual</i> (annual), <i>agender</i> (agenda), <i>entaprise</i> (enterprise), <i>limeted</i> (limited), <i>anouncement</i> (announcement), <i>organasation</i> (organisation)	54	. Spelling	<i>sencirely</i> (sincerely) <i>propa</i> (proper) <i>meating</i> (meeting), <i>business</i> (business), <i>cuont</i> (count), <i>bevereges</i> (beverages)	42
. Word-Division	<i>dis cus</i> (discuss), <i>infact</i> (in fact),	25	. Word-Division	<i>Infact</i> (in fact), <i>inspite</i> (in spite),	18
.Capitalisation	<i>.thank you</i> (Thank you.), <i>We Write</i> (We write)	45	.Capitalisation	<i>, march</i> (March), <i>internet</i> (Internet)	38
Sub-Total		124	Sub-Total		98
Grammar:			Grammar:		
. Syntactic	<i>I hope your cooperative with me</i> (I hope you will cooperate with me?)	14	. Syntactic	<i>We will expecting you all ...</i> (We will be expecting you all...)	12
. Concord	<i>The organisation does not has...</i> (The organisation does not have...)	15	. Concord	<i>Every member have to....</i> (Every member has to...), <i>We did not knew...</i> (We did not know...)	16
. Tense	<i>... be inform</i> (be informed), <i>have issue...</i> (have issued...)	21	. Tense	<i>All staff are invite...</i> (All staff are invited...), <i>Try to avoids lateness</i> (Do well to avoid lateness),	18
. Semantic		-	. Semantic	<i>The manager was driven from the house by the driver</i> (The driver brought the manager from the house)	4
. Lexical	<i>I wish to bring your notice...</i> (I wish to bring to your notice...)	13	. Lexical	<i>Try to submit and send all the needed documents...</i> (Do well to submit all the needed documents...)	11
Sub-Total		63	Sub-Total		61
Punctuation marks:			Punctuation marks:		
. Comma	<i>For example the R&D...</i> (For example, the R&D...)	14	. Comma	<i>In the first place we have...</i> (In the first place, we have...)	10
. Full stop	<i>Thank you</i> (Thank you.)	15	. Full stop	<i>We count on your cooperation</i> (We count on your cooperation.)	17
. Colon and semi-colon	<i>The agenda for the meeting are as follows.</i> (The agenda for the meeting are as follows:)	5	. Colon and semi-colon	<i>The agenda for the meeting are as follows;</i> (<i>The agenda for the meeting are as follows:</i>)	8
. Apostrophe	<i>Registrar General Office</i> (Registrar General's Office)	5	. Apostrophe	<i>The firms department for Human Resource...</i> (The firm's department for Human Resource...)	6
. Hyphen		-	. Hyphen		2
Sub-Total		39	Sub-Total		43
TOTAL		226	TOTAL		202

At the post-test section, a total of 98 mechanical, 61 grammatical, and 43 punctuation errors were recorded. The total for all categories of post-test language and formatting memo errors found in the scripts of the IF Group of KsTU was 202. If I deduct 202 from 226, I get 24. The implication is that although the IF intervention was able to correct some errors of the IF Group of KsTU, its potency cannot be compared with that of DF; since the difference recorded is minimal.

4.6.2.2 Business Letter Texts of the IF Group of KsTU

This section focuses on the analyses of the rubrical and the language and formatting errors in the letters of the IF Group of KsTU.

(a) Rubrical Errors

Some rubrical errors were corrected at the pre-test level. For example, 4 (20%) letters did not have recipients' address. 8 (40%) participants misaligned the salutation with the subscription. An example from KsILA6 is *Dear Sir* as against *Your sincerely*. But for 2 participants (KsILB13 and 18) who repeated the same rubrical error of wrong date format, the IF intervention would have facilitated the correction of all errors.

The IF intervention, thus, was strong in correcting rubrical errors emanating from address, salutation, heading, subscription, signature, full name; but it was feeble in correcting date format errors. Maybe, the participants' laxity in terms of writing dates might have accounted for the repetition of this error.

Table 4.23 – Errors Corrected in the Pre- and Post-Test Letters of the IF Group of KsTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	. <i>griling</i> (grilling), <i>deligate</i> (delegate), <i>plocess</i> (process), <i>fone</i> (Phone [<i>infor</i>], telephone, mobile phone [<i>formal</i>])	62	. Spelling	. <i>recieve</i> (receive), <i>distellers</i> (distillers), <i>det</i> (debt), <i>succesful</i> (successful), <i>limitetion</i> (limitation), <i>iceing</i> (icing)	42
. Word-Division/Spacing	<i>Infront</i> (in front), <i>infact</i> (in fact), <i>incase</i> (in case)	42	. Word-Division/Spacing	<i>More over</i> (Moreover), <i>like wise</i> (likewise), <i>here by</i> (hereby), <i>infact</i> (in fact),	43
.Capitalisation	. <i>yours sincerely</i> (Yours sincerely), <i>i</i> (I),	21	.Capitalisation	<i>march</i> (March), <i>registrar general</i> (Registrar General)	26
. Paragraph inconsistency	Mixture of indented and block paragraphs	5	. Paragraph inconsistency	Mixture of indented and block paragraphs	3
Sub-Total		130	Sub-Total		114
Grammar:			Grammar:		
. Syntactic	<i>The machines are not adequate enough</i> (The machines are not adequate/The machines are not enough)	21	. Syntactic	<i>One, salting.</i> (The first process is salting). <i>Also, grilling.</i> (Another process is grilling), <i>Should in case we finish...</i> (Should we finish.../ In case we finish...)	19
. Concord	<i>The firm don't have...</i> (The firm does not have/The firm doesn't have...),	59	. Concord	<i>These process...</i> (These processes...),	33
. Tense	<i>...those involve...</i> (those involved...), <i>They told us they will issued...</i> (They told us they will issue...)	46	. Tense	<i>How foods is process...</i> (How foods are processed...), <i>These are the ingredient we use...</i> (These are the ingredients we use...)	24
. Semantic	<i>Our fishermen always go to the bank to bring the fish.</i> (Our fishermen always go to the bank of the river to bring the fish/Our fishermen always go to the financial institution to bring the fish)	6	. Semantic	<i>We went to the registrar general office to demand for a permit.</i> (We went to the Registrar General's office to demand a permit.)	4
. Lexical	<i>A food bow</i> (A food bowl), <i>We came on the Head Office</i> (We came to the Head Office)	26	. Lexical	<i>Roasting is not among of our food processing methods ...</i> (Roasting is not among our food processing methods)	16
Sub-Total		158	Sub-Total		96
Punctuation marks:			Punctuation marks:		
. Comma	Dear Madam (Dear Madam,)	12	. Comma	<i>Dear Sir</i> (Dear Sir,) , <i>In fact</i> (in fact,)	13
. Full stop	We submit to you our documents (We submit to you our documents.)	14	. Full stop	<i>Thank you</i> (Thank you.)	11
. Apostrophe	<i>.your's outfit</i> (your outfit),	5	. Apostrophe	The registrar general office (The Registrar General's Office)	3
Sub-Total		31	Sub-Total		27
TOTAL		298	TOTAL		237

(b) Language and Formatting Errors

Table 4.23 displays the business letter errors corrected at pre- and post-test levels of the scripts of the IF Group of KsTU. From the pre-test section, a total of 130 mechanical errors were seen and corrected. The grammatical errors were 158, and the punctuation errors were 31. The cumulative total errors recorded were 298.

At the post-test section, a total of 114 mechanical, 96 grammatical, and 27 punctuation errors were seen and corrected. Cumulatively, 237 errors were found and corrected in the post-test business letter scripts of the IF Group of KsTU.

If 237 is subtracted from 298, a difference of 61 errors is attained. What this means is that the IF intervention is able to correct some errors; but juxtaposing the application of the IF intervention on the business letters of the IF Group of KsTU, and the DF intervention used on the business letters of the DF Group, it is obvious that the DF corrects errors better than the IF.

4.6.2.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the IF Group of KsTU

Table 4.24 shows results of memorandum and business letter scripts of the IF Group of KsTU. The results indicate that for 18 of the texts (22.5%), the scores of the pre- and post-test items did not change. For 6 (7.5%) of the texts, the scores of the post-tests slightly depreciated. But, for 56 texts (70.5%), the score of the pre- and the post-test items appreciated a little. This is an indication that the IF intervention supported 70% majority of the IF Group of KsTU to become aware of the errors in their memoranda and business letters.

Table 4.24 – Pre- and Post-Test Memo and Business Letter Results of IF Group of KsTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KsIMA1	11		Score	KsILA1	9		Score
KsIMB1		13	appreciated	KsILB1		13	appreciated
KsIMA2	10		Score	KsILA2	10		Score
KsIMB2		9	depreciated	KsILB2		12	appreciated
KsIMA3	9		Score	KsILA3	8		Score
KsIMB3		10	appreciated	KsILB3		13	appreciated
KsIMA4	9		Score	KsILA4	8		Score
KsIMB4		9	maintained	KsILB4		8	maintained
KsIMA5	11		Score	KsILA5	9		Score
KsIMB5		12	appreciated	KsILB5		14	appreciated
KsIMA6	12		Score	KsILA6	10		Score
KsIMB6		13	appreciated	KsILB6		15	appreciated
KsIMA7	11		Score	KsILA7	7		Score
KsIMB7		11	maintained	KsILB7		10	appreciated
KsIMA8	8		Score	KsILA8	9		Score
KsIMB8		12	appreciated	KsILB8		8	depreciated
KsIMA9	9		Score	KsILA9	12		Score
KsIMB9		9	maintained	KsILB9		13	appreciated
KsIMA10	6		Score	KsILA10	9		Score
KsIMB10		8	appreciated	KsILB10		11	appreciated
KsIMA11	9		Score	KsILA11	13		Score
KsIMB11		9	maintained	KsILB11		14	appreciated
KsIMA12	10		Score	KsILA12	6		Score
KsIMB12		13	appreciated	KsILB12		12	appreciated
KsIMA13	8		Score	KsILA13	12		Score
KsIMB13		11	appreciated	KsILB13		12	maintained
KsIMA14	12		Score	KsILA14	12		Score
KsIMB14		10	depreciated	KsILB14		12	maintained
KsIMA15	10		Score	KsILA15	11		Score
KsIMB15		13	appreciated	KsILB15		13	appreciated
KsIMA16	9		Score	KsILA16	10		Score
KsIMB16		14	appreciated	KsILB16		13	appreciated
KsIMA17	9		Score	KsILA17	11		Score
KsIMB17		13	appreciated	KsILB17		15	appreciated
KsIMA18	9		Score	KsILA18	10		Score
KsIMB18		14	appreciated	KsILB18		10	maintained
KsIMA19	9		Score	KsILA19	12		Score
KsIMB19		9	maintained	KsILB19		13	appreciated
KsIMA20	9		Score	KsILA20	12		Score
KsIMB20		10	appreciated	KsILB20		14	appreciated

4.6.3 Analysis of the Text of the NF Group of KsTU

This subcategory discusses three main issues of memorandum texts, business letter texts, and results of the NF Group of KsTU.

4.6.3.1 Memorandum Texts of the NF Group of KsTU

This sub-section has been categorized into rubrical and business letter errors.

(a) Rubrical Errors

At the pre-test stage, some rubrical errors were found in the memoranda of the NF Group of KsTU. For example, 10 (50%) candidates committed errors of alignment. Five (25%) wrote wrong date formats (for example, 17/03/17). Four (20%) included salutations and subscriptions (for example, *Dear Sir*, and *Your faithfully*). Two (10%) did not include agenda.

At the post-test section, the NF intervention facilitated the treatment of errors of date format, recipient segment, salutation, and subscription. However, the participants could not work on the errors of alignment and agenda. Again, a fresh error of no heading was created by KsNMB15. This error could be attributed to forgetfulness since the participant had earlier provided a heading at the pre-test level.

(b) Language and Formatting Errors

From Table 4.25, the total pre-test language and formatting errors corrected were 198. Out of this number, 111 mechanical; 63 grammatical; and 24 punctuation errors were corrected. At the post-test level, a total of 201 errors were committed. Out of this figure, 108 mechanical; 76 grammatical; and 17 punctuation errors were corrected.

The discrepancy between the total pre-test errors of 198, and post-test errors of 201 in the memos of the NF Group of KsTU, gives an indication that the NF intervention could not correct language and formatting errors at the post-test level.

Table 4.25 – Errors Corrected in the Pre- and Post-Test Memos of NF Group of KsTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>agendar</i> (agenda), <i>reqwest</i> (request), <i>procurment</i> (procurement), <i>confrence</i> (conference), <i>tarms</i> (terms), <i>increasment</i> (increment)	54	. Spelling	<i>Comfrance Hall</i> (Conference Hall), <i>sic books</i> (six books), <i>unversity</i> (university), <i>conuting</i> (counting), <i>anual</i> (annual) <i>discusion</i> (discussion), <i>agender</i> (agenda),	52
. Word-Division /Spacing	<i>.. ofmeeting</i> (of meeting), <i>can not</i> (cannot), <i>com pare</i> (compare),	23	. Word-Division /Spacing	<i>staffmembers</i> (staff members), <i>draw backs</i> (drawbacks),	20
.Capitalisation	<i>march</i> (March),	34	.Capitalisation	<i>monday</i> (Monday), <i>thier</i> (their),	36
Sub-Total		111	Sub-Total		108
Grammar:			Grammar:		
. Syntactic	<i>Will expect all of you.</i> (I/We will expect all of you.)	15	. Syntactic	<i>We appointed and orient some junior staff last week.</i> (We appointed and oriented some Junior Staff last week.)	14
. Concord	<i>Most of us don't used...</i> (Most of us do not use...)	20	. Concord	<i>To prepared...</i> (to prepare...)	25
. Tense	<i>be base ...</i> (be based..),	4	. Tense	<i>To be conclude,,</i> (to conclude...),	13
. Semantic	<i>The agenda for members of staff who coming to held the meeting is about...</i> (The agenda for the meeting are as follows:)	11	. Semantic	<i>In line with the XYZ company limited I will like to remind members of staff of...</i> (In line with the policy of XYZ Company Limited on meetings, I will like to remind members of staff of...)	9
. Lexical	<i>The organisation also lack of clean water</i> (The organisation also lacks clean water), <i>I wish to infrom your about...</i> (I wish to inform you of...)	13	. Lexical	<i>The reason for this meet is to...</i> (The reason for this meeting is to...), <i>The company is rewarding of the staff members..</i> (The company is rewarding staff members...)	15
Sub-Total		63	Sub-Total		76
Punctuation marks:			Punctuation marks:		
. Comma	<i>8th March 2017</i> (8th March, 2017)	8	. Comma	<i>8th March 2017</i> (8th March, 2017)	7
. Full stop	<i>Thank you</i> (Thank you.)	7	. Full stop	<i>Thank you,</i> (Thank you.)	5
. Colon and semi-colon	<i>The following are the agenda for the programme.</i> (The following are the agenda for the programme:)	6	. Colon and semi-colon	<i>The agenda is to discuss about</i> (The agenda are to discuss:), <i>as follows</i> (as follows:)	3
. Apostrophe	<i>The manager office</i> (The manager's office)	3	. Apostrophe	<i>The manager office...</i> (The manager's office)	2
Sub-Total		24	Sub-Total		17
TOTAL		198	TOTAL		201

4.6.3.2 Business Letter Texts of the NF Group of KsTU

This section discusses the rubrical and the language and formatting errors in the business letters of the NF Group of KsTU.

(a) Rubrical Errors

At the pre-test level, some rubrical errors were corrected in the business letter texts of the NF Group of KsTU. For example, 3 (15%) participants did not provide recipients' addresses. 5 (25%) used informal date formats. KsNLA8 decided to set the salutation beneath the heading. At the post-test section, the NF intervention contributed insignificantly as most of the rubrical errors committed at the pre-test stage were repeated.

(b) Language and Formatting Errors

From Table 4.26, the total pre-test language and formatting errors corrected were 275. Out of this number, 138 mechanical, 98 grammatical, and 39 punctuation errors were corrected. At the post-test level, a total of 278 errors were committed. Out of this figure, 133 mechanical, 105 grammatical, and 40 punctuation errors were corrected.

If you subtract the total post-test errors of 278 from the pre-test of 275, you get -2. This shows that the NF intervention could not correct errors at the post-test stage in the letters of the NF Group of KsTU.

4.6.3.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the NF Group of KsTU

Table 4.27 highlights the results. The Table depicts that for 30 (37.5%) of the texts, the marks of the post-test items appreciated. For 26 (32.5%) of the scripts, the score of the pre- and post-test maintained.

Table 4.26 – Errors Corrected in the Pre- and Post-Test Letters of the NF Group of KsTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>aplication</i> (application), <i>growt</i> (growth), <i>rice and stiw</i> (rice and stew), <i>recieved</i> (received), <i>procesing</i> (processing), <i>managar</i> (manager),	65	. Spelling	<i>promice</i> (promise), <i>iterms</i> (items), <i>tomato past</i> (tomato paste), <i>moden</i> (modern), <i>certficate</i> , (certificate), <i>instremnts</i> (instruments), <i>drug</i> (drugs)	61
. Word-Division/Spacing	<i>satis fied</i> (satisfied), <i>re do</i> (redo), <i>border line</i> (borderline), <i>food stuffs</i> (foodstuffs), <i>economic al</i> (economical)	28	. Word-Division/Spacing	<i>we put then in to bottles...</i> (we put them into bottles...), <i>further more</i> (furthermore), <i>infact</i> (in fact)	22
.Capitalisation	<i>food and drug authority</i> (Food and Drugs Authority), <i>Abc company limited</i> (ABC Company Limited),	45	.Capitalisation	<i>our branch manager</i> (our Branch Manager), <i>Dear sir</i> (Dear Sir,), <i>yours Faithfully</i> (Yours faithfully,)	50
Sub-Total		138	Sub-Total		133
Grammar:			Grammar:		
. Syntactic	<i>In line the directive of food and drugs authority.</i> (In line with the directives of Food and Drugs Authority, I write to),	12	. Syntactic	<i>Counting on your usual co-operation.</i> (I am/We are counting on your usual co-operation).	11
. Concord	<i>The organisation have...</i> (The organisation has...), <i>Does food and drugs board gives...</i> (Does food and drugs board give...),	35	. Concord	<i>ABC Company Limited process...</i> (ABC Company Limited processes...), <i>one of the product...</i> (one of the products...), <i>this foods</i>	40
. Tense	<i>Our food are process...</i> (our foods are processed...), <i>We have decided to collected...</i> (We have decided to collect...),	25	. Tense	<i>Sometimes, we did not use preservatives...</i> (Sometimes, we do not use preservatives...), <i>was form...</i> (was formed)	28
. Semantic	Dangling structures	3	. Semantic	Dangling structures	4
. Lexical	<i>With reference of the directives...</i> (With reference to the directives...), <i>We will stick to your advise...</i> (We will stick to your advice...),	23	. Lexical	<i>We sell our products at cheap prize.</i> (We sell our products at cheap price), <i>The company has not assessed the fund.</i> (The company has not accessed the fund),	22
Sub-Total		98	Sub-Total		105
Punctuation marks:			Punctuation marks:		
. Comma	<i>Fortunately we have...</i> (Fortunately, we have...)	19	. Comma	<i>Dear Sir</i> (Dear Sir,)	20
. Full stop	<i>Thank you</i> (Thank you.)	15	. Full stop	<i>Thank you</i> (Thank you.)	17
. Apostrophe	<i>Your's faithfully</i> , (Yours faithfully,)	5	. Apostrophe	<i>The companies goods</i> (The company's/companies' goods),	3
Sub-Total		39	Sub-Total		40
TOTAL		275	TOTAL		278

For the remaining 24 (30%) texts, the post-test scores depreciated moderately. A comparative analysis of Tables 4.21, 4.24, and 4.27 shows that though the NF intervention has capacity of modifying errors; its efficiency cannot be compared to those of DF and IF.

Table 4.27 – Pre- and Post-Test Memo and Business Letter Results of NF Group of KsTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
KsNMA1	10		Score maintained	KsNLA1	9		Score appreciated
KsNMA2	13		Score depreciated	KsNLA2	12		Score maintained
KsNMA3	8		Score appreciated	KsNLA3	9		Score depreciated
KsNMA4	10		Score appreciated	KsNLA4	14		Score maintained
KsNMA5	12		Score maintained	KsNLA5	11		Score maintained
KsNMA6	15		Score depreciated	KsNLA6	12		Score appreciated
KsNMA7	13		Score appreciated	KsNLA7	13		Score depreciated
KsNMA8	9		Score maintained	KsNLA8	9		Score depreciated
KsNMA9	11		Score maintained	KsNLA9	12		Score maintained
KsNMA10	11		Score depreciated	KsNLA10	12		Score depreciated
KsNMA11	12		Score appreciated	KsNLA11	13		Score appreciated
KNMA12	14		Score maintained	KsNLA12	14		Score depreciated
KsNMA13	13		Score depreciated	KsNLA13	14		Score depreciated
KsNMA14	12		Score maintained	KsNLA14	8		Score appreciated
KsNMA15	13		Score appreciated	KsNLA15	9		Score appreciated
KsNMA16	12		Score maintained	KsNLA16	13		Score maintained
KsNMA17	9		Score maintained	KsNLA17	8		Score appreciated
KsNMA18	11		Score appreciated	KsNLA18	10		Score appreciated
KsNMA19	10		Score depreciated	KsNLA19	11		Score maintained
KsNMA20	10		Score appreciated	KsNLA20	13		Score depreciated

4.7 Analysis of HTU Texts

The analysis focuses on the three major groupings of DF, IF, and NF of HTU.

4.7.1 Analysis of the Text of the DF Group of HTU

Here, the discussion focuses on the memos, letters, and results of the DF Group.

4.7.1.1 Memorandum Texts of the DF Group of HTU

This sub-section looks at the rubrical and language and formatting errors.

(a) Rubrical Errors

At the pre-test level, some rubrical errors were found and corrected. For instance, 2 (10%) participants included subscriptions (for example, *Yours faithfully*), 7 (35%) made alignment errors, and 4 (20%) provided informal dates. At the post-test level, the DF intervention succeeded in correcting all the rubrical errors identified.

(b) Language and Formatting Errors

From Table 4.28, a total of 209 pre-test language and formatting errors were seen and corrected. Out of this figure, 95 mechanical, 79 grammatical, and 35 punctuation errors were corrected. However, at the post-test level, a total of 86 errors were seen and corrected. Out of this number, 36 mechanical, 33 grammatical, and 17 punctuation errors were identified and corrected. The difference of 123 less errors, between the pre- and the post-test errors, portrays the potency of the DF intervention in correction of rubrical errors.

Table 4.28 – Errors Corrected in the Pre- and Post-Test Memos of the DF Group of HTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>openning</i> (opening), <i>clossing</i> (closing), (premise), <i>invirted</i> (invited), <i>discused</i> (discussed),	41	. Spelling	<i>closseng</i> (closing), <i>abolt</i> (about), <i>wonda</i> (wonder), <i>followes</i> (follows), <i>aboult</i> (about), <i>numberng</i> (numbering)	13
. Spacing/ Word-Division	<i>24 th March</i> (24th March), <i>conference hall</i> (Conference Hall),	12	. Spacing/ Word-Division	<i>Infact</i> (In fact); here by (hereby), <i>hi nder</i> (hinder)	7
.Capitalisation	<i>annual general meeting</i> (Annual General Meeting), <i>monday</i> (Monday), <i>I Write ...</i> (I write),	39	.Capitalisation	<i>. annual general meeting</i> (Annual General Meeting), <i>We Always...</i> (We always...), <i>We Are ...</i> (We are...)	15
. Paragraph inconsistency	Mixture of indented and block paragraphs	3	. Paragraph inconsistency	Mixture of indented and block paragraphs	1
Sub-Total		95	Sub-Total		36
Grammar:			Grammar:		
. Syntactic	Am honoured to write... (I am honoured to write...), <i>Hope you will make it</i> (I hope you will make it),	12	. Syntactic	<i>. Will expect you</i> (I/We will expect you.); to discuss about... (to discuss...),	6
. Concord	<i>), the company have ...</i> (the company has...), <i>food are ...</i> (foods are ...)	19	. Concord	<i>She have...</i> (She has...);	7
. Tense	<i>It has being observed...</i> (It has been observed...), <i>their hands are clean...</i> (their hands are cleaned...)	21	. Tense	<i>...before it is process...</i> (...before it is processed); <i>...have taking...</i> (...have taken...)	8
. Semantic	Dangling modifiers	4	. Semantic	Dangling modifiers	1
. Lexical	<i>as we agreed in our...</i> (as we agreed on in our...), <i>has chocked success...</i> (has chalked success...)	23	. Lexical	<i>Stuff</i> (staff) lunching (launching), <i>well meat you...</i> (will meet you...), <i>discuss about</i> (discuss)	11
Sub-Total		79	Sub-Total		33
Punctuation marks:			Punctuation marks:		
. Comma	<i>Also we will discuss...</i> (Also, we will discuss...)	15	. Comma	<i>Sadly the company...</i> (Sadly, the company...)	8
. Full stop	Thank you (Thank you.)	10	. Full stop	Please be punctual (Please be punctual.)	4
. Colon and semi-colon	<i>...which include</i> (...which includes:)	6	. Colon and semi-colon	<i>... are listed below;</i> (...are listed below:)	3
. Apostrophe	<i>Lets all...</i> (Let's all...)	4	. Apostrophe	<i>The companys financial...</i> (The company's financial...),	2
Sub-Total		35	Sub-Total		17
TOTAL		209	TOTAL		86

4.7.1.2 Business Letter Texts of the DF Group of HTU

This sub-division discusses the rubrical and the language and formatting errors.

(a) Rubrical Errors

The DF Group of HTU made some rubrical errors at the pre-test level. For example, HDLA5 used informal date form of 24/03/17. This is unacceptable in formal letters. HDLA9, and 10 mismatched the salutation, *Dear Sir*, with the subscription, *Yours sincerely*. At the post-test stage, the application of the DF intervention led to huge decrease of these pre-test rubrical errors. This confirms the superiority of the DF intervention in error correction.

However, fresh rubrical errors were created. For instance, HDLB19 wrote the full name of the sender before appending the signature, a situation which was absent at the pre-test level. This could be a clear case of human error since at the pre-test stage, the participant appended the signature first before writing the full name.

(b) Language and Formatting Errors

According to Table 4.29, the total pre-test language and formatting letter errors for DF Group of HTU was 318. From this figure, 152 mechanical, 138 grammatical, and 28 punctuation errors were found and corrected. Nevertheless, at the post-test level, a total of 97 errors were identified and corrected. Out of this number, 36 mechanical, 46 grammatical, and 15 punctuation errors were seen and corrected. The difference of 198 less errors between the pre- and the post-test errors attained, further interprets the effectiveness of the DF intervention in correction of language and formatting errors.

Table 4.29 – Errors Corrected in the Pre- and Post-Test Letters of DF Group of HTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>expireing</i> (expiring), <i>maked</i> (made), <i>constualting</i> (consulting), <i>limitted</i> (limited),	62	. Spelling	<i>proceedere</i> (procedure), <i>doucementation</i> (documentation) <i>limite</i> (limit), <i>explanation</i> (explanation)	13
. Spacing/ Word-Division	under go (undergo), first ly (firstly),	46	. Spacing/ Word-Division	<i>Our Foods</i> (Our foods), <i>yours faithfully</i> (Yours faithfully),	11
.Capitalisation	<i>Dear madam</i> (Dear Madam), <i>ho</i> (Ho), <i>Dear sir</i> (Dear Sir),	39	.Capitalisation	<i>i Write to...</i> (I write to...), <i>march</i> (March)	10
. Paragraph inconsistency	Mixture of indented and block paragraphs	5	. Paragraph inconsistency	Mixture of indented and block paragraphs	2
Sub-Total		152	Sub-Total		36
Grammar:			Grammar:		
. Syntactic	<i>Process of gari take long time</i> (Processing of gari takes a long time),	28	. Syntactic	<i>I humbly write you</i> (I humbly write to you), <i>first and foremost</i> , <i>Freezing</i> (The first one is freezing)	11
. Concord	<i>My company process...</i> (My company processes...)	38	. Concord	<i>How foods is processed...</i> (How foods are processed...)	10
. Tense	<i>to processed...</i> (to process.../to be processed...), <i>...is not apply</i> (... is not applied),	45	. Tense	<i>How foods are processing in my company</i> (How foods are processed in my company),	14
. Semantic		4	. Semantic		2
. Lexical	<i>This from the quality assurance...</i> (This is from the Quality Assurance...),	23	. Lexical	<i>The incident when happened...</i> (The incident that happened...), <i>All what I said...</i> (All that I said...)	9
Sub-Total		138	Sub-Total		46
Punctuation marks:			Punctuation marks:		
. Comma	<i>Dear Sir.</i> (Dear Sir,)	12	. Comma	Omission and wrong placement of comma. E.g. <i>Dear Sir</i> (Dear Sir,)	9
. Full stop	Omission and wrong placement of full stop	9	. Full stop	Omission and wrong placement of full stop	4
. Colon and semi-colon	Omission and wrong placement of colon or semicolon	2	. Colon and semi-colon	Omission and wrong placement of colon or semicolon	-
. Apostrophe	<i>...company goods</i> (company's goods)	5	. Apostrophe	<i>Your's sincerely</i> (Yours sincerely),	2
Sub-Total		28	Sub-Total		15
TOTAL		318	TOTAL		97

4.7.1.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the DF Group of HTU

Table 4.30 portrays results of memorandum and business letter scripts of the DF Group of HTU. The results indicate that for 72 (90%) of texts, the score of the pre- and the post-test items appreciated. For 6 (7.5%) of the texts, there were no changes between the scores of the pre- and the post-test items. However, the post-test score of one participant (HDMB19), depreciated. Though the participant had a pre-test memo score of 12/20; at the post-test level, he or she registered 7/20. His or her inability to complete the post-test memo contributed to this situation. The potency of the DF intervention was further displayed as the scores of 90% of the DF Group of HTU appreciated.

Table 4.30 – Pre- and Post-Test Memo and Business Letter Results of DF Group of HTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
HDMA1	11		<i>Score appreciated</i>	HDLA1	11		<i>Score maintained</i>
HDMB1		12		HDLB1		11	<i>Score maintained</i>
HDMA2	9		<i>Score appreciated</i>	HDLA2	12		<i>Score appreciated</i>
HDMB2		12		HDLB2		13	<i>Score appreciated</i>
HDMA3	12		<i>Score appreciated</i>	HDLA3	10		<i>Score appreciated</i>
HDMB3		14		HDLB3		11	<i>Score appreciated</i>
HDMA4	10		<i>Score appreciated</i>	HDLA4	11		<i>Score appreciated</i>
HDMB4		11		HDLB4		12	<i>Score appreciated</i>
HDMA5	9		<i>Score appreciated</i>	HDLA5	11		<i>Score appreciated</i>
HDMB5		11		HDLB5		13	<i>Score appreciated</i>
HDMA6	12		<i>Score appreciated</i>	HDLA6	12		<i>Score appreciated</i>
HDMB6		13		HDLB6		14	<i>Score appreciated</i>
HDMA7	9		<i>Score appreciated</i>	HDLA7	10		<i>Score appreciated</i>
HDMB7		12		HDLB7		12	<i>Score appreciated</i>
HDMA8	13		<i>Score appreciated</i>	HDLA8	13		<i>Score appreciated</i>
HDMB8		14		HDLB8		15	<i>Score appreciated</i>
HDMA9	7		<i>Score appreciated</i>	HDLA9	9		<i>Score appreciated</i>
HDMB9		10		HDLB9		11	<i>Score appreciated</i>
HDMA10	6		<i>Score appreciated</i>	HDLA10	9		<i>Score appreciated</i>
HDMB10		10		HDLB10		11	<i>Score appreciated</i>
HDMA11	10		<i>Score maintained</i>	HDLA11	9		<i>Score appreciated</i>
HDMB11		10		HDLB11		11	<i>Score appreciated</i>
HDMA12	12		<i>Score appreciated</i>	HDLA12	10		<i>Score appreciated</i>
HDMB12		13		HDLB12		12	<i>Score appreciated</i>
HDMA13	11		<i>Score appreciated</i>	HDLA13	9		<i>Score appreciated</i>
HDMB13		12		HDLB13		10	<i>Score appreciated</i>
HDMA14	14		<i>Score appreciated</i>	HDLA14	12		<i>Score appreciated</i>
HDMB14		15		HDLB14		14	<i>Score appreciated</i>

HDMA15	9		<i>Score</i>	HDLA15	10		<i>Score</i>
HDMA15		10	<i>appreciated</i>	HDLB15		11	<i>depreciated</i>
HDMA16	9		<i>Score</i>	HDLA16	12		<i>Score</i>
HDMA16		12	<i>appreciated</i>	HDLB16		12	<i>maintained</i>
HDMA17	10		<i>Score</i>	HDLA17	10		<i>Score</i>
HDMA17		13	<i>appreciated</i>	HDLB17		11	<i>appreciated</i>
HDMA18	12		<i>Score</i>	HDLA18	11		<i>Score</i>
HDMA18		13	<i>appreciated</i>	HDLB18		12	<i>Appreciated</i>
HDMA19	12		<i>Score</i>	HDLA19	9		<i>Score</i>
HDMA19		7	<i>depreciated</i>	HDLB19		11	<i>appreciated</i>
HDMA20	11		<i>Score</i>	HDLA20	12		<i>Score</i>
HDMA20		13	<i>appreciated</i>	HDLB20		13	<i>appreciated</i>

4.7.2 Analysis of the Texts of the IF Group of HTU

This sub-section analyses the memorandum and the business letter texts of the IF Group of HTU. The analysis is segmented into three parts of memorandum texts, business letter texts, and results.

4.7.2.1 Memorandum Texts of the IF Group of HTU

The analyses of the memorandum texts focuses on rubrical and language and formatting errors.

(a) Rubrical Errors

At the pre-test level, I corrected a number of rubrical errors. For example, 2 of the texts (HIMA6 and 7) did not have signatures appended against names. The memoranda of 3 participants (HIMA9, 13, and 16) lacked agenda. HIMA20 did not have *FROM* in the rubrics.

At the post-test level, apart from the 2 participants (HIMB6 and 7) who repeated the same rubrical errors of no signature, all the IF Group participants of HTU corrected all the pre-test rubrical errors.

(b) Language and Formatting Errors

Table 4.31 projects the pre- and post-test language and formatting errors found in the memoranda of the IF Group of HTU. From the pre-test section of the Table, an overall total of 263 errors were identified and corrected. Out of this figure, 130 mechanical, 86 grammatical, and 47 punctuation errors were seen and corrected.

However, at the post-test stage, the total pre-test errors of 263 found at the pre-test errors were reduced by a margin of 38, implying that a total of 226 post-test errors were seen and corrected. Out of this post-test errors, 112 were mechanical, 67 grammatical, and 47 punctuation errors. The difference of 38 post-test errors is an indication that; though the IF intervention corrects errors, its strength cannot be compared with the strength of the DF in terms of correction of memoranda errors.

4.7.2.2 Business Letter Texts of the IF Group of HTU

The analysis focuses on rubrical, language and formatting errors and the results.

(a) Rubrical Errors

At the pre-test stage, the IF Group of HTU made a number of rubrical errors. For instance, 2 (10%) (HILA5 and 6) did not have salutation in the texts; and 5 (25%) mismatched the salutation, *Dear Sir*, with the subscription, *Yours sincerely*. At the post-test level, the indirect feedback intervention contributed enormously. But for 2 scripts (HILB14 and HILB16) which had the same errors of *no recipient's address* and *wrong alignment of salutation and subscription* respectively, all the rubrical errors found at the pre-test level were corrected at the post-test level.

Table 4.31 – Errors Corrected in the Pre- and Post-Test Memos of the IF Group of HTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>mangement</i> (management), <i>succesful</i> (successful), <i>regulare</i> (regular), <i>writte</i> (write), <i>hopeing</i> (hoping),	47	. Spelling	<i>conut</i> (count), <i>runing</i> (running), <i>maneger</i> (manager), <i>whic</i> (which), <i>livel</i> (level), <i>usuall</i> (usual), <i>dinning room</i> (dining room)	39
. Word-Division	<i>fore court</i> (forecourt), <i>dinningroom</i> (dining room)	32	. Word-Division	<i>for go</i> (forgo), <i>un usual</i> (unusual), <i>dis count</i> (discount)	27
.Capitalisation	<i>monday</i> (Monday), <i>as Well as...</i> (as well as...)	51	.Capitalisation	<i>We Understand ...</i> (We understand...), <i>friday</i> (Friday)	46
Sub-Total		130	Sub-Total		112
Grammar:			Grammar:		
. Syntactic	<i>Will write to you again on the subject matter</i> (We will/I will write to you again on the subject matter.)	8	. Syntactic	<i>We will discuss issues formal</i> (We will discuss formal issues), <i>shall expect everyone</i> (We/I shall expect everyone)	4
. Concord	<i>One of the issue is ...</i> (One of the issues is...)	34	. Concord	<i>He have to process...</i> (He has to process...),	30
. Tense	<i>members are entreat...</i> (members are entreated ...),	23	. Tense	<i>We do that to processed...</i> (We do that to process...)	17
. Semantic	<i>In line with the organisation, I write to ...</i> (In line with the organisation's policy on meeting, I write to...)	4	. Semantic		-
. Lexical	<i>All stuff members should make it a point to attend.</i> (All staff members should make it a point to attend)	17	. Lexical	<i>The Chairman will stress on the issue....</i> (The Chairman will stress the issue...)	16
Sub-Total		86	Sub-Total		67
Punctuation marks:			Punctuation marks:		
. Comma	<i>Also we process ...</i> (Also, we process...)	19	. Comma	<i>To begin with we have a machine...</i> (To begin with, we have a machine...)	18
. Full stop	<i>Please be punctual</i> (Please be punctual.)	20	. Full stop	<i>Thank you</i> (Thank you.)	19
. Colon and semi-colon	<i>The meeting will discuss the following agenda.</i> The meeting will discuss the following agenda:	8	. Colon and semi-colon	<i>The agenda for the meeting are as follows.</i> The agenda for the meeting are as follows:	7
. Apostrophe		-	. Apostrophe	<i>General Manager Secretary</i> (General Manager's Secretary)	3
Sub-Total		47	Sub-Total		47
TOTAL		263	TOTAL		226

(b) Language and Formatting Errors

From the pre-test section of Table 4.32, an overall total of 240 errors were found and corrected. Out of this number, 118 were mechanical, 98 grammatical, and 24 punctuation errors.

However, at the post-test stage, an overall total of 206 errors were recorded. Out of this, 97 mechanical, 80 grammatical, and 29 punctuation errors were found and corrected. The difference of 34 post-test errors is an indication that the IF intervention can correct errors, though its strength cannot be compared with the strength of the DF intervention. The possible reason for this situation is that, though the participants' attention was drawn to some faulty structures, they could not specifically determine the errors, and therefore failed to correct them subsequently.

4.7.2.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the IF Group of HTU

Table 4.33 shows results of memorandum and business letter scripts of the IF Group of HTU. The results display that for 12 of the texts (15%), the scores of the pre- and post-test items did not change. For 8 (10%) of the texts, the scores of the post-tests reduced. For the remaining 60 texts (75%), the score of the pre- and the post-test items appreciated. The implication is that the IF intervention facilitated 75% of the IF Group of HTU to produce relatively accurate texts. Maybe the participants could not decode some of the error symbols used.

Table 4.32 – Errors Corrected in the Pre- and Post-Test Letters of the IF Group of HTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>managment</i> (management), <i>finanse</i> (finance), <i>conveged</i> (conveyed), <i>highted</i> (highlighted), <i>pistle</i> (pestle), <i>lessing</i> (lessen), <i>senting</i> (sending)	58	. Spelling	<i>gorveing</i> (governing), <i>noter</i> (noted), <i>mordern</i> (modern), <i>accross</i> (across), <i>preperation</i> (preparation),	48
. Word-Division/Spacing	<i>In deed</i> (Indeed), <i>in to</i> (into),	15	. Word-Division/Spacing	<i>The work that we do is tire some</i> (The work that we do is tiresome)	13
.Capitalisation	<i>march</i> (March), <i>i am the Ceo of Abc Company limited</i> . (I am the CEO of ABC Company Limited)	45	.Capitalisation	<i>General manager</i> (General Manager),	36
Sub-Total		118	Sub-Total		97
Grammar:			Grammar:		
. Syntactic	<i>The processing machines are adequate enough</i> (The processing machines are adequate/The processing machines are enough)	12	. Syntactic	<i>Counting on your usual cooperation</i> (We are/I am counting on your usual cooperation)	7
. Concord	<i>The company will registers the product...</i> (The Company will register the product...)	34	. Concord	<i>The organisation have a lot of equipment...</i> (The organisation has a lot of equipment...)	24
. Tense	<i>We went to the market to purchased...</i> (We went to the market to purchase...)	29	. Tense	<i>Our juice is process...</i> (Our juice is processed...)	28
. Semantic	Misplaced subjects	4	. Semantic	Dangling modifiers	4
. Lexical	<i>motor</i> (mortar), <i>The reduces cost...</i> (This reduces cost...),	19	. Lexical	<i>First we grill the meat in other to...</i> (First, we grill the meat in order to...) <i>yours faithful</i> (Yours faithfully,)	17
Sub-Total		98	Sub-Total		80
Punctuation marks:			Punctuation marks:		
. Comma	<i>Dear Sir/Madam</i> (Dear Sir/Madam,)	10	. Comma	<i>Dear Sir</i> (Dear Sir,)	12
. Full stop	<i>We hope to hear from you</i> (We hope to hear from you.)	12	. Full stop	<i>We thank you</i> (We thank you.)	13
. Apostrophe	<i>We will write to you in one week time</i> . (We will write to you in one week's time)	2	. Apostrophe	<i>Your's faithfully</i> , (Yours faithfully),	4
Sub-Total		24	Sub-Total		29
TOTAL		240	TOTAL		206

Table 4.33 – Pre- and Post-Test Memo and Business Letter Results of IF Group of HTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
HIMA1	10		Score	HILA1	12		Score
HIMB1		10	maintained	HILB1		13	appreciated
HIMA2	8		Score	HILA2	9		Score
HIMB2		9	appreciated	HILB2		14	appreciated
HIMA3	9		Score	HILA3	12		Score
HIMB3		12	appreciated	HILB3		12	maintained
HIMA4	9		Score	HILA4	9		Score
HIMB4		10	appreciated	HILB4		10	appreciated
HIMA5	11		Score	HILA5	12		Score
HIMB5		11	maintained	HILB5		14	appreciated
HIMA6	12		Score	HILA6	9		Score
HIMB6		12	maintained	HILB6		11	appreciated
HIMA7	10		Score	HILA7	12		Score
HIMB7		13	appreciated	HILB7		11	depreciated
HIMA8	11		Score	HILA8	11		Score
HIMB8		13	appreciated	HILB8		13	appreciated
HIMA9	8		Score	HILA9	13		Score
HIMB9		9	appreciated	HILB9		14	appreciated
HIMA10	11		Score	HILA10	11		Score
HIMB10		10	depreciated	HILB10		13	appreciated
HIMA11	9		Score	HILA11	10		Score
HIMB11		12	appreciated	HILB11		11	appreciated
HIMA12	12		Score	HILA12	10		Score
HIMB12		13	appreciated	HILB12		11	appreciated
HIMA13	6		Score	HILA13	9		Score
HIMB13		10	appreciated	HILB13		12	appreciated
HIMA14	8		Score	HILA14	12		Score
HIMB14		11	appreciated	HILB14		13	appreciated
HIMA15	10		Score	HILA15	12		Score
HIMB15		11	appreciated	HILB15		14	appreciated
HIMA16	8		Score	HILA16	10		Score
HIMB16		9	appreciated	HILB16		10	maintained
HIMA17	12		Score	HILA17	10		Score
HIMB17		12	maintained	HILB17		13	appreciated
HIMA18	11		Score	HILA18	11		Score
HIMB18		10	depreciated	HILB18		12	Appreciated
HIMA19	12		Score	HILA19	11		Score
HIMB19		13	appreciated	HILB19		13	appreciated
HIMA20	10		Score	HILA20	10		Score
HIMB20		9	depreciated	HILB20		12	appreciated

4.7.3 Analysis of the Text of the NF Group of HTU

The section discusses the memos, letters, and results of the NF Group from HTU.

4.7.3.1 Memorandum Texts of the NF Group of HTU

This part has been grouped into rubrical, and language and formatting errors.

(a) Rubrical Errors

The NF Group of HTU made some rubrical errors at the pre-test level. For instance, HNMA4 did not provide the heading notation, *TO:*. 10 (50%) of the participants made wrong alignment errors. Again, HNMA12 included a subscription, *Yours faithfully*.

At the post-test section, some of the participants were able to correct some of the pre-test rubrical errors. For example, 3 of the participants aligned their rubrics correctly. Also, HNMB12 did not include a subscription again.

(b) Language and Formatting Errors

At the pre-test section of Table 4.34, an overall total of 226 errors were found and corrected. Out of this number, 114 were mechanical, 82 grammatical, and 30 punctuation errors.

But, at the post-test section, an overall total of 222 errors were found. Out of this figure, 110 mechanical, 80 grammatical, and 32 punctuation errors were seen and corrected. The difference of 4 errors between the pre- and the post-test items, shows that NF is not a strong interventional tool. The possible reason for the poor post-test performance was that when the participants were given a second chance to re-write the text, they did not see any error to correct.

4.7.3.2 Business Letter Texts of the NF Group of HTU

The issues here are grouped into rubrical, and language and formatting errors.

(a) Rubrical Errors

At the pre-test stage, some rubrical errors were seen and corrected. For example, HNLA1, and 2 (10%) did not include recipient's address; HNLA14 did not have sender's address. Again, 5 scripts (25%), did not have subscription, signature

and full name at all. At the post-test section, 3 participants (30%) repeated the errors of no subscription, signature and full name. Again, 2 participants (HNLB3, and 5) (10%) repeated '*name before signature*' error at the subscription section.

(b) Language and Formatting Errors

At pre-test section of Table 4.35, a total of 241 errors were found and corrected. From this figure, 110 were mechanical, 94 grammatical, and 37 punctuation errors.

At the post-test section, a total of 238 errors were found and corrected. Out of this, 106 were mechanical, 93 grammatical, and 39 punctuation errors. The difference of 3 errors between the pre-test and the post-test errors is insignificant. This thus, renders the NF intervention ineffective in terms of correcting language and formatting errors found in the letters of the NF Group of HTU. The possible reason was that the NF could not trigger their noticing ability.

Table 4.34 – Errors Corrected in the Pre- and Post-Test Memos of NF Group of HTU

PRE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>paryment</i> (payment), <i>remaind</i> (remind), <i>heled</i> (held), <i>increasement</i> (increment), <i>apprinting</i> (appointing),	48	. Spelling	<i>conferance</i> (conference), <i>heled</i> (held), <i>menting</i> (meeting), <i>increasement</i> (increment), <i>venu</i> (venue), <i>limitted</i> (limited),	47
. Word-Division /Spacing	<i>chair person</i> (chairperson), <i>theagenda</i> (the agenda)	21	. Word-Division /Spacing	<i>20thmarch</i> (20th March), <i>infact</i> (in fact)	19
.Capitalisation	<i>annual general meeting</i> (Annual General Meeting),	45	.Capitalisation	<i>To Introduce new members...</i> (To introduce new members...)	44
Sub-Total		114	Sub-Total		110
Grammar:			Grammar:		
. Syntactic	<i>Will expect all to attend</i> (I/We expect all of you to attend)	13	. Syntactic	<i>Last week, a member proposed and the house discuss ...</i> (Last week, a member proposed and the house discussed...)	13
. Concord	<i>The meeting start at...</i> (The meeting starts at...)	16	. Concord	<i>Each member of staff are expect to pay...</i> (Each member of staff is expected to pay...)	16
. Tense	<i>We have take delivery...</i> (We have taken delivery...)	27	. Tense	<i>Are expect to pay...</i> (Are expected to pay...)	23
. Semantic	<i>The following are the agenda to discuss at the meeting.</i> (The following are the agenda to be discussed at the meeting.)	5	. Semantic	<i>In line with the policies of the organisation.</i> (In line with the polices of the organisation, I write to invite you....)	7
. Lexical	<i>Remainder of Annual General meeting</i> (Reminder of Annual General Meeting)	21	. Lexical	<i>The meeting will find out as to whether...</i> (The meeting will find out whether...)	21
Sub-Total		82	Sub-Total		80
Punctuation marks:			Punctuation marks:		
. Comma	<i>14th March 2015.</i> (14th March, 205)	14	. Comma	However we are able to ... (However, we are able to...)	15
. Full stop	<i>Thank you,</i> (Thank you.),	8	. Full stop	<i>Thank you</i> (Thank you.)	8
. Colon and semi-colon	<i>The issues are as follows.</i> (The issues are as follows :)	4	. Colon and semi-colon	The following are the agenda. (The following are the agenda:)	4
. Apostrophe	<i>Im requesting that...</i> (<i>I'm requesting that...</i>)	4	. Apostrophe	<i>We will meet there in one hour time.</i> (We will meet there in one hour's time.), <i>4 Oclock pm</i> (4 O'clock pm)	5
Sub-Total		30	Sub-Total		32
TOTAL		226	TOTAL		222

Table 4.35 – Errors Corrected in the Pre- and Post-Test Letters of the NF Group of HTU

P RE-TEST			POST-TEST		
Types of Errors	Examples	Number of Errors found	Types of Errors	Examples	Number of Errors found
Mechanics:			Mechanics:		
. Spelling	<i>conveged</i> (conveyed), <i>highted</i> (highlighted), <i>pistle</i> (pestle), <i>lessing</i> (lessen), <i>senting</i> (sending)	67	. Spelling	<i>gorveing</i> (governing), <i>noter</i> (noted), <i>mordern</i> (modern), <i>accross</i> (across), <i>preperation</i> (preparation),	64
. Word-Division/Spacing	<i>The so lid</i> form of ... (The solid form of ...), <i>prin ciple</i> (principle), <i>further more</i> (furthermore)	10	. Word-Division/Spacing	<i>pro cess</i> (process), <i>pro cedure</i> (procedure), <i>infact</i> , (In fact),	11
.Capitalisation	<i>I Write to ...</i> (I write to...), <i>ABC company limited</i> (ABC Company Limited)	29	.Capitalisation	<i>yours Sincerely</i> (Yours sincerely), <i>ho food center</i> (Ho Food Centre), <i>food and drugs authority</i> (Food and Drugs Authority)	27
. Paragraph inconsistency	Mixture of block and indented paragraphs	4	. Paragraph inconsistency	Mixture of block and indented paragraphs	4
Sub-Total		110	Sub-Total		106
Grammar:			Grammar:		
. Syntactic	<i>Am writing this letter to...</i> (I am/I'm writing this letter to...)	12	. Syntactic	<i>In refer to your letter dated 10th January, 2016.</i> (I reference to your letter dated 10th January, 2016, I write to ...)	11
. Concord	<i>How food are ...</i> (How foods are/How a food is...),	28	. Concord	<i>These crop</i> (These crops), <i>one of the best food</i> (one of the best foods...), <i>ABC Company have</i> (ABC Company has...),	29
. Tense	<i>The machine can processes...</i> (The machine can process...), <i>It was form ...</i> (It was formed...)	31	. Tense	<i>We have acquire ...</i> (We have acquired...), <i>Our company didn't knew about...</i> (Our Company did not know about...)	30
. Semantic	Ambiguous sentences	6	. Semantic	Ambiguous sentences	5
. Lexical	<i>The motor that we use in ...</i> (The mortar that we use in...), <i>The reduces cost...</i> (This reduces cost...)	17	. Lexical	<i>yours faithful</i> (Yours faithfully), <i>The reduces...</i> (This reduces...), <i>We made a complain...</i> (We made a complain)	18
Sub-Total		94	Sub-Total		93
Punctuation marks:			Punctuation marks:		
. Comma	<i>Dear Sir /Madam</i> (Dear Sir/Madam,)	20	. Comma	<i>Also we have...</i> (Also, we have ...)	22
. Full stop	<i>We have already written to you on this</i> (We have already written to you on this.)	10	. Full stop	<i>Thank you</i> (Thank you.)	11
. Apostrophe	<i>Your's faithfully</i> (Yours faithfully)	5	. Apostrophe	<i>The company rules and regulations...</i> (The Company's rules and regulations), <i>Your's faithfully</i> , (Yours faithfully),	4
. Hyphen	<i>A two day programme</i> (A two-day programme)	2	. Hyphen	<i>A two day programme</i> (A two-day programme)	2
Sub-Total		37	Sub-Total		39
TOTAL		241	TOTAL		238

4.7.3.3 Results of Pre- and Post-Test Memo and Business Letter Scripts of the NF Group of HTU

Table 4.36 shows results of memorandum and business letter scripts of the NF Group of HTU. The Table shows that for 32 (40%) of the texts, the marks of the post-test maintained. For 28 (35%) of the texts, the score of the pre- and post-test increased. For the rest of the 20 scripts (25%), the post-test scores depreciated. When you compare the memo and the business letter results of the three Groups, as illustrated in Tables 4.30, (DF Group), 4.33 (IF Group), and 4.36 (NF Group), you realise that the NF could not adequately facilitate correction of errors at the post-test level than the DF and the IF interventions did. Maybe, the participants' attention was not drawn to specific errors.

Table 4.36 – Pre- and Post-Test Memo and Business Letter Results of NF Group of HTU

Code (Memo)	Pre-Test Score	Post-Test Score	Comments	Code (Bus. Letter)	Pre-Test Score	Post-Test Score	Comments
HNMA1	10		Score depreciated	HNLA1	10		Score depreciated
HNMB1		9	Score depreciated	HNLB1		9	Score depreciated
HNMA2	13		Score maintained	HNLA2	12		Score appreciated
HNMB2		13	Score maintained	HNLB2		13	Score appreciated
HNMA3	10		Score maintained	HNLA3	9		Score maintained
HNMB3		10	Score maintained	HNLB3		9	Score maintained
HNMA4	10		Score appreciated	HNLA4	12		Score appreciated
HNMB4		11	Score appreciated	HNLB4		14	Score appreciated
HNMA5	12		Score appreciated	HNLA5	12		Score depreciated
HNMB5		13	Score appreciated	HNLB5		11	Score depreciated
HNMA6	13		Score maintained	HNLA6	12		Score maintained
HNMB6		13	Score maintained	HNLB6		12	Score maintained
HNMA7	12		Score appreciated	HNLA7	12		Score maintained
HNMB7		13	Score appreciated	HNLB7		12	Score maintained
HNMA8	10		Score depreciated	HNLA8	8		Score maintained
HNMB8		9	Score depreciated	HNLB8		8	Score maintained
HNMA9	10		Score appreciated	HNLA9	10		Score appreciated
HNMB9		12	Score appreciated	HNLB9		13	Score appreciated
HNMA10	10		Score maintained	HNLA10	13		Score depreciated
HNMB10		10	Score maintained	HNLB10		12	Score depreciated
HNMA11	13		Score depreciated	HNLA11	12		Score depreciated
HNMB11		11	Score depreciated	HNLB11		11	Score depreciated
HNMA12	12		Score maintained	HNLA12	13		Score appreciated
HNMB12		12	Score maintained	HNLB12		15	Score appreciated
HNMA13	12		Score appreciated	HNLA13	9		Score maintained
HNMB13		14	Score appreciated	HNLB13		9	Score maintained

HNMA14	13		Score	HNLA14	7		Score
HNMB14		12	depreciated	HNLB14		9	appreciated
HNMA15	12		Score	HNLA15	10		Score
HNMB15		11	depreciated	HNLB15		10	maintained
HNMA16	10		Score	HNLA16	8		Score
HNMB16		10	maintained	HNLB16		10	appreciated
HNMA17	8		Score	HNLA17	12		Score
HNMB17		8	maintained	HNLB17		10	depreciated
HNMA18	11		Score	HNLA18	11		Score
HNMB18		14	appreciated	HNLB18		15	appreciated
HNMA19	9		Score	HNLA19	12		Score
HNMB19		12	appreciated	HNLB19		12	maintained
HNMA20	12		Score	HNLA20	9		Score
HNMB20		12	maintained	HNLB20		9	maintained

4.8 Discussions of Results

The discussions have been segmented into the three groups – DF, IF and NF – of the 4 selected cases.

4.8.1 Discussions of Results of the DF Groups

In comparing the rubrical errors of the DF participants (of STU, KTU, KsTU, and HTU) at the pre- and post-test levels, it can be realized that, at the post-test level, the participants were able to correct a majority of the errors pointed out directly at the pre-test level. Noticing Hypothesis (NH) strongly aided the participants in this group as they were able to work on major errors identified at the pre-test level⁴⁹. For example, on memoranda, the DF intervention succeeded in eradicating all errors of wrong alignment of salutation and subscription.

A comparative analysis of the total language and formatting errors at the pre- and post-test levels of the memo scripts of the Direct Feedback (DF) Group from STU revealed that the 207 errors committed at the pre-test level were significantly reduced at the post-test level to only 71 errors. The difference is 136 errors. Furthermore, in juxtaposing the 83 business letter errors corrected at

⁴⁹ The Noticing Hypothesis states that SLL must consciously notice the grammatical form of their input before they can learn grammar (Schmidt 2010).

the post-test level, with the 245 errors corrected at the pre-test level, one realizes that the participants in the DF were able to notice 162 errors and subsequently correct them at the post-test level.

In the case of KTU, a total of 145 pre-test memorandum errors were found and corrected. At the post-test level, this number reduced to 65; and the difference is 80 errors. Again, the pre-test business letter errors of the DF Group of KTU was 278. This number reduced considerably to 99 errors with the difference being 179.

At KsTU, a sum total of 232 pre-test letter errors were seen and corrected. However, at the post-test level, the errors were reduced to 89. At HTU, a total of 209 pre-test memo errors were recorded and corrected; but at the post-test stage, the errors were reduced to 86.

The discrepancies of errors in the pre- and post-test memorandum and business letter items of the DF Groups have lots of implications:

- One, the incongruities show the potency of corrective feedback in general.
- Two, the differences are an indication that time is a major variable when it comes to error correction. Students need to be given ample time to reproduce structures if accuracy of text is the aim.
- Three, it shows the efficacy of DF in the treatment of errors. Thus, the use of Direct Corrective Feedback triggered the DF Groups to recognize flaws in their write ups.

Swain's (1985) Comprehensible Output Hypothesis (COH) maintains that it is normal for a learner to produce abnormal forms grammatically. However, he can do well if he is pushed towards producing the right forms.

Therefore, the application of the DF intervention, activated the capacity of the participants in the DF Groups in noticing the errors. Since the errors committed at the pre-test levels in both composition of memoranda and business letters were considerably reduced at the post-test levels, I argue that DF is a strong interventional tool for correcting business communication texts.

4.8.2 Discussions of Results of the IF Groups

The memo and business letter rubrical errors corrected at the pre- and post-test levels of the IF Groups of STU, KTU, KsTU, and HTU also brought out revelations. The participants in the IF Groups were able to decode the indirect CF intervention applied on the rubrics of their texts at the pre-test level and subsequently produced the right formats at the post-test level. For example, 15 of the 20 IF Group of STU made memo errors of wrong alignment at the pre-test level. However, at the post-test level, 13 of the 15 understood the indirect CF intervention as they were able to correct this anomaly. This is an indication that the indirect CF is strong in eradicating rubrical errors.

The effectiveness of the indirect CF on rubrical errors further heightened as the 13 (KIMA5- 14, and 18-20) participants in the IF Group of KTU, who made wrong alignment errors at the pre-test level, were able to decode the IF corrective symbols and corrected this error accordingly at the post-test level. Another instance is where 8 (40%) out of the 20 IF Group participants of STU made a business letter rubrical error of *no recipient address* at the pre-test level. At the post-test level, all the 8 participants were able to correct this error.

At the language and formatting section of the memo scripts of STU IF participants, a total of 190 errors were seen and corrected at the pre-test level.

When the indirect CF was applied, a total of 187 errors were found and corrected. The difference between the two figures is only 3. This number is insignificant. This implies that the IF was weak in correcting language and formatting errors of the IF Group of STU.

Again, a total of 208 mechanical, grammar, and punctuation marks were spotted and corrected at the language and formatting section of the business letters of STU IF participants; 165 were seen and corrected at the post-test level. The difference between the two figures is 43. This implies that the IF intervention helped students to notice some of the language and formatting-related gaps in their write ups at the post-test level.

Moreover, the pre-test stage of KTU IF Group memoranda produced 222 language and formatting errors; but at the post-test level, 185 errors were seen and corrected with the difference being 37 errors.

Furthermore, the IF Group of KsTU produced 226 pre-test memorandum errors which were reduced to 202 at the post-test level. At HTU, 240 pre-test letter errors were recorded and corrected; but they were reduced to 206 at the post-test level.

The inference is that IF worked better on letter rubrical errors than it did on errors that emanated from language and formatting. This explains why for example, almost all the STU IF participants who committed various letter rubrical errors at the pre-test level, were able to correct them at the post-test level. The Noticing and Swain's Comprehensible Hypotheses worked when indirect CF intervention was applied on the rubrics of the scripts. However, the effects of the two hypotheses and the effect that the indirect CF pose cannot be compared with the effects that emerged from the language and formatting errors. Here, the conclusion is that although indirect CF has

positive effect on students' scripts, its strength cannot be compared with that of direct CF as seen in the case of the DF Groups of all the 4 technical universities.

4.8.3 Discussions of Results of NF/Control Groups

The memorandum and business letter rubrical errors of the NF Groups brought out some revelations. At the pre-test levels of both the memo and business letter scripts, the NF Groups were not able to correct some errors when they were given the opportunity to reproduce new scripts at the post-test levels. For example, 5 (SNMB2, 3, 5, 12, and 15) of the 11 participants, whose memoranda had alignment errors, repeated the same errors at the post-test level. Again, at the post-test level, six participants (SNLB1, 6, 11, 14, 15, 16) repeated business letter errors of *no subscription*, *signature*, and *full name*.

The indication is that the NF did not yield positive results on the scripts of the NF Groups in terms of correcting of errors of alignment, subscription, signature, and full name. Therefore, the NF intervention was not potent. Concerning the business letter scripts, SNLB3, and 5 committed *name before signature* error at the subscription section, though the assessor had earlier commented on this error at the pre-test level. At the pre-test level, only SNLB3 committed this error. For SNLB3 to have repeated this error and for a fresh case to have been recorded is an indication of inefficacy of the No Feedback intervention.

Again, the NF yielded no results in terms of correction of errors of wrong alignment because KNLB13, 18, and 19 repeated the error of wrong alignment of salutation and subscription. Their post-test business letters still had *Dear Sir* as the salutation and *Yours sincerely*, *Sincerely*, and *Sincerely yours* as

subscriptions.

The inefficacy of the NF was further revealed when the language and formatting errors of the memoranda and business letters the NF Group of STU were analysed. For the memo scripts, a total of 176 errors were seen and corrected at the pre-test level; but at the post-test level, this figure shot up to 186. One would have expected the reverse to happen. Specifically, pre-test errors such as word-division/spacing, capitalisation, syntax, and lexis went up from 14, 25, 9, and 18 to 15, 36, 14, and 28 respectively at the post-test level.

This situation is a strong indication that NF does not have a place in memoranda and business letters. The participants could not notice the pre-test errors and subsequently correct them at the post-test stage. This also defeats the theory behind Swain's COH as learners were not able to learn from the gaps found in their scripts. Maybe, the learners' inability to learn from their gaps was because the NF intervention was used.

For the business letter scripts of STU for instance, 208 pre-test language and formatting errors were seen and corrected; and 197 were also spotted and corrected at the post-test level. The difference is only 11. This figure is insignificant since the participants were given a second opportunity to rewrite their letters at the post-test level.

Spelling, syntactic, tense, comma, and apostrophe errors recorded marginal modifications from 66, 10, 27, 25, 5, at the pre-test level to 61, 9, 25, 23, and 3 at the post-test level correspondingly (see Table 4.8). In the case of errors such as: concord, semantic, and full stop, the post-test errors rather increased. That is while 10 concord, 3 semantic, and 8 full stop errors were corrected at the pre-test level, 16 concord, 4 semantic, and 11 full stop errors were corrected at the post-test level (see Table 4.8). This state of affairs further

corroborates the fact that NF intervention is not a strong variable when it comes to fixing of errors.

The situation is the same at HTU where 241 pre-test letter errors were seen and corrected; and 238 post-test letter errors were also found and corrected. The difference of 3 errors is also not substantial.

4.9 Summary

Chapter Four focused on analysis and discussion of classroom data collected from the four selected technical universities. The Chapter presented and discussed two analytical frameworks which were used as benchmarks for assessing the data (scripts) collected from the field. Each of the scripts was assessed on the two main variables in the frameworks. These main variables of the frameworks are *rubrical errors* and *language and formatting errors*. For data collected from classrooms, the results (grades/scores) have also been discussed.

The chapter revealed that the DF is effective in correcting memo and letter errors. The chapter also exposed the efficacy of IF, but the strength the IF poses cannot be compared with that of the DF. However, the NF was not effective in correcting memo and letter errors.

Other factors may have contributed to the efficacy and inefficacy of the interventions used. The results the students registered in the various categories may have also stemmed from other factors such as individual differences in students, educational background, and family background.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF BUSINESS WORLD DATA

5.0 Introduction

Chapter Five investigates the rubrical and the language and formatting (LF) issues found in the memoranda and the business letters I solicited from the field. The analyses were done by using the two frameworks I developed (*see Figures 4.1 and 4.2*). As stated earlier, 40 business write-ups were used for these analyses⁵⁰. This Chapter provides a response for one of the objectives which sought to establish how similar or different classroom texts were from corporate Business Communication texts of letters and memoranda?

Though the business world texts were graded, the grading did not include marks for content, expression, organisation, and mechanical accuracy that the grading sections of the frameworks present. This implies that the analysis excludes results. Thus, only the rubrical and the LF issues were analysed.

Again, the texts were not segmented into groups of DF, IF, and NF, even though the intervention used in assessing the texts was DF. The decision of using DF is justified since the DF intervention was very efficacious in treating classroom errors. There was no pre- and post-test items since the business write-ups were solicited only once.

Just like the classroom texts, the business world texts were coded. The

⁵⁰ Twenty (20) of the business correspondence were letters, while 20 were memoranda. Please see Section 3.3.2 for more information.

coding facilitated anonymity and easy referencing. The manual coding was done according to the type of write-up and the specific text code. For example, codes L1, and L3, mean business letter number 1 and 3 respectively; while M6, M8, mean memorandum number 6, and 8 correspondingly.

Accordingly, this Chapter serves as a confirmatory section which corroborates or disconfirms the errors that the classroom participants made when I went to the field. Upon completion of their various programmes of study, most of the participants go to the business world to practise what they were taught at school.

Owing to diversities of rubrical house styles adopted by business institutions, there are situations where discrepancies exist between what the student learnt at school, and what is being practised in the business world. However, one would expect language and formatting issues of business letters and memoranda to be similar if not the same. This is because most business entities in Ghana use Standard English language or formal English (especially British English) in their daily activities.

5.1 Memorandum Texts

The analyses have been segmented into rubrical, and LF issues.

5.1.1 Rubrical Issues

A number of rubrical issues were found in the memoranda collected from the field. For example, M17 had a salutation, *Hello team*. Although, this memorandum was an informal one, salutations are generally not a feature of memos. M17 also had other uncommon rubrical features of:

- **Sent:** Thursday, May 26, 2016
- **Importance:** High
- **Attachments:**

These uncommon rubrical features correspond with Owusu (2015:59) who has argued that most business organisations normally add their own features to the traditional rubrics of *From, To, Date, Subject*. M16 had reference number centred beneath the *subject*. This style is unusual.

Surprisingly, 6 (30%) of the memoranda had subscriptions (complimentary closes). For example, M6, 8, and 14 used *Yours faithfully*. M13, and 18 used *Yours sincerely*, and M16 use *Regards*. This is somewhat strange, as one would have expected those in the corporate world to avoid this error. However, the memoranda with these mismatched features are in the minority.

Furthermore, there were some font size and style inconsistencies. For example, M3 used smaller font size of 12 for the subject and bigger font size of 14 for the other rubrical items. M12 also used different font sizes and font styles for the rubrics, and the body of the memorandum. Also, there were sentences in the body of the M12 which had different font sizes and styles. Obviously, this cannot be equated with design. It is a clear case of inconsistency of font size and style. Moreover, while M2 and M11 had no date segment in their rubrics, M2 and M15 had no signature against senders' names. As M8 had wrong alignment of rubrics, M15 did not highlight the subject.

Additionally, some informal date styles were used in the formal memoranda collected. For example, M1 used 02/03/2017; as M16 used 8 March 2017, M15 used 4 March, 2017.

5.1.2 Language and Formatting (LF) Issues

Table 5.1 projects the LF errors found in the memoranda collected from the business world. In all, a total of 56 LF errors were found. Out of the 56 errors,

8 mechanical, 28 grammatical, and 20 punctuation errors were recorded⁵¹.

Comparing this situation to the texts collected from the classroom, one realises that most business memoranda are normally error-free in terms of spelling, word-division, concord, and tense. What might have accounted for this situation is that all the memoranda that were collected from the business world, are computer-generated texts. Since all modern computers have *spelling and grammar* icons which prompt writers of spelling and other grammatical errors, meticulous writers are able to identify and correct such errors easily.

5.2 Business Letter Texts

Here, the analyses have been segmented into two main types – rubrical and LF errors.

5.2.1 Rubrical Errors

Some rubrical errors were found in the business letters collected from the field. For example, 3 (15%) of the texts mismatched salutations with subscriptions. In text L3, the writer mismatched the salutation, *Dear Miss Yeboah*, with the salutation, *Yours faithfully*. Also, in text L7, though the writer used *Dear Sir/Madam* as salutation, the subscription was *Kind faithfully*.

⁵¹ Although the total errors were 56, most of the sub-error category did not record any errors. This is to say that no errors were seen on spelling, word-division/spacing, (from mechanics category), and concord (from grammar category).

Table 5.1 LF Issues in the Memos collected from the Business World

Types of Errors	Examples	Number of Errors found
Mechanics:		
. Spelling		-
. Word-Division /Spacing		-
. Capitalisation	<i>a Mother...</i> (a mother...), <i>world women's day</i> (World Women's Day), <i>End of the Year Bonus</i> (end-of-year bonus), ... <i>our regular research seminars...</i> (...our regular Research Seminars...)	8
Grammar:		
. Syntactic	<i>This year's International Women's Day theme is ...</i> (The theme for this year's International Women's Day programme is...), <i>Looking forward to have a glorious moment ...</i> (We look forward to having a glorious moment.../We are looking forward to having a glorious moment...), <i>The attached is the sample format...</i> (The attached document/paper is a sample format...), <i>Hope this directive will make us efficient...</i> (I/We hope this directive will make us efficient..)	12
. Concord		-
. Tense	<i>... schedule for 2nd March, 2017...</i> (...scheduled for 2nd March, 2017...)	4
. Semantic	<i>This is to inform you all with pleasure that the authority has taken decision to distribute End of the Year Bonus to all employees of the company.</i> (With pleasure, this memo is to inform all employees of this Company that the Authorities have decided to distribute end-of-year bonus), <i>We wish to inform you that Mr. George Senkyire has been nominated to attend the above forum schedule for...</i> (We wish to inform you that Mr. George Senkyire has been nominated to attend the above-mentioned forum scheduled for...)	8
. Lexical	<i>Huddles (inf)</i> (Conferences/Discussions), <i>Thanks</i> (Thank you.)	4
Punctuation marks:		
. Comma	<i>HOD's, File</i> (HOD's file), <i>On behalf of the Chaplaincy Board we write to...</i> (On behalf of the Chaplaincy Board, we write to...), <i>8th April 2016</i> (8th April, 2016)	10
. Full stop	<i>Please, treat this as urgent</i> (Please treat this as urgent.), <i>Thank you</i> (Thank you.)	7
. Colon and semi-colon	<i>The agenda is as follows.</i> (The agenda is as follows:)	2
. Hyphen	<i>End of the Year Bonus</i> (end-of-year bonus)	1
TOTAL		56

In text L11, the writer mismatched *Dear Sir* and *Sincerely* as salutation and subscription respectively. All these permutations are not in line with business communication principles (McClave 2008:132, Locker and Kienzler 2010:637).

Another flawed rubrical feature found with text L2, is the use of the informal date, *06/01/2017*. All the letters collected from the field were formal letters. Therefore, one would have expected the writer of L2 to have used a formal date format. Moreover, in L5, the writer used the salutation, *Dear Mr TSATSU*. In standard practice, *Mr.* is always followed by a full stop and the surname is typed in initial capital letter format. But what we see here is different – the surname has been typed in capital letters throughout.

In business communication, most salutations of letters end with either a comma or a colon. However, L1 had a salutation without a final comma or colon, but with a full stop – *Dear Miss Anang*. This is not unusual. Because subscriptions in business letters may or may not end with a comma, most business entities have also developed house styles where salutations do not end with a comma but with a full stop.

5.2.2 Language and Formatting Errors

Table 5.2 shows the language and formatting errors found in the business letters collected from the business world. From the Table (5.2), 4 mechanical, 30 grammatical, and 19 punctuation errors were found and corrected. Therefore, the total number of errors found were 53. From the Table (5.2) one realizes that more grammatical errors were made than mechanical and punctuation errors. In juxtaposing this situation with the language and formatting errors found in Table 5.1, you see that more grammatical errors were also made.

Table 5.2 LF Issues in the Letters collected from the Business World

Types of Errors	Examples	Number of Errors found
Mechanics:		
. Spelling	<i>Dinning Hall</i> (Dining Hall)	1
. Word-Division /Spacing	<i>Infact</i> (In fact)	1
.Capitalisation	<i>Yours Faithfully</i> , (Yours faithfully,), <i>annual end of year conference</i> (Annual End-of-Year Conference)	2
Grammar:		
. Syntactic	<i>Waiting anticipating for your earliest confirmation</i> (We are waiting in anticipation of your earliest confirmation), <i>Counting on your cooperation</i> (Counting on your cooperation), <i>Failure will leave us with no other option than to refer your case to the banks' ...</i> (If you fail to comply, we will have no other option than to refer your case to the bank's ...)	12
. Concord		-
. Tense		-
. Semantic	<i>Thank you for allowing our company intermediary to submit your application for assurance to us</i> (Thank you for allowing our company intermediary to submit your application to us for assurance), <i>We are requesting for the use of the Dinning Hall, from Tuesday, 27th to Saturday 31st December, 2016</i> (We are expecting the Dining Hall to be used from Tuesday, 27th to Saturday, 31st December, 2016.), <i>Kindly handover your duties to before you proceed.</i> (Kindly handover your duties to... before you proceed on leave)	10
. Lexical	<i>Please be informed that fourteen (14) days leave has been granted...</i> (Please be informed that your/the fourteen days leave has been granted...), <i>Customer is therefore not indebted...</i> (The/A customer is therefore not indebted...)	8
Punctuation marks:		
. Comma	<i>30th June 2013</i> (30th June, 2013), <i>This shall however be limited...</i> (This shall, however, be limited...),	12
. Full stop	<i>Dear Mr TSATSU</i> (Dear Mr. Tsatsu)	5
. Hyphen	<i>annual end of year conference</i> (Annual End-of-Year Conference)	2
TOTAL		53

Out of these 30 grammatical errors found in Table 5.2, 12 were syntactic errors, 10 were semantic errors, and 8 were lexical. No concord and tense errors were found.

5.3 Discussions of the Memorandum and Business Letter Texts

The discussions have been categorized into memorandum and business letter texts. This segmentation facilitates adequate focus of the two texts.

5.3.1 Memorandum Texts

The rubrics of the memoranda collected from the business world brought out some exposures. Two of such rubrical exposures are the use of *salutation* and *subscription*. This is seen in M17 (salutation error – *Hello team*) and M6, 8, 13, 14, 16, and 18 (subscription errors – for example, *Yours faithfully*).

Although organisations may have their house styles in writing the rubrics of memoranda, generally, most authors do not include salutations and subscriptions in the rubrics of memoranda (Guffey 2007:108, Bovée and Thill 2008:169, McClave 2008:171, Locker and Kienzler 2010:647; Thill and Bovée 2013:170, Owusu 2015:65). Therefore, the inclusion of salutations and subscriptions in the rubrics of any memoranda (whether formal, informal or semi-formal) makes it incongruous. Some business entities may be oblivious of this memorandum flaw.

At the classroom level, the error of inclusion of salutation and subscription in memoranda was prominent in all the various groups of the 4 technical universities. Examples of texts with these errors are: KDMA15, 18, KIMA1, 6, 18, 19, HNMA12 (*Yours faithfully*), KNMA6, KsNMB15 (*Dear Sir*). The existence of these wrong features in the memoranda of some business entities corroborates the same rubrical errors that some of the student-

participants committed. It is an indication that attention should be given to this area.

Again, there are some issues in the language and formatting section of the memoranda that are worth discussing. One, a total of 56 mechanical, grammatical, and punctuation errors were recorded from the 20 memoranda solicited from the corporate world. This is not bad, taking into consideration the fact that no intervention was applied.

Another observation is that no spelling, word-division/spacing, and concord errors were recorded. Mechanically, it is an indication of how strong memoranda from the world are. Because business write-ups are computer-generated texts, writers normally spot these flaws out easily. Also, most writers of corporate memoranda normally submit draft copies to superiors to peruse, before final copies are printed. As a result, most of these errors are dealt with.

However, some noticeable errors were recorded. Some of the key ones are capitalisation (8), syntax (12), semantics (8) and comma (10). Majority of the syntactical errors were null-subject constructions⁵². Examples are:

- a. *Looking forward to have a glorious moment in the presence of the Lord with you.* (With you, we/I look forward to having a glorious moment in the presence of the Lord/With you, we are/I am looking forward to having a glorious moment in the presence of the Lord.) (Text M9).
- b. *Hope this directive will make us most efficient in our various offices for increase in productivity.* (We/I hope this directive will make us efficient in our various offices for productivity to increase.) (Text M2).

⁵² These are sentences or structures which do not possess subjects.

Because null-subject constructions are mostly used in informal contexts, some writers of business memoranda are oblivious of its flawed nature in formal contexts. In the classroom, most of the student-participants also committed errors of null-subject construction.

5.3.2 Business Letter Texts

There are some issues in the rubrics of the business letters that are worth discussing. As already stated in section 5.2.1, three (L3, L7, and L11) of the business letters collected from the corporate world had errors of matching the salutation and the subscription. A number of the classroom letters (for example, SDLA14, KDLA12, HILB16, and KsDLA10) had this error as well. This is a confirmation that this error needs attention.

Another format seen in business letter L8, which is worthy of discussion is the absence of salutation and subscription. This is not an error. It is a format in business letters known as the Simplified Format (Guffey 2007:A-8). This format was introduced by the Administrative Management Society⁵³.

Although I explained the Simplified Format to the student participants, none of them used it. The reason could be that the format is not popular enough. Again, most teachers normally stress the traditional format (which has salutation and subscription) so much so that letters without salutations and subscriptions look unusual to students.

The language and formatting section also has some issues which are worthy of discussion. A total of 53 errors were seen and corrected in the letters collected from the field. Although 30 grammatical errors were found and

⁵³ Please refer to sub-section 2.2.3.2(Business Letters) for literature on *Layouts (formats and Types of Business Letters)*

corrected, no concord and tense errors were found. Also, only 1 spelling (*dinning hall*, dining hall) and 1 spacing/word-division (*infact*, in fact) errors were recorded. If you compare this with the classroom texts (of all the groups), you realise that more pre-test errors were recorded in areas such as: spelling, spacing/word-division, concord, tense, lexis, capitalisation, full stop and comma (SSCTLFC). (Please see Tables 4.2, 4.5, 4.8, 4.11, 4.14, 4.17, 4.20, 4.23, 4.26, 4.29, 4.32, and 4.35).

This situation confirms that technical university students commit SSCTLFC errors more in classrooms than the errors are committed in the business world. The bases are not far-fetched. (1), Business letters are computer generated texts, whose editing are facilitated by both computers and the writer's business-experienced mind. Classroom sit-in texts are mostly handwritten, and normally the writer, under the classroom situation, is not aided by any corrective tool except his or her business mind. (2), Most of the entities in the business world are people who have or assumed to have graduated from a certain level of education already. Most students are assumed to be learners who have not graduated from school yet.

However, like the memorandum texts, the business letters had high levels of errors syntactical (12) semantical (10), lexical (8), and comma errors (12)⁵⁴. Specific examples of such errors are:

1. *Counting on your usual co-operation* (I/We count on your usual co-operation) (L11)
2. *Failure will leave us with no other option than to refer your case to the bank's External Collectors to recover the debt.* (If you fail to comply, we

⁵⁴ By high levels, I mean 8 and above errors.

will have no other option than to refer your case to the bank's External Collectors to recover the debt.)

3. *Please be informed that fourteen (14) days leave has been granted...*

(Please be informed that **your/the** fourteen days leave has been granted...).

These errors were also prominent in the classroom texts, as well as the memoranda collected from the corporate world. The existence of such errors is a confirmation that major attention should be given to syntactical errors of students so that they do not graduate from university with these errors.

5.4 Summary

Chapter Five has focused on the analysis of business world data. This chapter, which served as a confirmatory chapter, has revealed that people in the world of business also commit some of the errors that classroom learners commit. Key among the errors found in both the memoranda and the business letters are errors of syntactic, semantic, comma, and full stop errors. An example of a syntactic error (*null-subject construction*) found in one of the texts is *counting on your usual cooperation* (I/We are counting on your usual cooperation).

This situation is a confirmation that some errors produced in the classroom are absolute errors which are not limited to classroom situations only. However, there are some strong points that the texts from the business world exhibited. For example, spelling, spacing/word-division, capitalisation, concord, and lexical errors were minimal in the business texts. Again, business people are experienced in terms of producing business correspondence. Stereotype is another issue. Business people are perceived as experts in terms of business write-ups.

CHAPTER SIX

ANALYSIS AND DISCUSSION OF QUESTIONNAIRE ITEMS

6.0 Introduction

Chapter six discusses questionnaire items collected from the participants (students and teachers) from the four selected schools. After the classroom and business world texts were collected and graded, there was the need for me to sample the views of students about the interventions used by various classroom teachers in grading their texts. I used close-ended questionnaire items in soliciting the opinions since they have the propensity of soliciting standardized information from respondents. However, there was one open-ended question which gave both respondents the opportunity of expressing their sentiments.

This chapter has been segmented into two parts of *Analysis of the Main Data Collected*, and *Discussions*. The analyses of the main data collected have been grouped under the research objectives of the study.

6.1 Analysis of the Main Data Collected

Here, the analysis has been segmented according to the themes of the questionnaires which (themes) were also generated from the objectives.

6.1.1 Corrective Feedback (CF) Type that Business Communication Students Receive on their Texts

The research sought to determine the type of CF that students receive on their texts. The data collected from the field on this issue are illustrated below:

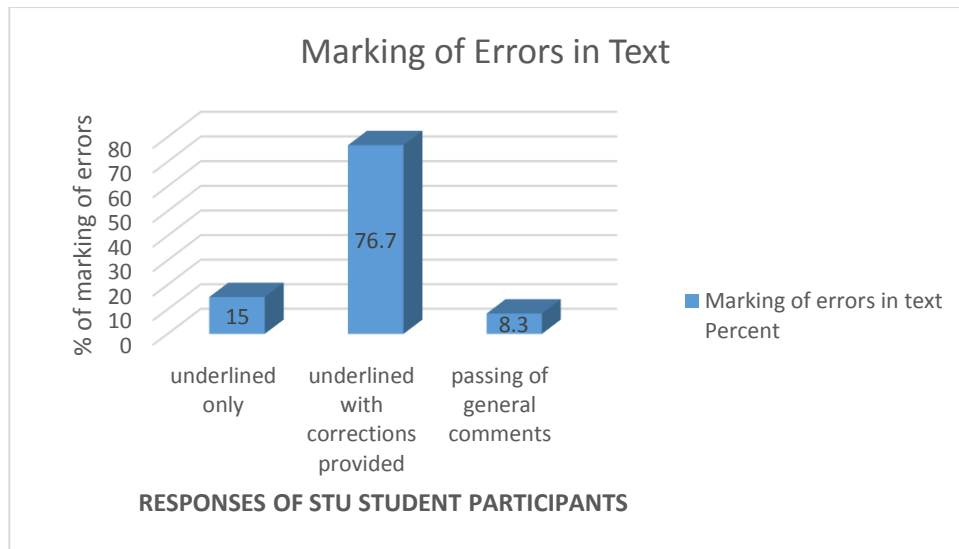


Figure 6.1 – Type of CF used on STU students’ Texts

From Figure 6.1, out of a total of 60 student respondents from Sunyani Technical University (STU), 46 majority (76.7%) indicated that errors in their texts are underlined and corrections are provided (DF), 9 (15%) said the errors are underlined only (IF), and 5 (8.3%) said general comments are provided on their texts (NF)⁵⁵. The data in question suggest that the DF intervention is mostly used on the texts of STU students. Figure 6.2, indicates that 47 (78.3%) majority of the student participants of Koforidua Technical University (KTU) receive DF on their texts, 10 (16.7%) receive IF and 3 (5%) receive NF on their texts. This shows that at KTU, majority of the students receive DF intervention on their scripts.

⁵⁵ The method of error treatment where errors are underlined and the corrections provided is the direct feedback method (DF). The one where the errors are underlined only is the indirect feedback technique (IF), and the one where a general comment is written on the text is the no feedback method (NF). These abbreviations have been used in the subsequent analyses.

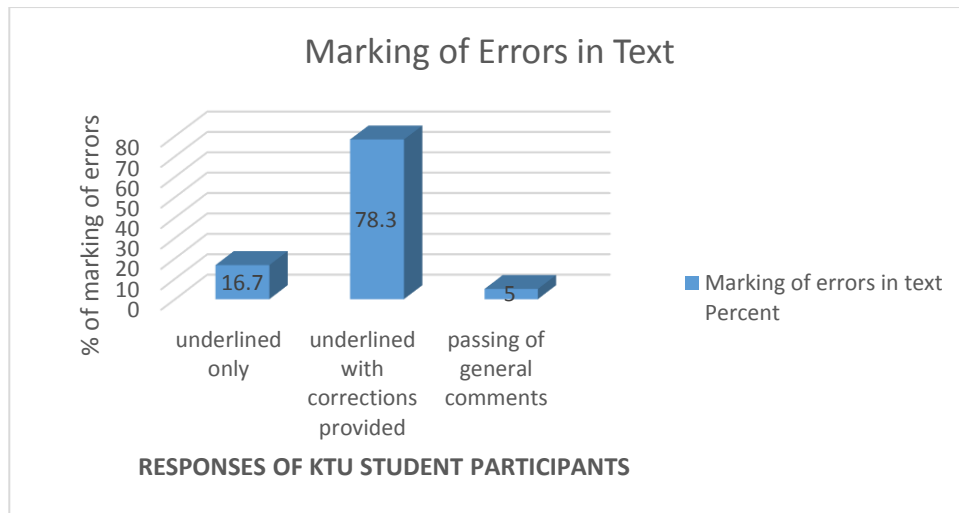


Figure 6.2 – Type of CF used on KTU students' Texts

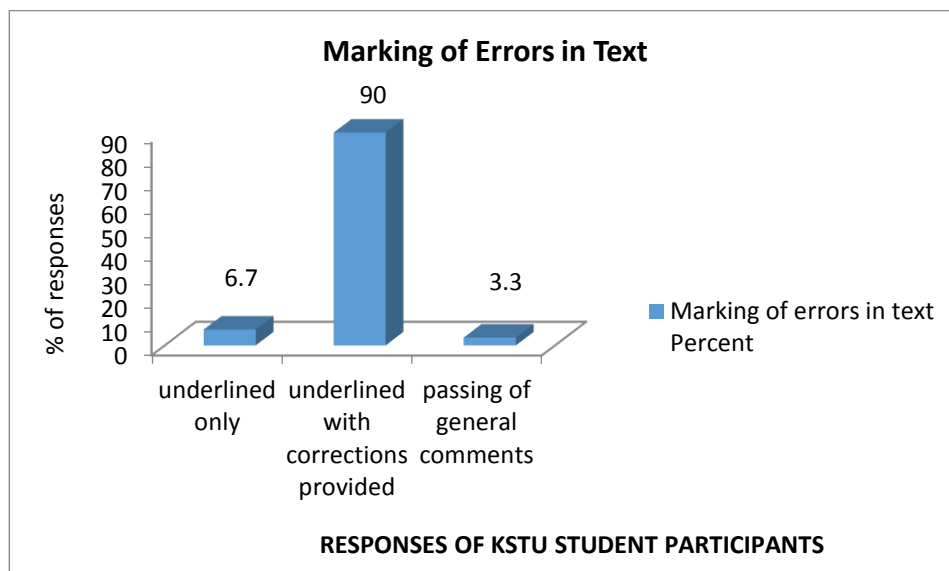


Figure 6.3 – Type of CF used on KsTU students' Texts

Figure 6.3 shows that 54 (90%) of the 60 student participants receive DF on their texts, 4 (6.7%) receive IF, and 2 (3.3%) receive NF. Here, it is also obvious that majority of the KsTU student respondents receive DF intervention on their texts.

Figure 6.4 shows that 33 (55%) receive DF, 24 (40%) receive IF, and 3 (5%) receive NF intervention on their texts. The implication is that 55% majority of HTU student participants receive the DF intervention on their texts.

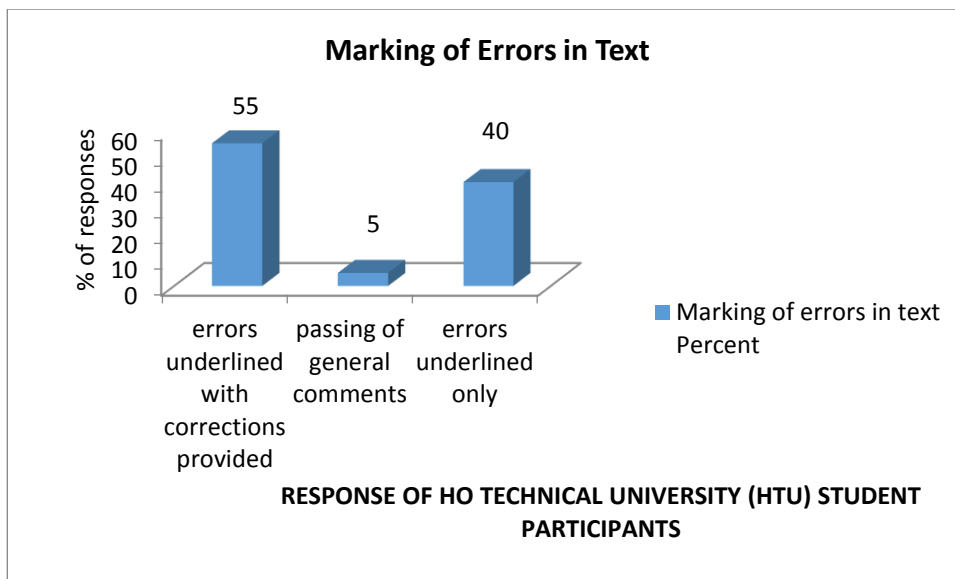


Figure 6.4 – Types of CF used on HTU Students’ Texts

Also, the teachers were asked to indicate the type of CF that they employ on the texts of students. The teachers’ response was to confirm or disconfirm the opinion of the students on the subject matter. Figure 6.5 shows the responses of all the 40 teachers sampled. From the Figure, 31 (77.5%) said they used DF, 7 (17.5%) said they used IF, and 2(5%) said they used NF intervention in grading students’ texts. The opinion of the 77.5% majority corroborates the views of majority of the student-participants’ data on the issue.

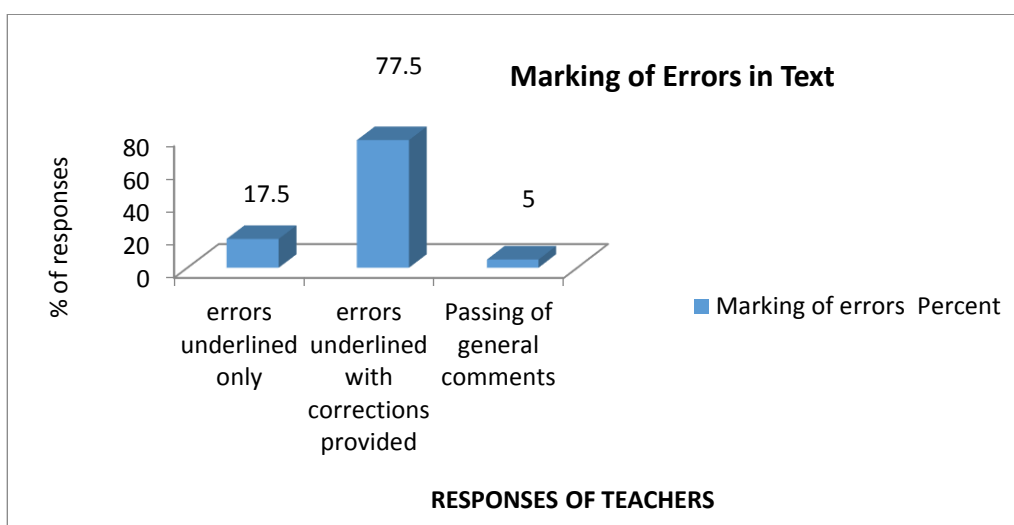


Figure 6.5 Types of CF used on Students’ Texts by Teachers

6.1.2 CF that has the Greatest Impact on Students' Texts in Terms of Punctuation, Mechanics, and Grammar (PMG).

The research also sought to find the kind of CF that has the greatest impact on punctuation, mechanical, and grammatical (PMG) errors. The findings of the respondents are depicted in Figures 6.6, 6.7, 6.8, 6.9, and 6.10.

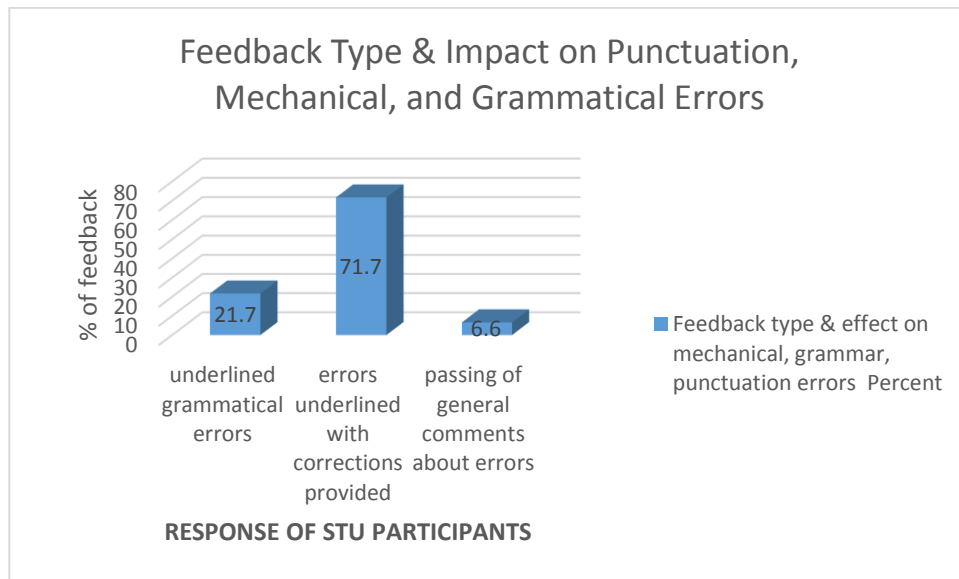


Figure 6.6 – CF that has the greatest Impact on STU students' PMG errors

Figure 6.6 portrays the CF type that has the greatest impact on students' PMG errors at STU. From the Figure, 43 (71.7%) majority think that the DF technique is a better error corrector as against 13 (21.7%) and 4(6.6%) who selected the IF and the NF techniques respectively.

Figure 6.7 also shows that 48 (80%) majority of KTU participants selected DF as the intervention that has the greatest effect on students' PMG errors. While 10 (16.7%) selected IF, 2 (3.3%) selected NF.

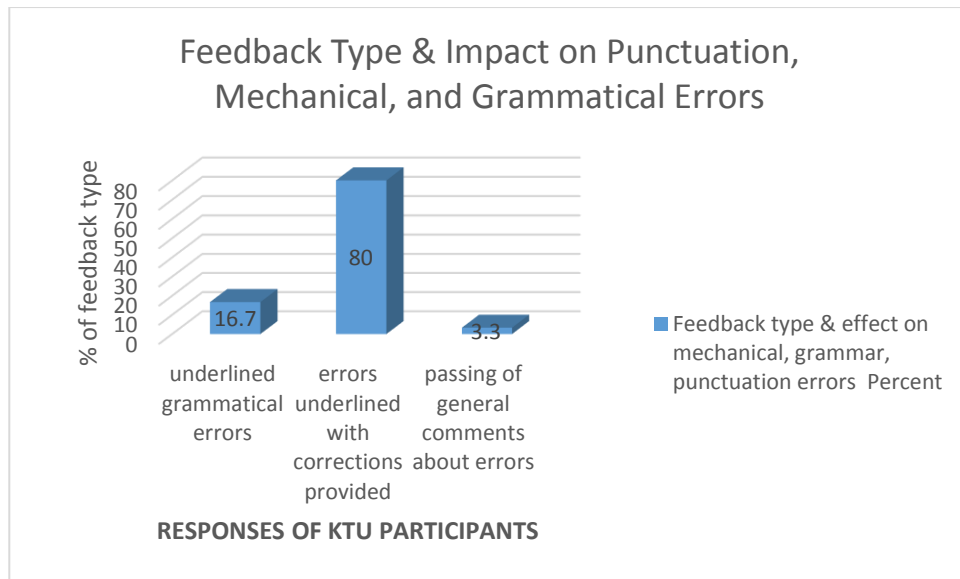


Figure 6.7– CF that has the greatest impact on KTU students’ PMG errors

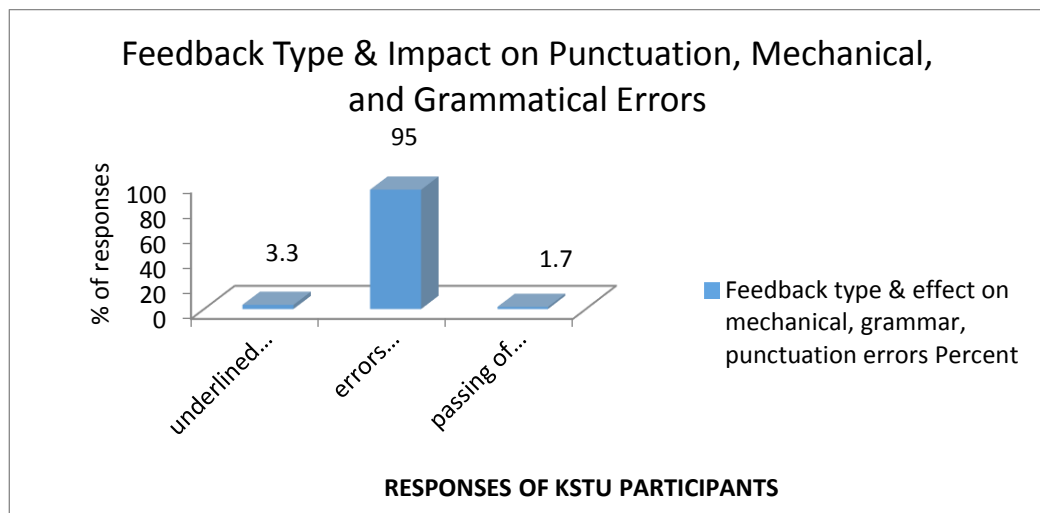


Figure 6.8 – CF that has the greatest impact on KsTU students’ PMG errors

Figure 6.8 shows the responses of 60 KsTU students’ participants on the type of CF that has the greatest impact on students PMG errors. 57 (95%) selected DF, 2 (3.3%) selected IF, and 1 (1.7%) chose NF. The conclusion is that majority (95%) of KsTU respondents believe that the DF intervention is the one that corrects PMG errors better.

From Figure 6.9, 34 (56.7%) majority of HTU participants selected DF, 24 (40%) chose IF, and 2 (3.3%) chose NF as the best PMG error corrector.

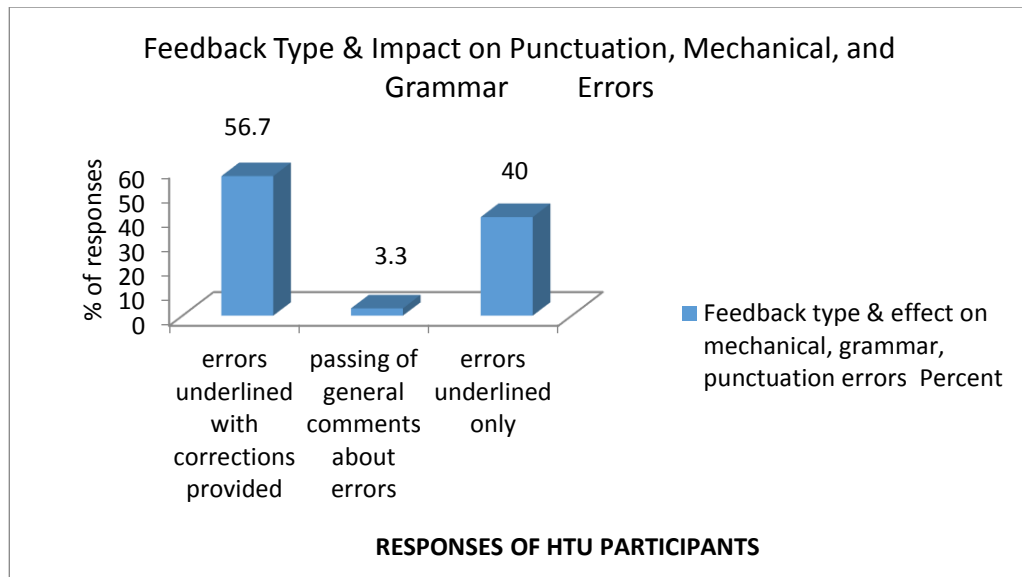


Figure 6.9 – CF that has the greatest impact on HTU students’ PMG errors

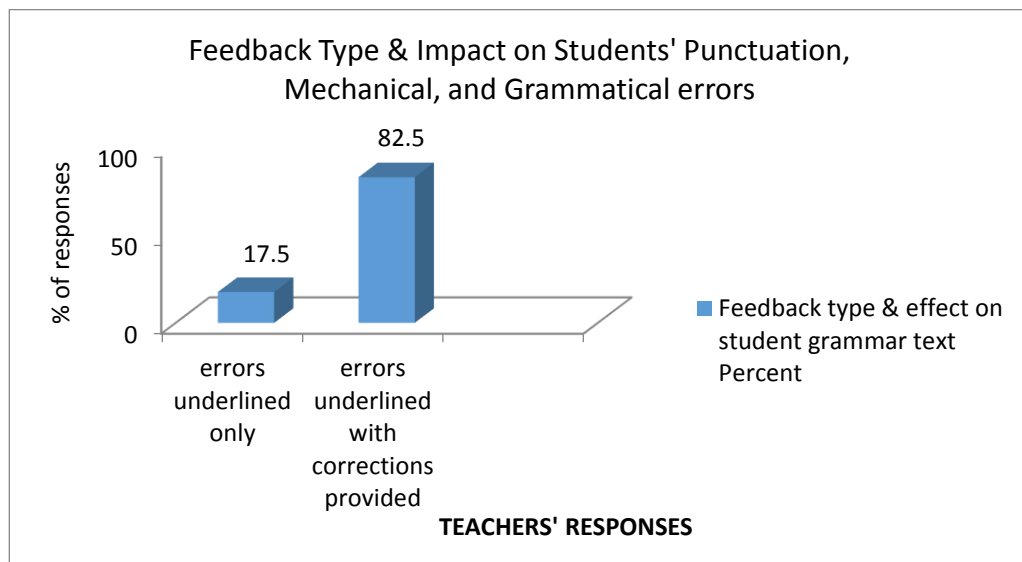


Figure 6.10 – Teachers’ views on CF that has the greatest impact on students’ PMG errors

The responses of teachers (as depicted in Figure 6.10) corroborate that of the student respondents from all four schools. From the Figure, 33 (82.5%) selected DF, and 7 (17.5%) chose IF. No teacher chose NF. This means that the majority (82.5%) of the teachers believe that CF has the greatest impact on students’ PMG errors.

6.1.3 CF that has the Greatest Impact on Students' Texts in Terms of Rubrics in Writing Memoranda and Business Letters

Another research objective was to find the kind of CF that has the greatest impact on the rubrics of students' memoranda and business letters (RoMeL). The results are illustrated in Figures 6.11, 6.12, 6.13, 6.14, and 6.15.

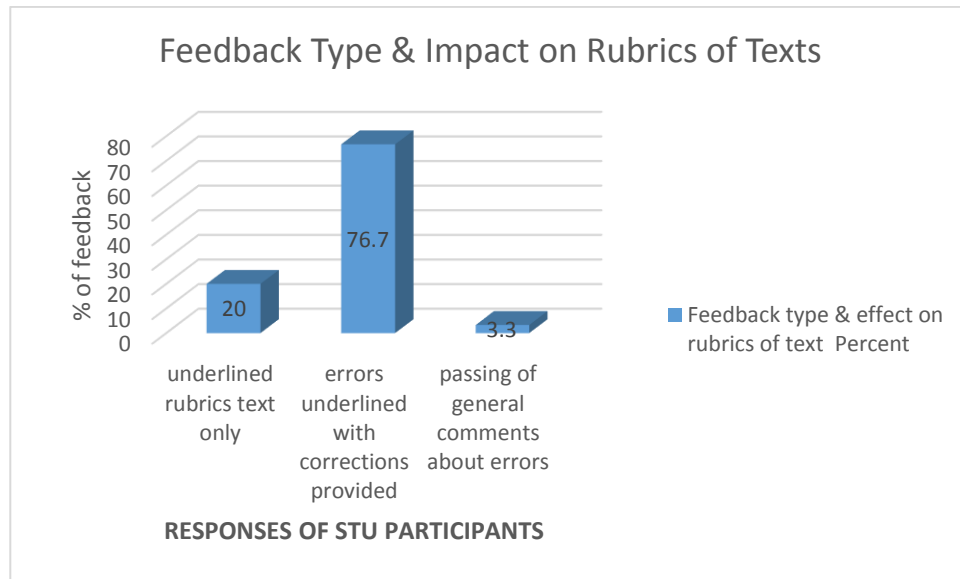


Figure 6.11 – CF that has the greatest impact on the RoMeL of STU respondents

From Figure 6.11, 46 (76.7%) majority of the STU respondents selected DF as the best RoMeL corrector, 12 (20%) chose IF, and 2 (3.3) selected NF. The implication is that the DF intervention has the greatest impact on the RoMeL of STU participants.

Figure 6.12 also projects the responses KTU participants on the CF type that has the greatest impact on students' RoMeL. 52 (86.7%) of them chose the DF intervention, 8 (13.33%) selected IF, and no participant selected NF. This suggests that the DF intervention was once again selected by the majority of the KTU participants.

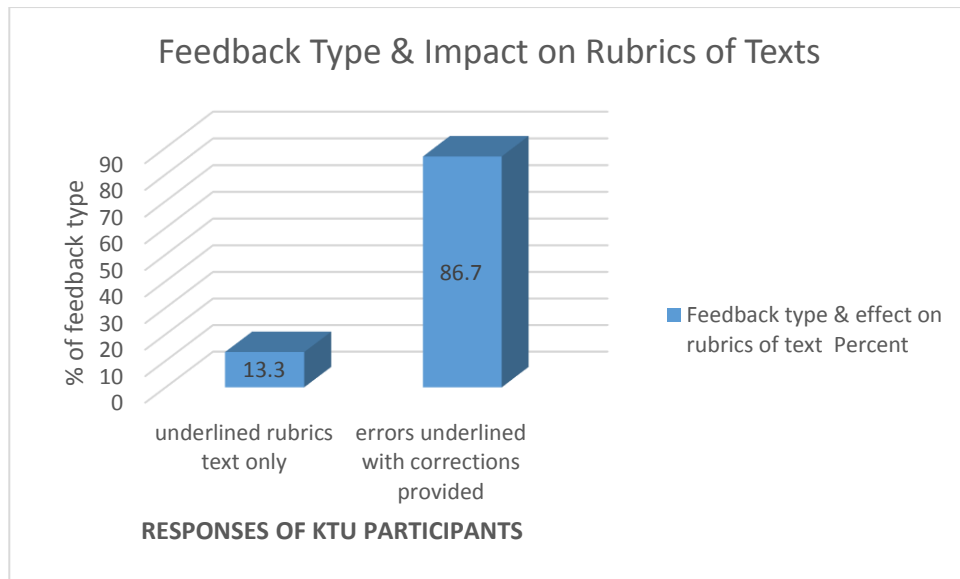


Figure 6.12 – CF that has the greatest impact on the RoMeL of KTU respondents

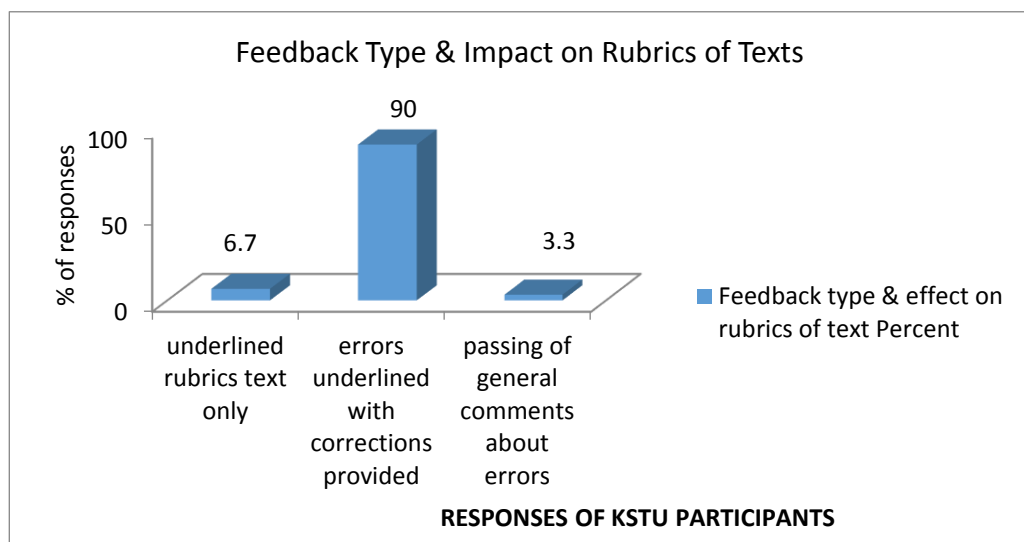


Figure 6.13 – CF that has the greatest impact on the RoMeL of KsTU respondents

Figure 6.13 shows the data on the CF that has the greatest impact on RoMeL of KsTU respondents. From the Figure, 54 (90%) majority opted for DF, 4 (6.7) chose IF, and 2 (3.3%) selected NF intervention. This means that majority of the KsTU participants believe that the DF intervention has the greatest impact on the RoMeL of their texts.

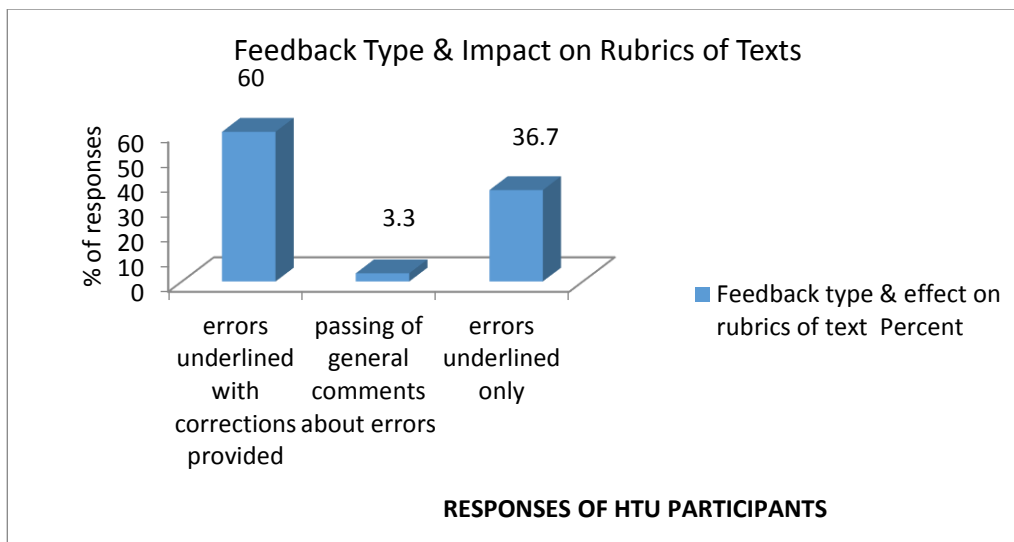


Figure 6.14 – CF that has the greatest impact on the RoMeL of HTU Respondents

From Figure 6.14, 36 (60%) selected DF, 22 (36.7%) selected IF, and 2 (3.3%) chose NF intervention as the CF that has the greatest impact on the RoMeL of HTU participants. The conclusion is that 60 % majority see DF as the intervention that has the greatest impact on the RoMeL of HTU participants.

From Figure 6.15, 37 (92.5%) of the teacher respondents said the DF intervention has the greatest impact on the RoMeL of students, while 3 (7.5%) opted for IF. It implies that majority of the teachers sampled argue that the DF intervention corrects rubrical errors better than the IF. No teacher opted for NF.

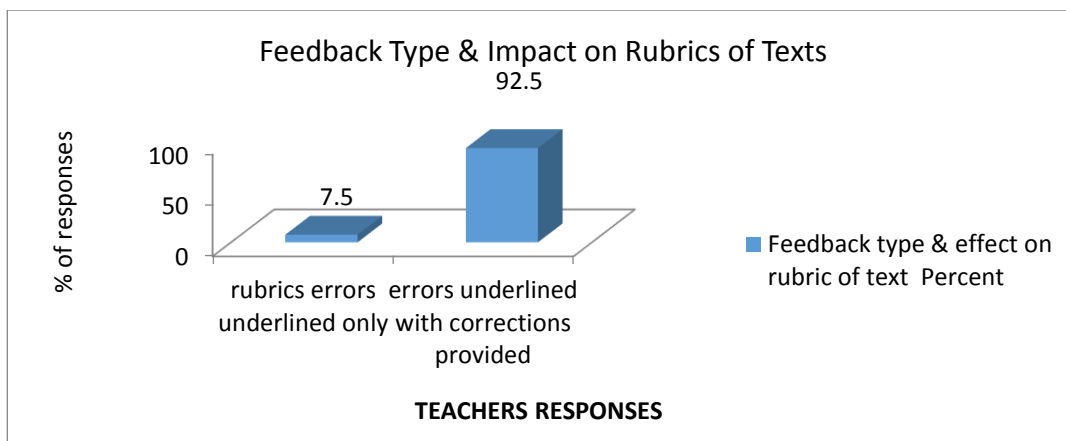


Figure 6.15 – Teachers’ views on the CF that has the greatest impact on the RoMeL of students.

6.2 Discussions

The analysis of the questionnaire items brought out some findings. On the type of CF applied on the texts of learners, both the majority of the teacher and student participants confirm that the DF is utilized. That is, out of the 60 student-participants from each school, 46 (76.7%) from STU, 47 (78.3%) from KTU, 54 (90%) from KsTU, and 33 (55%) from HTU confirm that DF is used on their texts. On the side of the teachers, 31 (77.5%) also corroborated this assertion. The DF CF thus, is popular in the population of the study.

Another finding is that the CF corrects errors better than the IF and the NF. From the data collected, 43 (71.7%) of STU, 48 (80%) of KTU, 57 (95%) of KsTU, and 34 (56.7%) of HTU student-participants corroborated this assertion. The findings of this questionnaire item validate the results of the classroom texts which exhibited the superiority of the DF in correction of errors.

Again, 50 (83.3%) of the teachers confirmed this claim. In the case of the teachers, no respondent even selected the NF intervention; and some of the 10 (16.7%) respondents who chose the IF intervention said that the IF has the ability of challenging students in editing their own texts. In Chandler (2003:287) ³/₄ majority of the participants opted for *corrections* (DF) as against *underlining* only (IF) and *descriptions* (NF)⁵⁶. My study substantiates Chandler's (2003) research findings that the DF corrects errors better than the IF and the NF.

Generally, the data also revealed that DF has the greatest impact on students' texts in terms of the rubrics of memoranda and letters (RoMeL). For example, 46 (76.7%) student-participant of STU confirmed this statement. At KTU, 52 (86.7%) corroborated it. At KsTU, 54 (90%) substantiated this claim;

⁵⁶ Chandler (2003) studied the effectiveness of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing and concluded that DF is the better error corrector.

and 36 (60%) HTU student-respondents also confirmed this finding. On the side of the teachers, 37 (92.5%) opted for DF and 3 (7.5%) selected IF. A teacher respondent who selected IF commented that it challenges the students to work on their own errors. This validates the research works of Ferris and Roberts (2001), Chandler (2003) and Bitchener *et al.* (2005).

The implication is that majority of the student-participants will always need a second time to respond to issues in their texts and, ample time to complete a task. To them, this will lead to accuracy on PMG issues. But, majority of the teachers are of the opinion that time is not always a factor that leads to accuracy of PMG. Three of the teachers commented that issues such as the background of the learner, his level of intelligence, and the kind of pre-school the student attended also matter a lot. That is, for some of the students, no amount of time given can lead to accuracy of their texts.

6.3 Summary

Chapter Six has focused on the analysis and discussions of questionnaire data. The analysis has revealed that CF corrects better than IF; and NF does not have a place in the teaching of Business Communication at the technical university level. CF again, impacts positively on the rubrics of memoranda, and business letters better than the IF intervention.

CHAPTER SEVEN

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

7.0 Introduction

Chapter Seven presents a summary of the main findings of the research. The chapter, again, presents the recommendations that I have made to the various stakeholders. It also shows the contribution that this research has made to knowledge, and the direction for future research. Finally, the Chapter gives a conclusion of the entire research.

7.1 Summary of Findings

The summary of findings has been segmented on the basis of the research objectives of the study as follows:

7.1.1 CF Type that Business Communication Students Receive on their Texts

The research revealed that the sampled Business Communication students from the 4 technical universities receive DF intervention on their texts. From STU, 76.7% majority indicated that they received DF, 15% said IF, and 8.3% selected NF. From KTU, 78.3% majority said DF, 16.7% chose IF, and 5% said NF. From KsTU, 90% said DF, 6.7% said IF, and 3.3% selected NF. From HTU, 55% selected DF, 40 said IF, and 5% said NF. The data of the majority of the student-participants were corroborated by the teachers, majority of whom (77.5%) said they employed DF on students' texts. 17.5% said IF and 5% said NF.

7.1.2 CF's and their effect on the Business Communication Texts of students.

The research revealed that DF and IF had positive effect on the texts of business communication students; but the effect of NF was sporadic. The post-test assessments of all the DF and IF Groups of the 4 selected cases showed that the students were able to correct both rubrical and language and formatting errors. For example, all the participants in the DF and IF Groups corrected major rubrical errors such as mismatch of salutation and subscription, wrong alignment, wrong and missing rubrics, date, signature, and full name.

This is an indication that the DF and IF interventions have positive effects on students' business communication texts. However, the NF Groups were not consistent in their rubrical performance. For example, SNLB2, 3, 5, 12, 15; and KNMB3, 6, 10, and 16 repeated errors of wrong alignment; but KNMB5, 7, KNLB4, 7, 13 were able to correct various rubrical errors. What accounted for the repetition of the 16 errors of wrong alignment could be the absence of error symbols at the specific place where the errors were committed.

The language and formatting section also revealed that CFs, in general, have positive impact on students' texts. From the data collected, the DF and the IF groups of all the cases made significant corrections at the post-test level. However, the NF groups' corrections on language and formatting were sporadic. (See Table 7.1). For example, while the pre-test errors counted in the memoranda of the NF Groups of STU and KsTU were 176 and 198 respectively, the errors counted at the post-test level were 186 and 201 for STU and KsTU respectively (See Table 7.1). Ideally, one would have expected a reduction of post-test errors. But, this was not the case. This shows that the NF intervention has negative impact on students' business communication texts.

7.1.3 The CF that has the Greatest Impact on Students' Texts in Terms of Punctuation, Mechanics, and Grammar (PMG).

The research brought to light the fact that DF and IF have positive effect on students' texts. However, the CF that had the greatest impact on students' PMG, is the DF intervention. From Table 7.1, one realizes that few errors were found and corrected at the post-test stages of the DF Groups. This is significant as compared to the post-test errors of the IF and NF Groups.

Institution	Group/ Intervention	Memoranda PMG Errors		Comments (Memo)	Letters PMG Errors		Comments (Letter)
		Pre- Test	Post- Test		Pre- Test	Post- Test	
STU	DF	207	71	<i>Very sig.⁵⁷</i>	245	83	<i>Very sig.</i>
	IF	190	187	<i>Significant</i>	208	165	<i>Significant</i>
	NF	176	186	<i>Depreciated</i>	208	197	<i>Insignificant</i>
KTU	DF	145	65	<i>Very sig.</i>	278	99	<i>Very sig.</i>
	IF	222	185	<i>Significant</i>	282	193	<i>Significant</i>
	NF	153	123	<i>Significant</i>	246	213	<i>Significant</i>
KsTU	DF	196	80	<i>Very sig.</i>	232	89	<i>Very sig.</i>
	IF	226	202	<i>Significant</i>	298	237	<i>Significant</i>
	NF	198	201	<i>Depreciated</i>	275	278	<i>Depreciated</i>
HTU	DF	209	86	<i>Very sig.</i>	318	97	<i>Very sig.</i>
	IF	263	226	<i>Significant</i>	240	206	<i>Significant</i>
	NF	226	222	<i>Insignificant</i>	241	238	<i>Insignificant</i>

Table 7.1 – Total Pre- and Post-test PMG errors of all the Groups

When the participants were asked to state the kind of CF that had the greatest impact on students' PMG errors, 33 (82.5%) of the teachers selected DF and 7 (17.5%) selected IF, but no teacher selected NF. Again, the majority of the student-participants in all cases, opted for the DF intervention. This is to say that, 43 (71.7%), 48 (80%), 57 (95%), and 34 (56%) majority of the student-respondents from STU, KTU, KsTU, and HTU correspondingly selected DF as against IF and NF (See Figures 6.6 to 6.10). This corroborates the results projected in Table 7.1.

⁵⁷ *Very sig. (Very significant)* means the margin between the pre-test and post-test errors is a positive one, which means that students corrected massive errors at the post-test level. *Significant* means few errors were corrected at the post-test stage. *Insignificant* means fewer errors were corrected at the post-test level. *Depreciated* means the post-test errors outweighed the pre-test errors.

7.1.4 Time and Accuracy in Writing

The research revealed that time as a variable has the propensity of leading to accuracy in writing, but this depends on the kind of intervention used on the student's texts. When the DF and the IF Groups were given a second time to respond to issues raised in their business communication texts at the post-test level, they made significant progress in terms of accuracy in writing. Therefore, accuracy in writing is dependent on time. The use of mediating variables of DF and IF at the second time, will trigger this accuracy in writing.

Nevertheless, time could not lead to accuracy in the writings of the NF Groups. From Table 7.1, one realizes that the post-test PMG errors of the DF and the IF groups were minimized, but those of the NF were irregular. There were even cases where the PMG errors committed at the post-test by some NF Groups outweighed those of the pre-test errors.

From Table 7.2, you see that post-test PMG errors of NF Groups of STU and KsTU were heavier than the pre-test errors. What could be accounting for this inaccuracy in writing, is the participants' inability to decode the general comments written beneath the scripts at the post-test level. There could be other factors such as: students' academic and family backgrounds, the type of input received, lack of logistics, and students' refusal to compose the texts at the post-test level.

Institution	Group/ Intervention	Memoranda PMG Errors		Comments (Memo)	Letters PMG Errors		Comments (Letter)
		Pre- Test	Post- Test		Pre- Test	Post- Test	
STU	NF	176	186	<i>Depreciated</i>	208	197	<i>Insignificant</i>
KTU	NF	153	123	<i>Significant</i>	246	213	<i>Significant</i>
KsTU	NF	198	201	<i>Depreciated</i>	275	278	<i>Depreciated</i>
HTU	NF	226	222	<i>Insignificant</i>	241	238	<i>Insignificant</i>

Table 7.2 – Total of Pre- and Post-test PMG errors of the NF Groups

7.1.5 The CF that has the Greatest Impact on Students' Texts in Terms of Rubrics in Writing Memoranda and Business Letters (RoMeL).

The research revealed the potency of the DF and the IF interventions in terms of their ability to correct RoMeL errors. The use of the DF and the IF interventions helped the students to notice the RoMeL errors and corrected them accordingly. However, the NF Groups could not make any progress in correcting RoMeL errors. This means that the NF intervention did not help them to notice their RoMeL flaws. Examples are found in SNMB2, and 15 where the NF participants repeated a wrong alignment error committed earlier at the pre-test level.

When the participants were asked to state the type of CF that had the greatest impact on students' RoMeL, 37 (92.5%) of the teachers chose DF and 3 (7.5%) selected IF. No teacher opted for NF. On the part of the students, the majority selected DF. This is to say that 46 (76.7%) STU, 52 (86.7%) KTU, 54 (90%) KsTU, and 36 (60%) HTU participants opted for the DF intervention. Thus, the participants selected the DF, as the CF that had the greatest impact on students' RoMeL. However, the pre- and post-test memoranda and letters showed that both DF and IF corrected RoMeL flaws better.

7.1.6 Similarity and Differences of Corporate and Classroom Business Communication texts of Letters and Memoranda

The research revealed some resemblances and variances in the memoranda and letters of both corporate and classroom business communication texts. In the first place, in the field, students were taught reference numbers and their importance in business communication. While all the corporate texts had reference numbers, majority of the classroom texts did not have reference numbers. In the corporate world, reference numbers facilitate proper filing system. Therefore, its inclusion in a business communication text is imperative. Since the inclusion of a reference

number is not one of the compulsory rubrical features of letters and memoranda, most of the students omitted it, although they were taught in class.

Furthermore, there were some unfamiliar rubrical features in both letters and memoranda of the corporate texts sampled. For example, L8 did not have a salutation and a subscription. This is the Simplified Format. None of the classroom texts used this format. Presumably, it is uncommon and weird to them. According to Owusu (2015:59) organisations may include other rubrical features (for example, the specific day a correspondence was sent, department of sender and recipient, attachment, and priority level of the text) to the traditional rubrics. M17 included some of these features, but almost all the classroom memoranda used only the traditional memo rubrics of *To*, *From*, *Date*, *Subject*, and *CC*.

Again, because corporate written communication is mostly computer-generated texts, major errors were not found in areas such as spelling, word-division, concord, and tense. This is one feature that brings the difference between classroom and corporate texts. With the classroom texts, major mechanical, grammatical, and punctuation errors were recorded.

However, the research showed that some errors were absolute. For example, both the classroom and corporate texts had errors of mismatch of salutation and subscription. As L7 mismatched *Dear Miss Yeboah* with *Yours faithfully*, KDLA12, 13, and 19 mismatched *Dear Sir* with *Yours sincerely*. Another parallel issue of both classroom and corporate texts is the identification of null-subject constructions at the syntactic section of language and formatting. For example, the expression: *Counting on your usual co-operation* (I/We count on your usual co-operation or We are/I am counting on your usual co-operation) was found in L11.

I found similar null-subject constructions in most of the classroom texts. An example is, *Am grateful to have this opportunity ...* (We are/I am grateful to have this opportunity) was found in KILA7. What may account for the existence of such structures in formal correspondences is the frequent informal written social media chat sessions that most people engage in.

7.2 Summary of the Strengths and Weaknesses of my Research

Every research work has its own strengths and weaknesses. My research is of no exception. The positive side (strengths) of the work has been presented under 7.2.1 (contribution to knowledge) below; and the negative side (weaknesses) has been presented under sub-section 7.2.2 (direction for future research).

7.2.1 Contribution to Knowledge

In research institutions outside Ghana, studies on Corrective Feedback (CF) are many. Here in Ghana, it is a grey area. Again, most of the research works on CF (for example, Truscott 1996, Ferris 1999, Truscott 1999, Chandler 2033) have not placed a lot of emphases on the text(s) used. In most of the cases, emphases have been placed on only the interventions. My work has researched both CF and business communication texts of letters and memoranda.

Another contribution that I have made to knowledge, is the development of two innovative analytical frameworks meant for assessing business communication texts of letters and memoranda. These frameworks are Memorandum Analytical Framework (MAF), and Business Letter Analytical Framework (BLAF) (*Please see figures 4.1 and 4.2*). In this current research, these frameworks facilitated the analysis of classroom data. The variables of the frameworks guided me in grading the texts in a chronological and logical order.

Furthermore, my study has added definitions to existing definitions. Under sub-section 1.1.2, I defined Business Communication as ‘a specified system of disseminating the vision, mission, core values, goals, objectives as well as goods/services of a business entity to its internal and external stakeholders.’ Also, under sub-section 2.2.1, I defined CF as the ‘teacher’s response to students’ written or verbal structures that seeks to critique the structures.’

7.2.2 Direction for Future Research

This current research focused on the application of CF on business communication texts of memoranda and letters. Future studies could focus on other business communication texts such as: reports, proposals, e-mailing, minutes of meeting, marketing plans, strategic plans, business plans, notices, succession plans, and communication strategies.

Furthermore, this current research used only pre- and post-test items. Future studies, may include a mid-test, which follows the pre-test, and a transfer test, which follows the post-test. The transfer test assesses the application of the participants’ knowledge (acquired from the pre- and post-test items) on some unknown materials. Such an experimental study may use a whole semester or at least a period of 12 weeks.

Again, 4 technical universities were selected for the study. Future research may consider the other 4 technical universities, or some of the public and private tertiary universities in Ghana. The population of future studies may also include the second-cycle institutions and other diploma awarding institutions in Ghana and elsewhere.

7.3 Recommendations

The following recommendations are made to the various stakeholders in the educational section:

7.3.1 Recommendations for Teachers

(a) I recommend that teachers who teach Business Communication and other English language-related courses should offer CFs on students' texts. This is because, CFs in general, have positive impact on students' texts.

(b) I also recommend that for smaller classes (of between 1 – 45 students) DF should be the intervention used in grading students' texts. But where the class size is large (from 46 and above) teachers who find DF more laborious and time-consuming, may use the IF.

(c) I propose that each continuous assessment of students should be both pre- and post-test items; and the marks of only the post-test items should be recorded. My research showed that at the post-test levels of the two texts used, the errors of the DF and IF groups reduced. So, when post-test marks are recorded instead of pre-test marks, it will enable students to experience a degree of success in the classroom.

(d) From the study, high levels of spelling, tenses, capitalisation, syntactic, and concord errors were recorded at the pre-test stages of the various student-groupings. I therefore recommend that business communication teachers and, by extension, all language teachers should devote a lot of time to the teaching and learning of spelling, verb forms, capitalisation, and concord, through some student-friendly methods. For example, teachers may use scrabble in teaching vocabulary and spelling⁵⁸.

⁵⁸ Scrabble is a word-forming game that facilitates spelling and word formation.

(e) I propose that teachers should use my analytical frameworks (*see Figures 4.2 and 4.3*) for assessing business communication texts. The frameworks have the propensity of eradicating incongruity of grading of business communication texts.

(f) Since the NF was weak in correcting classroom text errors, it should only be used as a prelude to the use of DF or IF interventions. That is, in some take-home assignment cases, when students submit their texts, teachers may challenge them to go and grade their own scripts before the teachers would use either the DF or the IF in grading students' scripts.

(g) I propose that at the beginning of each academic year, departments of English and other language-related programmes, should meet and decide on the type of CF that departmental members will use in grading students texts. This will ensure a certain level of consistency in grading of students' texts in the department. This, however, may be based on the students and their academic level. Again, the style sheets of such departments may include departmental approved CF on students' texts.

(h) I recommend that business communication teachers should be given training on modern business communication on semester basis.

7.3.2 Recommendations for Students

(a) I recommend that students should use full structures whenever they engage in social media chat sessions. Frequent use of such informal structures leads to automaticity of such productions. In most of the groups, some flawed structures were repeated at the post-test levels.

(b) I suggest that for a sit-in task with a duration of not more than 1 hour, students should devote 10 minutes for self-editing before submitting their texts. In the

case of sit-in tests with duration of more than 1 hour and above, the editing time may be increased to 15 or 20 minutes. For take-home texts, the editing may include the use of proofreaders who have in-depth knowledge of the subject matter.

(c) I recommend that full-time students should occasionally embark on voluntary industrial attachments. Such attachments may be useful in automatizing some business correspondence text rubrics.

(d) I recommend that business communication students should join business-related clubs and associations and also read business-related periodicals, journals, magazines, and annual reports. Such exercise may facilitate acclimatization to business world texts.

7.3.3 Recommendations for Corporate Entities

(a) I recommend that Senior Management in the various corporate entities should periodically hire the services of experts or authorities of business communication to run various training programmes, seminars, and workshops on modern business communication texts of memoranda and letters for various categories of staff in smaller groups.

(b) I recommend that the training programmes proposed in (a) above should also focus on rubrics of memoranda and letters, and language and formatting issues.

7.4 Conclusion

Studies on the application of CF on business communication texts in Ghana have not been prominent. This is because CF itself is a controversial area in Second Language studies. The controversy has ignited two main schools of thought on CF:

1. The school of thought that is averse to CF, which is advocated by Truscott (1996; 1998; 1999; 2004; 2007), and
2. The school of thought that backs CF, which is championed by Ferris (1995a, b, c; 1997; 1999; 2002; 2003; 2004; 2006).

Because of the thorny nature of CF, most language teachers rely on their own style(s) in grading students' business communication texts. Debates on the efficacy of CFs, consequently, generated a lot of ideas and CF types. Some of the types include:

1. Focused and unfocused (Beuningen 2010:11),
2. Explicit (direct) correction, recasts, clarification requests, metalinguistic elicitation, and repetition. (Lyster and Ranta 1997:46),
3. Paralinguistic signal (Ellis 2009:9),
4. Prompt (Lyster and Mori 2006), and
5. Indirect feedback, electronic feedback, reformulation (Ellis 2008).

The current research used the DF, IF, and NF interventions or techniques to establish a relationship between accuracy of business communication texts and CFs. Generally, the objective of the research was to establish whether CFs have impact on the writing of business communication students of selected tertiary institutions in Ghana. The current research drew its underpinnings from two theoretical frameworks – Noticing Hypothesis and Swain's Comprehensible

Output Hypothesis. The reason for selecting these frameworks was to establish if CF could facilitate the students' 'noticing' of gaps in their 'outputs'. Again, I constructed two analytical frameworks which served as benchmarks for assessing the business communication texts of letters and memoranda.

The literature reviewed included both theoretical and empirical reviews. The selected cases were four technical universities of STU, KTU, KsTU, and HTU. At the commencement of this current research, technical universities were new phenomena which warranted a research of this nature in the then newly-converted Technical Institutions. A sample size of 1280 data was used. This included: 960 classroom texts, 40 business communication texts from the corporate world, 240 student-questionnaire items, and 40 teacher-questionnaire items.

In each of the selected cases, the sampled student-participants were grouped into 3 strata of Experimental Group A, Experimental Group B and Control Group. Those in the Experimental Group A category received DF intervention on their texts, those in Group B received IF, and the Control Group received NF intervention. The two instruments used in collecting the field data were texts (tasks on letter and memorandum) and questionnaire items.

The findings of the study have indicated that generally, CFs have impact on students' business communication texts. However, while DF was seen as the most efficacious intervention, IF was perceived as the second best error corrector; and NF was perceived as irregular in the correction of errors. It was therefore recommended that the DF intervention be used by the various teachers in correcting students' errors.

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APPENDICES

APPENDIX 1A

1

APPENDIX 1A –

QUESTIONNAIRE FOR TEACHERS FROM HO TECHNICAL UNIVERSITY

INTRODUCTION

Dear Sir/Madam,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages, at the University of Ghana, Legon. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research.

Thank you for your co-operation.


Edward Owusu.

February, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Age range (please tick your age range):

- 20 and below
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- 60 and above

2. Gender: Male: Female: 3. Language(s) spoken with students: English4. Nationality: Ghanaian (Please state your nationality)**ACADEMIC INFORMATION:** (Please write or tick where appropriate)5. Name of Institution: HO Technical University6. Department: Communication skills7. Language-related course(s) taught: English and communication skills

8. Academic Level(s) taught: Level 100:

Level 200:

Level 300:

Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

9. Do you return your marked business communication scripts to your students after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

3

10. After each internal assessment, when do you return your students' marked scripts?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

11. Do you return your marked business communication scripts to your students after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

12. After each external assessment, when do you return your students' marked scripts to them?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

13. To the best of your knowledge do you write legibly anytime you provide handwritten corrective feedback on your students' texts?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS*(Please put a tick [✓] under the response that best answers the question asked)*

14. How do you mark the errors in your students' business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
✓			

15. In your opinion, which of these feedback types has the greatest effect on students' business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors are not pointed out to them.
✓				

16. Which of these feedback types has the greatest effect on students' business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors on rubrics are not pointed out.
✓				

17. How often do you discuss students' errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
	✓	

18. Do you re-assess a text, anytime students re-write it?

A.	B.	C.
Always	Sometimes	Never
	✓	

19. How often do you ask your students to rewrite their text for reassessment?

A.	B.	C.
Always	Sometimes	Never
		✓

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

20. In your opinion, do you give your students ample time to complete their in-class sit-in business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

21. What time do you give to your students to complete a business communication task that requires that they write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
✓			

22. Do you give your students ample time to finish their take-home business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

23. What time do you give to your students to complete a business communication task that requires that students write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
		✓		

24. Do you believe that your students' performance on business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
	✓	

25. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
	✓	

27. Please use the spaces below to state any other comments:

No comments

APPENDIX 1B

1

APPENDIX 1B –**QUESTIONNAIRE FOR TEACHERS FROM KOFORIDUA TECHNICAL
UNIVERSITY****INTRODUCTION**

Dear Sir/Madam,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages, at the University of Ghana, Legon. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research.

Thank you for your co-operation.


Edward Owusu.

January, 2017

10. After each internal assessment, when do you return your students' marked scripts?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

11. Do you return your marked business communication scripts to your students after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

12. After each external assessment, when do you return your students' marked scripts to them?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

13. To the best of your knowledge do you write legibly anytime you provide handwritten corrective feedback on your students' texts?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS

(Please put a tick [✓] under the response that best answers the question asked)

14. How do you mark the errors in your students' business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

15. In your opinion, which of these feedback types has the greatest effect on students' business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors are not pointed out to them.
	✓			

16. Which of these feedback types has the greatest effect on students' business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors on rubrics are not pointed out.
	✓			

5

17. How often do you discuss students' errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
✓		

18. Do you re-assess a text, anytime students re-write it?

A.	B.	C.
Always	Sometimes	Never
	✓	

19. How often do you ask your students to rewrite their text for reassessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

20. In your opinion, do you give your students ample time to complete their in-class sit-in business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

21. What time do you give to your students to complete a business communication task that requires that they write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
	✓		

22. Do you give your students ample time to finish their take-home business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

23. What time do you give to your students to complete a business communication task that requires that students write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
	✓			

24. Do you believe that your students' performance on business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
	✓	

25. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
	✓	

27. Please use the spaces below to state any other comments:

Think there's a missing link between A x B in 14. Some things errors are ringed/underlined and corrective feedback given.

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Age range (please tick your age range):

- 20 and below
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- 60 and above

2. Gender: Male: Female:

3. Language(s) spoken with students: English

4. Nationality: Ghanaian (Please state your nationality)

ACADEMIC INFORMATION: (Please write or tick where appropriate)

5. Name of Institution: Koforidua Technical Univ

6. Department: Liberal

7. Language-related course(s) taught: Com. Skills, Sec English

8. Academic Level(s) taught:
- Level 100:
 - Level 200:
 - Level 300:
 - Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

9. Do you return your marked business communication scripts to your students after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

APPENDIX 1C

1

APPENDIX 1C –

QUESTIONNAIRE FOR TEACHERS FROM KUMASI TECHNICAL UNIVERSITY

INTRODUCTION

Dear Sir/Madam,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages, at the University of Ghana, Legon. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research.

Thank you for your co-operation.



Edward Owusu.

March, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Age range (please tick your age range):

- 20 and below
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- 60 and above

2. Gender: Male: Female:

3. Language(s) spoken with students: ENGLISH

4. Nationality: GHANAIAN (Please state your nationality)

ACADEMIC INFORMATION: (Please write or tick where appropriate)

5. Name of Institution: KUMASI TECHNICAL UNIV

6. Department: LIBERAL STUDIES

7. Language-related course(s) taught: COMM SKILLS

8. Academic Level(s) taught: Level 100:
 Level 200:
 Level 300:
 Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

9. Do you return your marked business communication scripts to your students after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

10. After each internal assessment, when do you return your students' marked scripts?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

11. Do you return your marked business communication scripts to your students after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

12. After each external assessment, when do you return your students' marked scripts to them?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

13. To the best of your knowledge do you write legibly anytime you provide handwritten corrective feedback on your students' texts?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS*(Please put a tick [✓] under the response that best answers the question asked)*

14. How do you mark the errors in your students' business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
✓			

15. In your opinion, which of these feedback types has the greatest effect on students' business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors are not pointed out to them.
	✓			

16. Which of these feedback types has the greatest effect on students' business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors on rubrics are not pointed out.
	✓			

17. How often do you discuss students' errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
	✓	

18. Do you re-assess a text, anytime students re-write it?

A.	B.	C.
Always	Sometimes	Never
	✓	

19. How often do you ask your students to rewrite their text for reassessment?

A.	B.	C.
Always	Sometimes	Never
		✓

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

20. In your opinion, do you give your students ample time to complete their in-class sit-in business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

21. What time do you give to your students to complete a business communication task that requires that they write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
✓			

22. Do you give your students ample time to finish their take-home business communication tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

23. What time do you give to your students to complete a business communication task that requires that students write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
		✓		

24. Do you believe that your students' performance on business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
✓		

25. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
	✓	

27. Please use the spaces below to state any other comments:

APPENDIX 1D

1

APPENDIX 1D – QUESTIONNAIRE FOR TEACHERS OF SUNYANI TECHNICAL UNIVERSITY

INTRODUCTION

Dear Sir/Madam,

My name is Edward Owusu, and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages, at the University of Ghana, Legon. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic, as well as questions on the main sections are answered. This is because any unanswered question could harm the results of the research.

Thank you for your co-operation.



Edward Owusu.

January, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Age range (please tick your age range):

- 20 and below
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- 60 and above

2. Gender: Male: Female:

3. Language(s) spoken with students: English Language

4. Nationality: Ghanaian (Please state your nationality)

ACADEMIC INFORMATION: (Please write or tick where appropriate)

5. Name of Institution: STU

6. Department: Communication Stds

7. Language-related course(s) taught: Comm skills, Comm. at work, Eng. Lang.

8. Academic Level(s) taught:
- Level 100:
 - Level 200:
 - Level 300:
 - Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

9. Do you return your marked business communication scripts to your students after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

10. After each internal assessment, when do you return your students' marked scripts?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
	✓				

11. Do you return your marked business communication scripts to your students after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

12. After each external assessment, when do you return your students' marked scripts to them?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
			✓		

13. To the best of your knowledge do you write legibly anytime you provide handwritten corrective feedback on your students' texts?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS*(Please put a tick [✓] under the response that best answers the question asked)*

14. How do you mark the errors in your students' business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

15. In your opinion, which of these feedback types has the greatest effect on students' business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors are not pointed out to them.
	✓			

16. Which of these feedback types has the greatest effect on students' business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I give students the opportunity to do self-editing though the errors on rubrics are not pointed out.
✓				

17. How often do you discuss students' errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
	✓	

18. Do you re-assess a text, anytime students re-write it?

A.	B.	C.
Always	Sometimes	Never
✓		

19. How often do you ask your students to rewrite their text for reassessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

20. In your opinion, do you give your students ample time to complete their in-class sit-in business communication tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

21. What time do you give to your students to complete a business communication task that requires that they write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
		✓	

22. Do you give your students ample time to finish their take-home business communication tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

23. What time do you give to your students to complete a business communication task that requires that students write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
	✓			

24. Do you believe that your students' performance on business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
		✓

25. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. Anytime your students get an opportunity to rewrite a text, are they able to reproduce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
✓		

27. Please use the spaces below to state any other comments:

Providing correct structures for students' errors enhances the acquisition and the use of English language.

APPENDIX 2A

1

APPENDIX 2A**QUESTIONNAIRE FOR RESPONDENTS FROM HO TECHNICAL UNIVERSITY****INTRODUCTION**

Dear student,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages at the University of Ghana, Legon. I would like to thank you for your co-operation by answering previous questions on pre- and post-test items on memoranda and business letters. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is the administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research and so I am not seeking answers that will amuse me. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research. The questions are simple and self-explanatory. However, should you need any clarification or assistance, do not hesitate to ask me.

Thank you for your co-operation.



Edward Owusu.

March, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Student's Number: 03160725
(Please provide your student's number if only it is different from your student's ID number)

2. Age range: (Please tick your age range)

- 17 – 22
23 – 28
29 – 34
35 – 40
41 – 46
47 and above

3. Gender (Please tick your gender):

Male: Female:

4. Languages spoken at home:

(Please use the space below to write the language(s) you use at home with your family, friends, and peers):

ENGLISH, EWE AND TWI

5. Nationality (Please state your nationality): GHANAIAN

6. Highest Educational Qualification (Please tick your previous highest qualification):

- HND:
Diploma:
'A' Level:
'O' Level:
SSCE:
WASSCE:
Others _____ (Please indicate)

ACADEMIC INFORMATION: *(Please write or tick where appropriate)*

7. Name of Institution: HO TECHNICAL UNIVERSITY
8. Student's ID: 03160725
9. Department: HND MARKETING
10. Major Area of Specialisation: HND MARKETING
11. Academic Level: Level 100:
 Level 200:
 Level 300:
 Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

12. Does your language teacher return your marked business communication scripts after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

13. After each internal assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
					✓

14. Does your language teacher return your marked business communication scripts after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
		✓

15. After each external assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

16. I understand my language teachers' handwritten comments anytime they write on my business communication texts?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS

(Please put a tick [✓] under the response that best answers the question asked)

17. How does your teacher mark the errors in your business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

18. Which of these feedback types has the greatest effect on your business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors are not pointed to me.
	✓			

19. Which of these feedback types has the greatest effect on your business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors on rubrics are not pointed to me at all.
	✓			

20. After your text is returned, does your teacher discuss the errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
✓		

21. Anytime you get an opportunity to rewrite a text, does your teacher reassess it?

A.	B.	C.
Always	Sometimes	Never
✓		

22. How often does your teacher ask you to rewrite your business communication text for reassessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

23. Does your teacher give you ample time to complete in-class sit-in composition tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

24. What time does your teacher give you to complete a business communication task that requires that you write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
	✓	✗	

25. Does your teacher give you ample time to finish your take-home composition tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. What time does your teacher give you to complete a business communication task that requires that you write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
			✓	

27. Do you believe that your performance in business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
	✓	

28. Anytime you get the opportunity to rewrite a text, are you able to produce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

29. Anytime you get an opportunity to rewrite a text, are you able to produce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
	✓	

30. Please use the spaces below to state any other comments:

APPENDIX 2B

1

APPENDIX 2B

QUESTIONNAIRE FOR RESPONDENTS FROM KOFORIDUA TECHNICAL UNIVERSITY

INTRODUCTION

Dear student,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages at the University of Ghana, Legon. I would like to thank you for your co-operation by answering previous questions on pre- and post-test items on memoranda and business letters. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is the administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research and so I am not seeking answers that will amuse me. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research. The questions are simple and self-explanatory. However, should you need any clarification or assistance, do not hesitate to ask me.

Thank you for your co-operation.


Edward Owusu.

January, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Student's Number: 04/2016/05670
(Please provide your student's number if only it is different from your student's ID number)

2. Age range: (Please tick your age range)

- | | |
|--------------|-------------------------------------|
| 17 – 22 | <input checked="" type="checkbox"/> |
| 23 – 28 | <input type="checkbox"/> |
| 29 – 34 | <input type="checkbox"/> |
| 35 – 40 | <input type="checkbox"/> |
| 41 – 46 | <input type="checkbox"/> |
| 47 and above | <input type="checkbox"/> |

3. Gender (Please tick your gender):

Male: Female:

4. Languages spoken at home:

(Please use the space below to write the language(s) you use at home with your family, friends, and peers):

Twi and English

5. Nationality (Please state your nationality): Ghanaian

6. Highest Educational Qualification (Please tick your previous highest qualification):

- | | |
|------------|--|
| HND: | <input type="checkbox"/> |
| Diploma: | <input type="checkbox"/> |
| 'A' Level: | <input type="checkbox"/> |
| 'O' Level: | <input type="checkbox"/> |
| SSCE: | <input type="checkbox"/> |
| WASSCE: | <input checked="" type="checkbox"/> |
| Others | <input type="checkbox"/> _____ (Please indicate) |

ACADEMIC INFORMATION: (Please write or tick where appropriate)

7. Name of Institution: KOFORIDUA TECHNICAL UNIVERSITY
8. Student's ID: 0412016/0567D
9. Department: COMPUTER SCIENCE
10. Major Area of Specialisation: NETWORKING
11. Academic Level: Level 100:
 Level 200:
 Level 300:
 Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

12. Does your language teacher return your marked business communication scripts after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
		✓

13. After each internal assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
✓					

14. Does your language teacher return your marked business communication scripts after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
		✓

15. After each external assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
					✓

16. I understand my language teachers' handwritten comments anytime they write on my business communication texts?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS

(Please put a tick [✓] under the response that best answers the question asked)

17. How does your teacher mark the errors in your business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

18. Which of these feedback types has the greatest effect on your business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors are not pointed to me.
	✓			

19. Which of these feedback types has the greatest effect on your business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors on rubrics are not pointed to me at all.
	✓			

20. After your text is returned, does your teacher discuss the errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
		✓

21. Anytime you get an opportunity to rewrite a text, does your teacher reassess it?

A.	B.	C.
Always	Sometimes	Never
		✓

22. How often does your teacher ask you to rewrite your business communication text for reassessment?

A.	B.	C.
Always	Sometimes	Never
		✓

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

23. Does your teacher give you ample time to complete in-class sit-in composition tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

24. What time does your teacher give you to complete a business communication task that requires that you write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
✓			

25. Does your teacher give you ample time to finish your take-home composition tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

26. What time does your teacher give you to complete a business communication task that requires that you write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
	✓			

27. Do you believe that your performance in business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
	✓	

28. Anytime you get the opportunity to rewrite a text, are you able to produce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
	✓	

29. Anytime you get an opportunity to rewrite a text, are you able to produce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
✓		

30. Please use the spaces below to state any other comments:

APPENDIX 2C

1

APPENDIX 2C**QUESTIONNAIRE FOR RESPONDENTS FROM KUMASI TECHNICAL
UNIVERSITY****INTRODUCTION**

Dear student,

My name is Edward Owusu and I am a fourth year Ph.D. student from the Department of Linguistics, School of Languages at the University of Ghana, Legon. I would like to thank you for your co-operation by answering previous questions on pre- and post-test items on memoranda and business letters. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is the administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research and so I am not seeking answers that will amuse me. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research. The questions are simple and self-explanatory. However, should you need any clarification or assistance, do not hesitate to ask me.

Thank you for your co-operation.



Edward Owusu.

March, 2017

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Student's Number: 051600680
(Please provide your student's number if only it is different from your student's ID number)

2. Age range: (Please tick your age range)

17 – 22

23 – 28

29 – 34

35 – 40

41 – 46

47 and above

3. Gender (Please tick your gender):

Male: Female:

4. Languages spoken at home:

(Please use the space below to write the language(s) you use at home with your family, friends, and peers):

Asante dialect and English

5. Nationality (Please state your nationality): GHANAIAN

6. Highest Educational Qualification (Please tick your previous highest qualification):

HND:

Diploma:

'A' Level:

'O' Level:

SSCE:

WASSCE:

Others: _____ (Please indicate)

ACADEMIC INFORMATION: (Please write or tick where appropriate)

7. Name of Institution: KUMASI TECHNICAL UNIVERSITY
8. Student's ID: 05160267596
9. Department: COMPUTER SCIENCE
10. Major Area of Specialisation: PROGRAMMING & NETWORKING
11. Academic Level: Level 100:
- Level 200:
- Level 300:
- Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

12. Does your language teacher return your marked business communication scripts after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

13. After each internal assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

14. Does your language teacher return your marked business communication scripts after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

15. After each external assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

16. I understand my language teachers' handwritten comments anytime they write on my business communication texts?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS

(Please put a tick [✓] under the response that best answers the question asked)

17. How does your teacher mark the errors in your business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

18. Which of these feedback types has the greatest effect on your business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors are not pointed to me.
	✓			

19. Which of these feedback types has the greatest effect on your business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors on rubrics are not pointed to me at all.
	✓			

20. After your text is returned, does your teacher discuss the errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
	✓	

21. Anytime you get an opportunity to rewrite a text, does your teacher reassess it?

A.	B.	C.
Always	Sometimes	Never
✓		

22. How often does your teacher ask you to rewrite your business communication text for reassessment?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK*(Please put a tick [✓] under the response that best answers the question asked)*

23. Does your teacher give you ample time to complete in-class sit-in composition tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

24. What time does your teacher give you to complete a business communication task that requires that you write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
		✓	

25. Does your teacher give you ample time to finish your take-home composition tasks?

A.	B.	C.
Always	Sometimes	Never
	✓	

26. What time does your teacher give you to complete a business communication task that requires that you write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
		✓		

27. Do you believe that your performance in business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
✓		

7

28. Anytime you get the opportunity to rewrite a text, are you able to produce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Anytime you get an opportunity to rewrite a text, are you able to produce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please use the spaces below to state any other comments:

APPENDIX 2D

1

APPENDIX 2D

QUESTIONNAIRE FOR RESPONDENTS FROM SUNYANI TECHNICAL UNIVERSITY

INTRODUCTION

Dear student,

My name is Edward Owusu and I am a third year Ph.D. student from the Department of Linguistics, School of Languages at the University of Ghana, Legon. I would like to thank you for your co-operation by answering previous questions on pre- and post-test items on memoranda and business letters. I am carrying out a research that investigates the *impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana*. One of my selected instruments of data collection is the administration of questionnaire. Your response to all the questions will be of great significance for my study. My only intention for administering this questionnaire is to gather data for academic research and so I am not seeking answers that will amuse me. I assure you that your answers will remain confidential and anonymous and that the data you provide will be used for research purposes only.

I would be grateful if all the data on demographic, academic as well as questions on the main sections are provided. This is because any unanswered question could harm the results of the research. The questions are simple and self-explanatory. However, should you need any clarification or assistance, do not hesitate to ask me.

Thank you for your co-operation.


Edward Owusu.

January, 2016

DEMOGRAPHICAL INFORMATION (Please tick places with boxes)

1. Student's Number: _____

(Please provide your student's number if only it is different from your student's ID number)

2. Age range: (Please tick your age range)

17 – 22 23 – 28 29 – 34 35 – 40 41 – 46 47 and above

3. Gender (Please tick your gender):

Male: Female:

4. Languages spoken at home:

(Please use the space below to write the language(s) you use at home with your family, friends, and peers):

English, Twi, Brong5. Nationality (Please state your nationality): Ghanaian

6. Highest Educational Qualification (Please tick your previous highest qualification):

HND: Diploma: 'A' Level: 'O' Level: SSCE: WASSCE: Others _____ (Please indicate)

ACADEMIC INFORMATION: (Please write or tick where appropriate)

7. Name of Institution: Sunyani Technical University
8. Student's ID: 06150695
9. Department: Hospitality and Tourism (HTM)
10. Major Area of Specialisation: HCM
11. Academic Level: Level 100:
 Level 200:
 Level 300:
 Level 400:

SECTION A – GENERAL INFORMATION ON FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

12. Does your language teacher return your marked business communication scripts after each internal (class work) assessment?

A.	B.	C.
Always	Sometimes	Never
	✓	

13. After each internal assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

14. Does your language teacher return your marked business communication scripts after each external (homework/assignment) assessment?

A.	B.	C.
Always	Sometimes	Never
✓		

4

15. After each external assessment, when do you get your text back from your teacher(s)?

A.	B.	C.	D.	E.	F.
Immediately after class	The next day/period	The following week	After a week or two	At the end of the semester	Never
		✓			

16. I understand my language teachers' handwritten comments anytime they write on my business communication texts?

A.	B.	C.
Always	Sometimes	Never
	✓	

SECTION B – FEEDBACK TYPES AND THEIR EFFECT ON TEXTS

(Please put a tick [✓] under the response that best answers the question asked)

17. How does your teacher mark the errors in your business communication texts?

A.	B.	C.	D.
The errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the text.	The errors in the texts are not marked at all.
	✓		

18. Which of these feedback types has the greatest effect on your business communication texts in terms of accuracy in grammar, parts of speech, punctuation marks, and agreement relations?

A.	B.	C.	D.	E.
The grammatical errors are underlined only.	The errors are underlined and the correct structures are provided.	A general comment is passed about the grammar of the text.	The grammatical errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors are not pointed to me.
	✓			

19. Which of these feedback types has the greatest effect on your business communication texts in terms of rubrics or format or element of the text?

A.	B.	C.	D.	E.
The format or rubrics errors are underlined only.	The rubrics errors are underlined and the correct formats are provided.	A general comment is passed about the rubrics/elements /format of the text.	The format errors in the texts are not marked at all.	I am given the opportunity to do self-editing though the errors on rubrics are not pointed to me at all.
	✓			

20. After your text is returned, does your teacher discuss the errors on one-on-one basis?

A.	B.	C.
Always	Sometimes	Never
✓		

21. Anytime you get an opportunity to rewrite a text, does your teacher reassess it?

A.	B.	C.
Always	Sometimes	Never
✓		

22. How often does your teacher ask you to rewrite your business communication text for reassessment?

A.	B.	C.
Always	Sometimes	Never
✓		

SECTION C – TIME AND ITS IMPLICATION ON CORRECTIVE FEEDBACK

(Please put a tick [✓] under the response that best answers the question asked)

23. Does your teacher give you ample time to complete in-class sit-in composition tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

24. What time does your teacher give you to complete a business communication task that requires that you write about 250 words in class?

A.	B.	C.	D.
Below 30 minutes	30 minutes to 1 hour	1 to 2 hours	2 hours and above
	✓		

25. Does your teacher give you ample time to finish your take-home composition tasks?

A.	B.	C.
Always	Sometimes	Never
✓		

26. What time does your teacher give you to complete a business communication task that requires that you write about 450 words on take-home basis?

A.	B.	C.	D.	E.
24 hours	Between 2 and 6 days	1 week	Between 2 and 3 week	4 weeks
		✓		

27. Do you believe that your performance in business communication tasks is dependent on the time given?

A.	B.	C.
Always	Sometimes	Never
	✓	

7

28. Anytime you get the opportunity to rewrite a text, are you able to produce accurate business communication texts in terms of the rubrics or format?

A.	B.	C.
Always	Sometimes	Never
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Anytime you get an opportunity to rewrite a text, are you able to produce accurate texts in terms of grammar, punctuations, spelling, and parts of speech?

A.	B.	C.
Always	Sometimes	Never
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. Please use the spaces below to state any other comments:

I like your lecturing and how
you get time for each student

APPENDIX 3A

APPENDIX 3a

As a Secretary send a memo to members in your organisation to your weekly meeting.

HBMA3

WECHI WATER COMPANY LIMITED

MEMORANDUM
MEMORANDUM
MEMORANDUM

(12)

FROM : STEFAYATU HAILEY Staff

TO : STAFF

DATE : 3rd April, 2017

SUBJECT : MEETING

C - 02
O - 02
E - 05
MA - 02

This ^{Memo} meeting is to remind the whole staff about a meeting we will be ^{holding} having at the main Conference Hall ^{from} located in the company at 7am to 12pm. This meeting will take place on the ~~11th~~ 11th April, 2017.

AGENDA :

1. To discuss and plan for the budget of the year.
2. To promote some members of the staff.
3. How to circulate water to the entire

APPENDIX 3B

HDMB3

APPENDIX 3b

WECHI WATER COMPANY LIMITED

WECHI

MEMORANDUMFROM : SHEFAYATU HAILEY ~~Qmp~~

TO : STAFF

DATE : 3rd April, 2017

SUBJECT: MEETING

This memo is to remind the whole staff about a meeting we will be holding at the main Conference Hall ~~located~~ in the company from 7am to 12pm. This meeting will take place on the 11th April, 2017.

AGENDA :

1. To discuss and plan for the budget of the year ⁰
2. To promote some members of the staff ⁰

(14)

C - 03
 O - 03
 E - 05
 MA - 03

THANK YOU.
 Secretary

APPENDIX 3C

APPENDIX 3c

HIMA 19

Aligent

Wood work company limited
Bolgatanga

MEMORANDUM

FROM: The Secretary ^{SP} ~~Wk.~~

TO: The staff of the company

DATE: 3rd March, 2017

SUBJECT: MEETING

This memorandum is to inform all ^{SP} Staff members about our weekly meeting at the Bolgatanga conference hall, located opposite the national health insurance office ~~at~~ from 8:00am - 12:00pm on the 3rd March, 2017.

AGENDA ^{SP}

- * To discuss ^{SP} about programs ^{SP} during the course of the year.
- * To plan ongoing training for all staff members.
- * To plan the budget for the year.
- * To Promote some Staff members.

C - 03
O - 02
E - 07
MT - 00

Thank you.

(12)

APPENDIX 3d

HIMB/19

Wood Work Company Limited
Bolgatanga

MEMORANDUM

FROM : The ~~Secretary~~ ^{SP}
TO : The Staff of the Company
DATE : 3rd March, 2017
SUBJECT : MEETING

This memorandum is to inform all staff members about our weekly meeting at the Bolgatanga Conference Hall, located opposite the National Health Insurance Office from 8:00am - 12:00pm on the 3rd March, 2017.

AGENDA

- * To discuss about ~~programmes~~ ^{programs} during the course of the year.
- * To plan ongoing ~~training~~ ^{training} for staff.
- * To plan the budget for the year.
- * To promote some staff members.

Thank you.

C-03
O-02
C-07
MA-01

(13)

APPENDIX 3D

APPENDIX 3d

HIMB19

Wood Work Company Limited
BolgatangaMEMORANDUM

FROM : The ~~Secretary~~^{SP}
 TO : The Staff of the Company
 DATE : 3rd March, 2017
 SUBJECT : MEETING

This memorandum is to inform all staff members about our weekly meeting at the Bolgatanga Conference Hall, located opposite the National Health Insurance Office from 8:00am - 12:00pm on the 3rd March, 2017.

AGENDA

- * To ~~discuss~~^{SP} about ~~programmes~~^{Programs} during the course of the year.
- * To plan ongoing ~~training~~^{training} for staff.
- * To plan the budget for the year.
- * To promote some staff members.

Thank you.

C-03
 O-02
 E-07
 MA-01

13

APPENDIX 4A

2

APPENDIX 4a

KDMA2

Name: Yamewu Christopher

Progr: Computer Science

Date: 29/09/2016

with vertically
Q1

C-02

O-01

E-02

From: Yamewu Christopher

To: All employees

Date: 29/09/2016 *use formal date*

MA-02

Subject: Electrical maintenance

CC: Kennedy Sagoc

(7/20)

Conference Committee

As of September 29, 2016, XYZ Corporation will be implementing new policies regarding electrical maintenance in the company. All electrical maintenance workers will receive some ^{pay} ~~about~~ ^{increment} ~~of payment~~ increase in the office which will start from next month.

The XYZ company ^{has} ~~have~~ ^{arranged} ~~arrange~~ for new electrical.

Agenda

[Signature]

APPENDIX 4b

KDLA2

Q2

ABC company Limited
 P.O. Box ML 647,
 Mallam - Accra.

29/09/2016.

use land safe

Food and Drugs Authorities,
 P.O. Box AC 746,
 Accra central - Ghana.

G - 02

O - 02

E - 06

MA - 00

19/20

Dear Sir,

HOW FOODS ARE PROCESSED IN ABC COMPANY.

AS the manager of ABC company, it is a very great honour to write this letter to explain how foods are been processed in ABC company.

Firstly, ABC is a company which do with raw materials to finish goods. ~~raw materials like agriculture raw materials.~~ The company's finish goods are in tin cans. Tins are containers made of metal, which we used to preserve food stuff for future use. The raw materials are tomatoes and peppers and the name of the product is game tomatoes and game peppers.

Secondly, ABC company products are processed in three different stages. The first stage is about washing the raw materials,

The raw materials are ^{washed} wash with different chemicals, such ^{as} chemicals are sulphur ^{and} chloride. It helps to remove the germs from the raw food stuff from the farm.

WSI Thirdly, the second process is about how the food stuff are ^{canned} been canning. Canning is the process of preserving food by ^{heat} processing in a sealed vessel (a sealed jar or can).

^{protects} Last but not the ^{best} is about how our product are ^{packaged} been packaged in the warehouse. It is one of the best ^{packaging} package in the market.

Yours faithfully,

~~Y~~

Yamenu Christopher
(ABC company Limited)

APPENDIX 4C

13

Eric Boateng Sarkodie-A. 29/09/2016
APPENDIX 4c *align vertically* **KIMAB**
 Computer Science

From: Eric Sarkodie, Administrative Assistance
 To: All staff members
 Date: 29th Sept 2016
 Subject: Annual general meeting
 CC: x42 company,

9/20
 G-02
 O-01
 G-03
 MA-03

Notice: All ~~staff~~ members are invited to the meeting. The meeting outline are below

Date: 1st December, 2016
 Venue: Kumasi Assembly Hall
 Time: 6:00am - 3:00pm
 Agenda: called to order

- Manager welcome address
- presentation of proposal and discussion voting
- Result of voting
- management presentation regarding company
- Questions and Answers Regarding company

Attendance is made compulsory to all staff members.

Thank You
~~Eric~~
 Administrative Assistance

Thirdly, we put water and add some
flavour and mix with other few water then
we put them in their bottle and cover them
and attached our label to it.

In conclusion, this is ^{how} ~~how~~ the orange is
being processed in my company.

Yours faithfully,



The manager -
ABC company.

APPENDIX 5A

APPENDIX 5a

XYZ COMPANY LIMITED
KUMASI

MEMO KSDMA7

FROM : ADMINISTRATIVE ASSISTANT

TO : MEMBERS OF STAFF

DATE : 17th ^MMARCH, 2017

SUBJECT : ANNUAL GENERAL MEETING

I am once again reminding
 Am ~~once~~ remembering all the members of staff about the ~~our~~ Annual General Meeting which will be held at the ~~staff~~ common room at this afternoon ~~from~~ 4:30 pm to 5:30 pm.

And ~~as~~ we ~~all~~ ~~discussed~~ ~~before~~ the ~~main~~ agenda for this meeting will be the changing of polytechnics into ~~university~~ ^{university} and all members of staff are ~~docty~~ ^{docty} asked to kindly attend this meeting in order to help the company progress with this issue.

Sum
 SARKODIE KWABENA AHEAMPONG

C-01
 O-02
 E-03
 MA-00

(07/20)

APPENDIX 5B

APPENDIX 5b

X72 COMPANY LIMITED

KUMASI

MEMO

KSDMB7

FROM : ADMINISTRATIVE ASSISTANT

TO : MEMBERS OF STAFF

DATE : 17th MARCH, 2017

SUBJECT : ANNUAL GENERAL MEETING

I am once again reminding the members of Staff about Our Annual General Meeting which will be held at the Staff Common Room at this afternoon from 4:30pm to 5:30pm. As we discussed earlier, the agenda for this meeting will be the changing of polytechnics into university. All members of staff are therefore asked to kindly attend this meeting in order to help the company progress with this issue.

S
SARKODIE KWABENA AZEAMPONE


C - 02
O - 02
S - 04
MA - 04
(12/20)

APPENDIX 5C

APPENDIX 5c

X+2 Company Limited.
Memorandum

KSNMAS

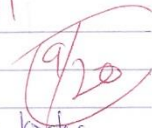
From : Frimpong Kwaku (Administrative Assistant) 

To : Members of staff.

Date : March 17th, 2017

Subject : Annual General Meeting

C-02
D-04
E-04
AA-01



This year's annual General meeting kicks off next week and therefore all members of staff of X+2 company limited are expected to be present. The agenda of the meeting include: accelerating growth in rate returns, increasing customers and also giving more to the community. All staff are encouraged to be present. lateness to the meeting is not allowed. X+2 COMPANY LIMITED - CUSTOMER FIRST !!!.

F.K

Work on year:

penetration

Spelling


subject-verb Agreement

APPENDIX 5D

APPENDIX 5d

XYZ Company Limited
Memorandum

KsNMB8

From : Frimpong Kwaku (Administrative Assistant) 
To : Members of Staff
Date : April 24th, 2017
Subject : Annual General Meeting

This year annual general meeting kick off next week and therefore all members of staff of XYZ company limited are expected to be present. The agenda of the meeting will entail accelerating growth in rate returns, increasing customer and giving more to the community. All staff are endeavoured to be present. Lateness to the meeting is not allowed.
XYZ company limited - Customer first.

F.K

C - 02
O - 02
E - 04
M - 01

Work on these:

- o Punctuation
- o Spelling
- o Subject-verb Agreement

APPENDIX 6A

You are an Administrative Assistant of XYZ company Limited. You have been asked to remind members of staff of your Annual General meeting. Using a memo format communicate this information to all staff your memo should include the agenda.

APPENDIX 6a

From
 from Administrative Assistant
 To member staff of XYZ company
 Date, 15/06/16
 Subject:

C - 1
 O - 2
 E - 4
 MA - 2
 9/20

FROM ADMINISTRATIVE ASSISTANT
 TO MEMBERS STAFF OF XYZ COMPANY
 DATE 15/06/2016
 SUBJECT REMINDING MEMBERS OF STAFF OF YOUR ANNUAL GENERAL MEETING

SIMALL

I wish to bring your notice ~~on~~ that the annual general meeting of our company, which would be coming off on the 30th June of this month. And the meet is about the breaking down of our company. It is taking place at the tyco city hotel, Conference hall.

- Miss Victoria Danso
- Josephine Simon Asare

Their inclusion, hopefully, will help to remain members of staff and the chairperson. Thank you.

Anna Tabuah.

APPENDIX 6B

You are the manager of ABC company Limited. Write a letter to the Director of foods and Drugs Authority. Explaining how foods processed in your company.

APPENDIX 6b

64, MCF
THE MANAGER OF ABC
P.O. BOX 603
SUNYANI

recipient's address?

30th JUNE, 2016

SILAI

DEAR, SIR/MADAM,

How Foods PROCESSED IN YOUR COMPANY

I am glad to write to you about how food processed in our company. ^{Paragraph} Food have been processed through the new investment that have been taking place in our company, and again, how we care for our product or goods at the company.

ABC company does not sale bad product, such as the expire ones and the fake ones as such. When we get to know that our goods are expiring or going bad, we have to pack all from the company and buy new ones, to save the life of people. Things like this have help us food to processed in our company.

Yours faithfull
AKA

Anna Tabua
(The manager)

C-01
O-01
E-04
MA-03

9/20

APPENDIX 6C

APPENDIX 6c

The manager of ABC

Sunyani

June 16, 2016

67MBC

Director of food and drugs authority

Kumasi

June 16, 2016

SILBII

Dear, Sir/Madam,

HOW FOOD PROCESSED IN MY COMPANY

I am glad to write to you about how food processed in our company. Food has been processed through the new project that has been taking place at our company.

Again, how we care for our product or goods at the company. ABC company don't sale bad product, such as the expired ones. When we get to know that our good goods expiring or going bad, we have to pack all from the company.

Things like this ~~have~~ help food to properly processed in our company.

Yours faithfully

~~aff~~

Anna Tabuah
(The manager)

C - 02

O - 01

E - 03

MA - 03

9/20

APPENDIX 6D

APPENDIX 6d

FROM : ADMINISTRATIVE ASSISTANT

TO : MEMBERS STAFF OF XYZ COMPANY

DATE : 22nd JUNE, 2016

SUBJECT : ANNUAL GENERAL MEETING

SIMBII

I wish to bring your notice on the Annual General Meeting of our company which would be coming off on the 30th of June of this month. And the meeting is about the breaking down of our company. It is taking place at the Tyro City Hotel Conference Hall. Thank you

- Miss Victoria Danso

- Simon Asare

~~at~~

Anna Tabuah

C - 02
O - 02
E - 05
N/A - 04

3/20

APPENDIX 6E

of staff of your Annual General meeting. Using a memo format communicate this information to all staff. your memo should include an agenda for the meeting

APPENDIX 6e

SUNYAW POLYTECHNIC

SNMA9

FROM • ADMINISTRATIVE ASSISTANT
 TO MEMBERS OF STAFF
 DATE 15 JUNE, 2016
 SUBJECT NOTICE ON ANNUAL GENERAL MEETING
 Cc

MEMO

I wish to inform all members of the XYZ Company about our coming annual general meeting which will be held on the company conference hall on 27 JUNE, 2016 at 6:00pm.


opening prayer By Dr Kofi YAWI
 Welcome address By Chairman
 The main reason of meeting
 Any other business

C-02
 O-01
 E-04
 MA-00
 7/20

Note:

1. Your work has a lot of spelling mistakes.
2. There should be a colon after each of the rubrics.
3. Nobody has been copied, yet you have a 'Cc' in your work.
4. Common nouns do not start with capital letters unless they begin structures.
5. Proper nouns are written with initial capitals.
6. Your work is not well punctuated.
7. You need agenda to include an agenda.
8. Date format is wrong.

APPENDIX 6F

APPENDIX 6F	
C-2	ABC Company Limited
O-1	P.O Box 125
E-6	ACCRA GHANA
MA-2	1/10
The Director Food And Drugs Authority P.O Box 206 SUNyani GHANA	
<p>Note:</p> <ol style="list-style-type: none"> 1. Date format is wrong 2. Check for spelling mistakes 3. Use correct punctuation marks. 4. Most of your structures are wrong. 5. Subject is missing. 	
12 JUNE, 2016.	
Dear Sir	SNLA9
<p>I wish to explain to you on how food is being processed in our company. Some of the methods we used in the ABC company on food processing are as follows.</p> <p>We processed food through drying which is very effective and nutritious and it is done by spreading the food in the sun or in room temperature.</p> <p>Another method is the preservation process which include heating or boiling to destroy micro-organism.</p> <p>Drying: This is probably the most ancient method used in our company to preserve and process food, drying reduce the water content in the product and delays bacterial growth.</p> <p>Smoking: Many food such as meat, fish and others are processed in our company, this process is very simple at the combination of smoke to preserved food without actually cooking it.</p> <p>All these methods are used by the ABC company to give out processed food for our daily consumption.</p>	
Yours faithfully	
 Tarek Hidiyatu Adams (Manager of ABC Company)	

APPENDIX 7A

M2

APPENDIX 7a

INTERNAL MEMO

To: ALL DEANS (SBA, STM & SN)
From: Assistant Registrar (Admin)
Date: August 30, 2016
Subject: GBUC FULL TIME EMPLOYEES SCHEDULE NOTICE

I am directed by the President of the University College to officially inform all staff (Faculty and Administration) that all extracurricular activities should **NOT** be done during the stipulated working hours of the individual in the course of the week.

You are to be reminded that our office working hours start from **8:00am to 5:00 pm, Mondays to Fridays.**

His office advises that such activities would be entertained only in the evening or at the weekends.

I/We hope this directive will make us efficient.
Hope this directive will make us most efficient in our various offices for increase in productivity.

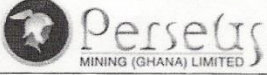
God richly bless you.

Thanks Thank you.

Cc:
President
Registrar
Assistant Registrar (Academics)
All Notices
All Faculty & Administrative Staff

APPENDIX 7B

M16 APPENDIX 7b



INTERNATIONAL WOMEN'S DAY
Memo

TO: All Female Employees

FROM: General Manager

CC: HOD'S, File

SUBJECT: International Women's Day(IWD)

DATE: 8 March 2017

(EDI-HR-MEM-008-17)

The theme for this year's International Women's Day is

This year's International Women's Day theme is **Be Bold For Change** ⊙

Women are important part of the society and indeed PMGL operations.

Life would have been empty without strong women. Every circle of life witnesses strong influence of women whether as a Mother, wife, sister or daughter.

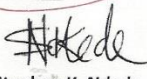
As we celebrate the ~~world~~ ^{W W W} women's day today, I wish every woman a happy women's day.

Step up to take bold action. Be Bold For Change.

⊙

X

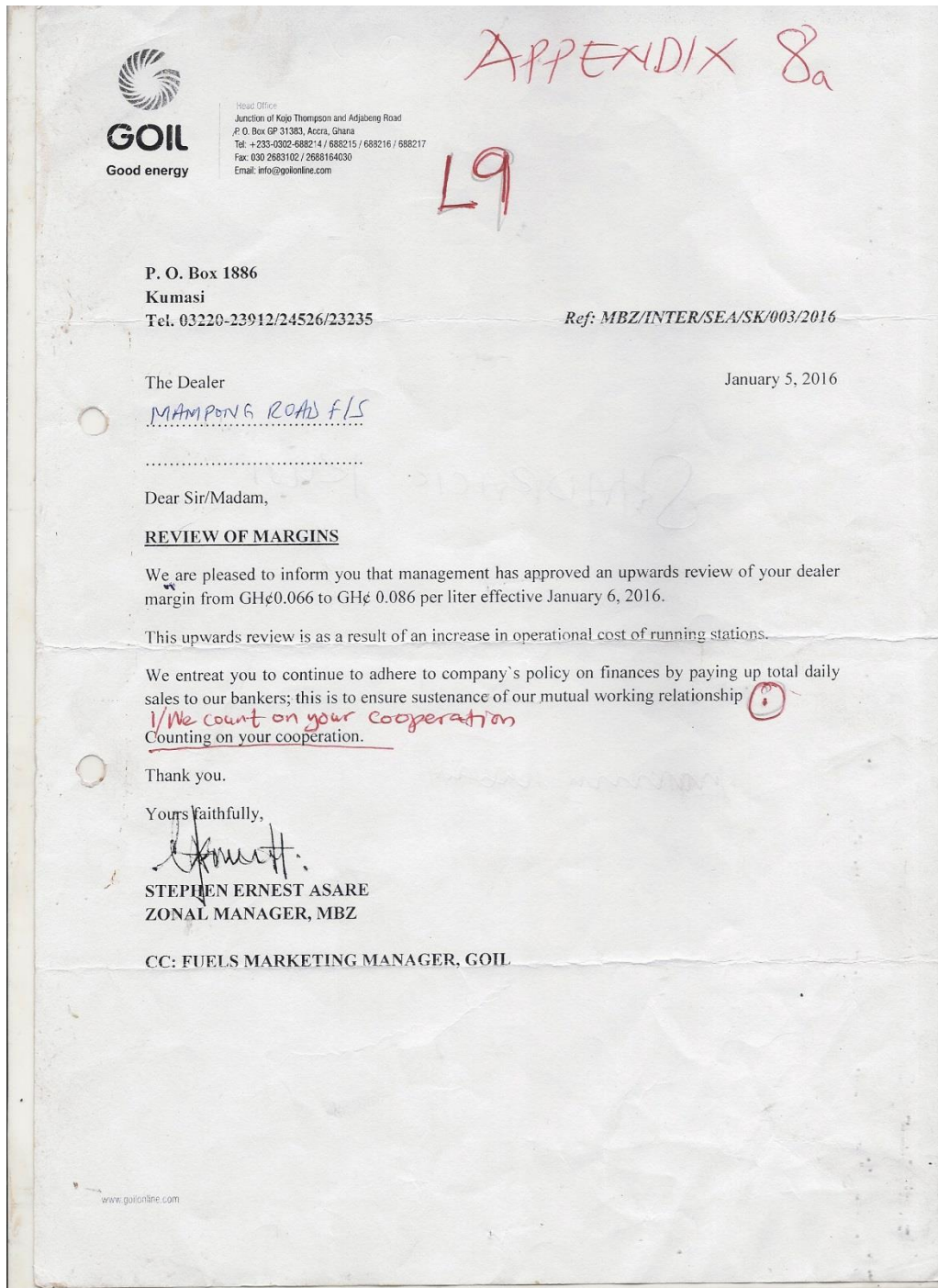
Regards,



Stephen K. Ndede
General Manager

Document uncontrolled when printed			
Document Owner: HSEC Manager	Authorised By: Executive General Manager		
Doc. ID: EDI-ADM-TEM-010	Rev No: 1	Date Issued: 31/07/2015	Date Printed: 8/03/2017 Page 1 of 1

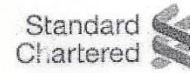
APPENDIX 8A



APPENDIX 8B

L12

APPENDIX 8b



April 11, 2017

Our Ref: GH.GEN.LO.COL.CL03913

Mrs. Elizabeth Anang
Enterprise Life Assurance Company
ELAC PMB GPO, Accra
Accra

Dear Madam,

Clearance – Mrs. Elizabeth Anang

We write to confirm that the loan account with details below has fully been settled by the customer.

Name	: Mrs. Elizabeth Anang
Account Number	: 20103261354264
Staff Number	: NA
Loan Amount	: GH¢ 22,000.00
Disbursement Date	: 20/03/2013
Mode of Payment	: CAS
Month of full Payment	: April, 2017

The

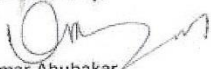
customer is therefore not indebted to the bank in this wise.

For more information

if you require any information or clarification, please contact us on 0577701344, 0577709743.

Thank you.

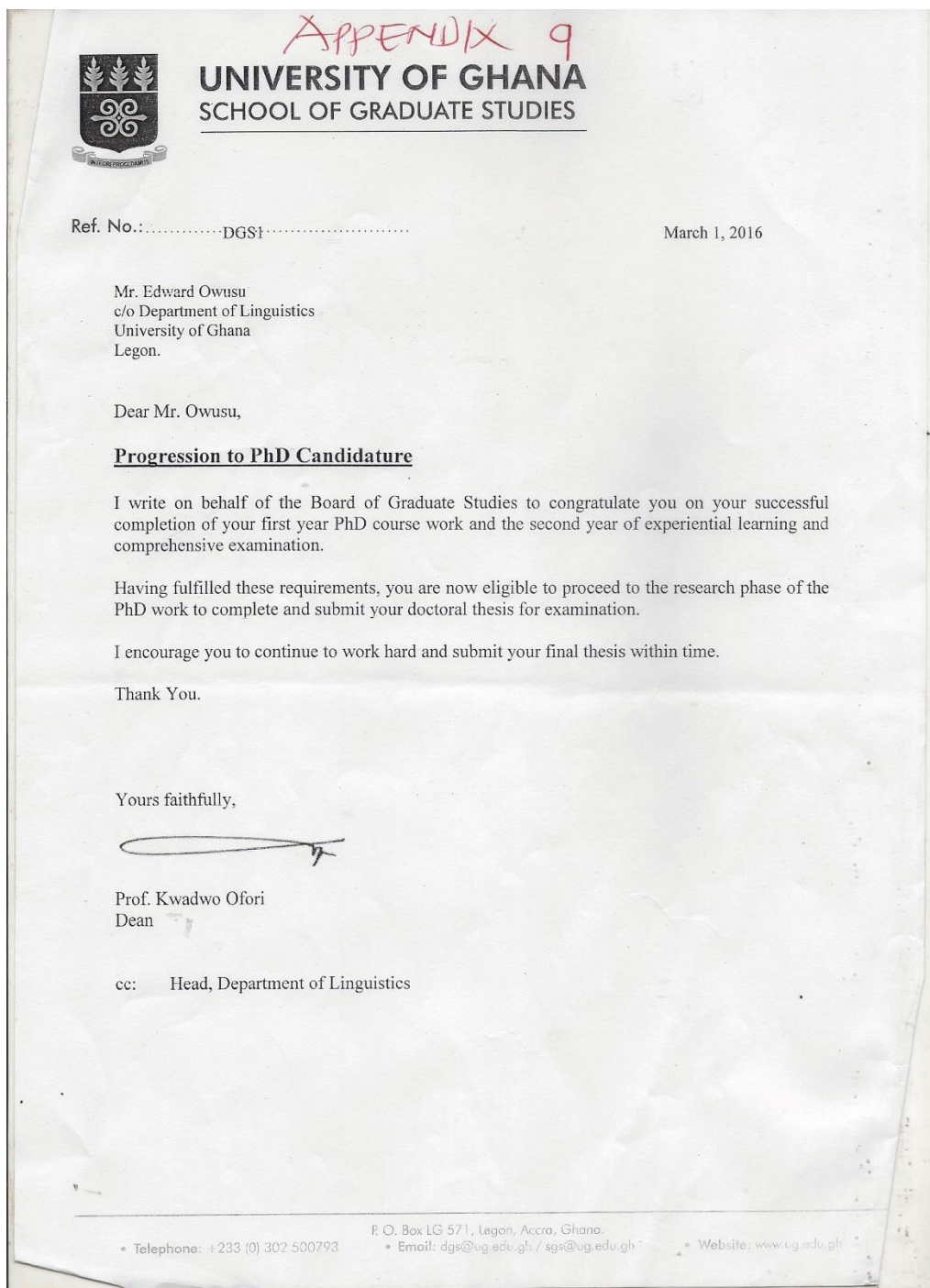
Yours faithfully,


Omar Abubakar
Head, Collections Retail Banking, Ghana

Standard Chartered Bank Ghana Ltd.
Retail Banking – Head Office
P. O. Box 768, Accra, Ghana

Collections Unit, Awudome, Accra
(6) 057 701340, 0577701342, 0577701457, 0577701445, 0577709743

APPENDIX 9



APPENDIX 10

APPENDIX 10



UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

Ref. No.:.....LING/Fd.4.....

23rd December, 2015

The Chairperson
Ethics Committee for Humanities
ISSER, University of Ghana
Legon

Dear Chairperson,

THESIS APPROVAL

Mr. Edward Owusu is a PhD candidate in Teaching English as a Second Language in the Linguistics Department. He has presented his proposal to the Department and supervisors have been assigned to assist him (see the attached document). He is now ready to commence his research.

We would be grateful if he could be granted consent for the commencement of his work.

Thank you.

Yours sincerely,

Dr. Evershed K. Amuzu
Head of Department

COLLEGE OF HUMANITIES

APPENDIX 11



APPENDIX 11
UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

Ref. No. LING/Pd:4.....

17th February, 2016

The Chairperson
Ethics Committee for Humanities
ISSER, University of Ghana
Legon.

Dear Sir,

THESIS APPROVAL

This is to inform you that I am the Principal Supervisor for Mr. Edward Owusu, a PhD candidate in Teaching English as a Second Language (TESL) in the Department of Linguistics. The other members of the supervisory panel are Dr. P.K. Agbedor and Dr. J.T. Agor. He has presented his thesis proposal and he is now ready to commence his research.

I would, therefore, be grateful if he could be granted permission to commence his work.

Yours sincerely,

Prof. Kofi Agyekum
Principal Supervisor

COLLEGE OF HUMANITIES

• Telephone: +233 (0) 269 527 702

P.O. Box LG 81, Legon, Accra, Ghana.
• Email: linguistics@ug.edu.gh

• Website: www.linguistics.ug.edu.gh

APPENDIX 12



APPENDIX 12
UNIVERSITY OF GHANA
ETHICS COMMITTEE FOR THE HUMANITIES (ECH)

P. O. Box LG 74, Legon, Accra, Ghana

My Ref. No.....

24th March, 2016

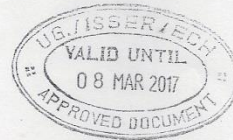
Mr. Edward Owusu
Department of Linguistics
University of Ghana
Legon

Dear Mr. Owusu,

ECH 089/15-16: THE EFFECT OF CORRECTIVE FEEDBACK ON BUSINESS COMMUNICATION STUDENTS IN THE TECHNICAL UNIVERSITIES IN CENTRAL GHANA

This is to advise you that the above reference study has been presented to the Ethics Committee for the Humanities for a full board review and the following actions taken subject to the conditions and explanation provided below:

Expiry Date: 8/03/17
On Agenda for: Initial Submission
Date of Submission: 18/02/16
ECH Action: Approved
Reporting: Bi-Annually



Please accept my congratulations.

Yours Sincerely,

Rev. Prof. J. O. Y. Mante
ECH Chair

CC: Dr. Evershed K. Amuzu, Department of Linguistics

APPENDIX 13

APPENDIX 13

Correction Symbols A-27

Proofreading Marks

Symbol	Meaning	Symbol Used in Context	Corrected Copy
≡	Align horizontally	meaningful result	meaningful result
	Align vertically	1. Power cable 2. Keyboard	1. Power cable 2. Keyboard
ⓑf	Boldface	Recommendations	Recommendations
≡	Capitalize	PepsiCo, Inc.	PepsiCo, Inc.
⌋⌋	Center	Awards Banquet	Awards Banquet
○	Close up space	self-confidence	self-confidence
e	Delete	harassment and abuse	harassment
Ⓛs	Double-space	text in first line text in second line	text in first line text in second line
^	Insert	in ^{and white} turquoise shirts	turquoise and white shirts
∨	Insert apostrophe	our team's goals	our team's goals
^	Insert comma	a, b, and c	a, b, and c
≡	Insert hyphen	third-quarter sales	third-quarter sales
⊙	Insert period	Harrigan et al.	Harrigan et al.
∨ ∨	Insert quotation marks	This team isn't cooperating.	This "team" isn't cooperating.
#	Insert space	real estate test case	real estate test case
Ⓛi	Italics	Quarterly Report	<i>Quarterly Report</i>
/	Lowercase	TULSA, South of here	Tulsa, south of here
⌋	Move down	Sincerely,	Sincerely,
⌋	Move left	Attention: Security	Attention: Security
⌋	Move right	February 2, 2010	February 2, 2010
⌋	Move up	THIRD-QUARTER SALES	THIRD-QUARTER SALES
Ⓛe	Restore	staff talked openly and frankly	staff talked openly
2	Run lines together	Manager, Distribution	Manager, Distribution
Ⓛs	Single space	text in first line text in second line	text in first line text in second line
○	Spell out	COD	cash on delivery
Ⓛp	Spell out	Assn. of Biochem. Engrs.	Association of Biochemical Engineers
⌋	Start new line	Marla Fenton, Manager, Distribution	Marla Fenton, Manager, Distribution
¶	Start new paragraph	The solution is easy to determine but difficult to implement in a competitive environment like the one we now face.	The solution is easy to determine but difficult to implement in a competitive environment like the one we now face.
~	Transpose	airy, light, casual tone	light, airy, casual tone

APPENDIX 14A



UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

APPENDIX 14a

LING/Fd.4
Ref. No.:

31st May, 2016

The Dean
School of Business and Management Studies
Sunyani Polytechnic
Sunyani.

Dear Sir,

LETTER OF INTRODUCTION
MR. EDWARD OWUSU

Mr. Edward Owusu is a graduate student in the Department of Linguistics studying for the PhD degree in Teaching English as a Second Language. He is conducting a research on *The effect of corrective Feedback on Business Communication students in the Technical Universities in Central Ghana.*

I would be grateful if he could be given permission to collect the data he needs from your Institution to enable him write his thesis.

Thanks for your cooperation.

Sincerely,

Dr. Evershed K. Amuzu
Head of Department

COLLEGE OF HUMANITIES

• Telephone: +233 (0) 289 527 702 P. O. Box LG 61, Legon, Accra, Ghana. • Email: linguistics@ug.edu.gh • Website: www.languages.ug.edu.gh

APPENDIX 14B



UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

APPENDIX 14b

LING/Fd.4
Ref. No.:

31st May, 2016

The Dean
Faculty of Business and Management Studies
Kumasi Polytechnic
Kumasi.

Dear Sir,

LETTER OF INTRODUCTION
MR. EDWARD OWUSU

Mr. Edward Owusu is a graduate student in the Department of Linguistics studying for the PhD degree in Teaching English as a Second Language. He is conducting a research on *The effect of corrective Feedback on Business Communication students in the Technical Universities in Central Ghana.*

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Thanks for your cooperation.

Sincerely,

Dr. Evershed K. Amuzu
Head of Department

COLLEGE OF HUMANITIES

• Telephone: +233 (0) 289 527 702

P.O. Box LG 61, Legon, Accra, Ghana
• Email: linguistics@ug.edu.gh

Website: www.collegeofhumanities.ug.edu.gh

APPENDIX 14C



UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

APPENDIX 14c

LING/Fd.4
Ref. No.:

31st May, 2016

The Dean
Faculty of Business and Management Studies
Ho Polytechnic
Ho.

Dear Sir,

LETTER OF INTRODUCTION
MR. EDWARD OWUSU

Mr. Edward Owusu is a graduate student in the Department of Linguistics studying for the PhD degree in Teaching English as a Second Language. He is conducting a research on *The effect of corrective Feedback on Business Communication students in the Technical Universities in Central Ghana*.

I would be grateful if he could be given permission to collect the data he needs from your Institution to enable him write his thesis.

Thanks for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Amuzu'.

Dr. Evershed K. Amuzu
Head of Department

COLLEGE OF HUMANITIES

• Telephone: +233 (0) 289 527 702 • P. O. Box LG 61, Legon, Accra, Ghana. • Email: linguistics@ug.edu.gh • Website: www.languages.ug.edu.gh

APPENDIX 14D



UNIVERSITY OF GHANA
DEPARTMENT OF LINGUISTICS
SCHOOL OF LANGUAGES

APPENDIX 14d

LING/Fd.4
Ref. No.:

31st May, 2016

The Dean
Faculty of Business and Management Studies
Koforidua Polytechnic
Koforidua.

Dear Sir,

LETTER OF INTRODUCTION
MR. EDWARD OWUSU

Mr. Edward Owusu is a graduate student in the Department of Linguistics studying for the PhD degree in Teaching English as a Second Language. He is conducting a research on *The effect of corrective Feedback on Business Communication students in the Technical Universities in Central Ghana*.

I would be grateful if he could be given permission to collect the data he needs from your Institution to enable him write his thesis.

Thanks for your cooperation.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Amuzu'.

Dr. Evershed K. Amuzu
Head of Department

COLLEGE OF HUMANITIES

• Telephone: +233 (0) 289 527 702



P. O. Box LG 61, Legon, Accra, Ghana.
• Email: linguistics@ug.edu.gh

• Website: www.languages.ug.edu.gh

APPENDIX 15A

APPENDIX 15a

UNIVERSITY OF GHANA

Official Use only
Protocol number

Ethics Committee for Humanities (ECH)

PROTOCOL CONSENT FORM

Section A- BACKGROUND INFORMATION

Title of Study:	Impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana
Principal Investigator:	Edward Owusu
Certified Protocol Number	

Section B- CONSENT TO PARTICIPATE IN RESEARCH

General Information about Research

Over the last twenty years, extensive research works on correction of errors or corrective feedback strategies in SLA have been conducted by a number of non-Ghanaian researchers abroad (for example, Mings, 1993; Truscott 1996, 1999, 2007, Lyster and Ranta 1997; Ferris 1999, 2003, 2004; Ferris and Helt 2000; Ferris and Roberts 2001; Beuningen, 2010; Bithener, Young, and Cameron 2005; Chandler 2003; Ellis 2008, 2009; and Ellis, Loewen, and Erlam 2006). These works have covered issues on error correction in SLA such as: *The case against grammar correction* (For example, Truscott 1996,1999); *the case for grammar correction* (for example, Ferris 1999, 2004); *corrective feedback and teacher development* (for example, Ellis 2009); *types of CF on second language learners' writing* (for example, Farrokhi and Sattarpour 2012, Alimohammadi and Nejadansari 2014) and *the effects of CF on SLA/ESL students writing* (for example, Bitchener *et al.* 2005, Chandler 2003, Rezaei *et al.* 2011, Beuningen, 2010). That notwithstanding, none of these studies mentioned has focused on CF and business communication texts such as: memoranda, and business letters. This has created a gap in terms of the application of CF on business communication texts.

In Ghana, the situation is different. Although a number of studies have been done on learners' errors (for example, Agor 2003; Armah 2004; Hourani 2008; and Asinyor 2012) and composition/paragraph development (for example, Adika 1999, Amable 2004; Owusu 2012) not much studies have been conducted on error correction, let alone application of CF on business communication texts.

In view of this, the purpose of the study is to assess the effect of corrective feedback techniques on the texts of Business Communication students in the Technical Universities in Central Ghana. It is anticipated that the work would address issues regarding proper grading of Business Communication texts of memoranda and business letters. Again, the study seeks to recommend to

1

Business Communication teachers the best approach to use when it comes to offering of corrective feedback. Also, the purpose of the study is to recommend to the Business Departments of the Technical Universities in Central Ghana best practices in terms of writing of rubrics of Business Communication texts of letters and memoranda and corrective feedback techniques.

Benefits/Risk of the study

The work would benefit tertiary institutions in recommending the kind of corrective feedback that has the greatest effect on students' texts in terms of accuracy in writing. The work would not involve any physical and social risks. However, psychological risk is bound to arise. This is so, when students find a lot of corrections in their texts. But, they (students) would be informed that the study is for research only. Again counselling session will be provided before and after the study.

Confidentiality

On confidentiality, the texts and data collected with the questionnaire items would not be used for any purpose other than research. The investigator would not discuss the results of study with any third person.

Compensation

The participants would not be compensated in any way.

Withdrawal from Study

Participants would be given prior information about the nature of the study. Therefore, participation would be voluntary and since individuals have a privacy and should not be coerced into participating, the investigator would accept any refusal of a participant to be a part of the research. No participant would be penalized for refusing to partake the research.

Contact for Additional Information

- For clarification contact any of the following numbers:
- Edward Owusu, Department of Linguistics, University of Ghana, Legon. Mobile: 020 5584667. Email: edwardowusu@minister.com
- Prof. Kofi Agyekum, Department of Linguistics, University of Ghana, Legon. Mobile: 020 8136215. Email: kofiagyekum@hotmail.com.
- If you have any questions about your rights as a research participant in this study you may contact the Administrator of the Ethics Committee for Humanities, ISSER, University of Ghana at ech@isser.edu.gh / ech@ug.edu.gh or 00233- 303-933-866.

Section C- VOLUNTEER AGREEMENT

"I have read or have had someone read all of the above, asked questions, received answers regarding participation in this study, and am willing to give consent for me, my child/ward to participate in this study. I will not have waived any of my rights by signing this consent form. Upon signing this consent form, I will receive a copy for my personal records."

Amancy Hurrell
Name of Volunteer

[Signature]
Signature or mark of volunteer

28 April, 2014
Date

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

Name of witness

Signature of witness

Date

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.


Name of Person who Obtained Consent

Signature of Person Who Obtained Consent


Date

APPENDIX 15B

APPENDIX 15b



UNIVERSITY OF GHANA



Ethics Committee for Humanities (ECH)

Official Use only
 Protocol number

PROTOCOL CONSENT FORM

Section A- BACKGROUND INFORMATION

Title of Study:	Impact of Corrective Feedback on the Writing of Business Communication Students in selected tertiary institutions in Ghana
Principal Investigator:	Edward Owusu
Certified Protocol Number	

Section B- CONSENT TO PARTICIPATE IN RESEARCH

General Information about Research

Over the last twenty years, extensive research works on correction of errors or corrective feedback strategies in SLA have been conducted by a number of non-Ghanaian researchers abroad (for example, Mings, 1993; Truscott 1996, 1999, 2007, Lyster and Ranta 1997; Ferris 1999, 2003, 2004; Ferris and Helt 2000; Ferris and Roberts 2001; Beuningen, 2010; Bitchener, Young, and Cameron 2005; Chandler 2003; Ellis 2008, 2009; and Ellis, Loewen, and Erlam 2006). These works have covered issues on error correction in SLA such as: *The case against grammar correction* (For example, Truscott 1996,1999); *the case for grammar correction* (for example, Ferris 1999, 2004); *corrective feedback and teacher development* (for example, Ellis 2009); *types of CF on second language learners' writing* (for example, Farrokhi and Sattarpour 2012, Alimohammadi and Nejadansari 2014) and *the effects of CF on SLA/ESL students writing* (for example, Bitchener *et al.* 2005, Chandler 2003, Rezaei *et al.* 2011, Beuningen, 2010). That notwithstanding, none of these studies mentioned has focused on CF and business communication texts such as: memoranda, and business letters. This has created a gap in terms of the application of CF on business communication texts.

In Ghana, the situation is different. Although a number of studies have been done on learners' errors (for example, Agor 2003; Armah 2004; Hourani 2008; and Asinyor 2012) and composition/paragraph development (for example, Adika 1999, Amable 2004; Owusu 2012) not much studies have been conducted on error correction, let alone application of CF on business communication texts.

In view of this, the purpose of the study is to assess the effect of corrective feedback techniques on the texts of Business Communication students in the Technical Universities in Central Ghana. It is anticipated that the work would address issues regarding proper grading of Business Communication texts of memoranda and business letters. Again, the study seeks to recommend to

1

Business Communication teachers the best approach to use when it comes to offering of corrective feedback. Also, the purpose of the study is to recommend to the Business Departments of the Technical Universities in Central Ghana best practices in terms of writing of rubrics of Business Communication texts of letters and memoranda and corrective feedback techniques.

Benefits/Risk of the study

The work would benefit tertiary institutions in recommending the kind of corrective feedback that has the greatest effect on students' texts in terms of accuracy in writing. The work would not involve any physical and social risks. However, psychological risk is bound to arise. This is so, when students find a lot of corrections in their texts. But, they (students) would be informed that the study is for research only. Again counselling session will be provided before and after the study.

Confidentiality

On confidentiality, the texts and data collected with the questionnaire items would not be used for any purpose other than research. The investigator would not discuss the results of study with any third person.

Compensation

The participants would not be compensated in any way.

Withdrawal from Study

Participants would be given prior information about the nature of the study. Therefore, participation would be voluntary and since individuals have a privacy and should not be coerced into participating, the investigator would accept any refusal of a participant to be a part of the research. No participant would be penalized for refusing to partake the research.

Contact for Additional Information

- For clarification contact any of the following numbers:
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AFFIORGBOR FELIX

Name of Volunteer

Affiorgbor Felix

28-04-2017

Signature or mark of volunteer

Date

If volunteers cannot read the form themselves, a witness must sign here:

I was present while the benefits, risks and procedures were read to the volunteer. All questions were answered and the volunteer has agreed to take part in the research.

Name of witness

Signature of witness

Date

I certify that the nature and purpose, the potential benefits, and possible risks associated with participating in this research have been explained to the above individual.

Name of Person who Obtained Consent

Signature of Person Who Obtained Consent

Date

APPENDIX 16**WORK PLAN**

The table below showcases the timelines for the various sections of the study:

Activity	Date
Drafting of Introduction	November, 2015
Drafting of Literature review	December 2015 – March, 2016
Collection of field data I	April, 2016
Collection of field data II	May – June, 2016
Analysis of field data	July – September, 2016
Drafting of thesis report	October – December, 2016
Drafting of findings, and recommendations.	January, 2017
Submission of draft work	February – March, 2017
Correction of Errors, Printing and Submission	April – June, 2017

APPENDIX 17A

10319474:Impact_of_Corrective_
Feedback_on_the_Writing..._Ed
ward_Owusu.PhD.TESL.docx

by Edward Owusu

FILE	CORRECTIVE_FEEDBACK_ON_THE_WRITING...EDWARD_OWUSU.PHD. TESL.DOCX (1.06M)		
TIME SUBMITTED	12-JUL-2017 09:31PM	WORD COUNT	62044
SUBMISSION ID	830496330	CHARACTER COUNT	348815

APPENDIX 17B

10319474:Impact_of_Corrective_Feedback_on_the_Writing.....

ORIGINALITY REPORT

% 10	% 8	% 6	% 6
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.academypublisher.com Internet Source	<% 1
2	nflrc.hawaii.edu Internet Source	<% 1
3	membership.sciencepublishinggroup.com Internet Source	<% 1
4	Kanona, H, S Sharma, K Chaidas, and B Kotecha. "Pulse oximetry in paediatric obstructive sleep apnoea: is it used appropriately?", The Journal of Laryngology & Otology, 2015. Publication	<% 1
5	faculty.uscupstate.edu Internet Source	<% 1
6	en.wikipedia.org Internet Source	<% 1
7	Ferris, D.. "The case for grammar correction in L2 writing classes: A response to truscott (1996)", Journal of Second Language Writing,	<% 1

APPENDIX 17C

199901

Publication

8	B. Du-Babcock. "Teaching Business Communication: Past, Present, and Future", <i>Journal of Business Communication</i> , 07/01/2006 Publication	<% 1
9	web.ntpu.edu.tw Internet Source	<% 1
10	aut.researchgateway.ac.nz Internet Source	<% 1
11	www.sciedu.ca Internet Source	<% 1
12	files.eric.ed.gov Internet Source	<% 1
13	www.urmia.ac.ir Internet Source	<% 1
14	writing.berkeley.edu Internet Source	<% 1
15	www.hss.nthu.edu.tw Internet Source	<% 1
16	Submitted to iGroup Student Paper	<% 1
17	Submitted to Yeditepe University Student Paper	<% 1

APPENDIX 17D

University, 2015

Publication

217 Truscott, J.. "The case for "The Case Against Grammar Correction in L2 Writing Classes": A response to Ferris", Journal of Second Language Writing, 199905 <% 1

Publication

218 John Truscott. "The Case Against Grammar Correction in L2 Writing Classes", Language Learning, 6/1996 <% 1

Publication

219 Submitted to Surabaya University <% 1

Student Paper

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APPENDIX 17E**Digital Receipt**

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Word count: 62,044
Character count: 348,815
Submission date: 12-Jul-2017 09:31PM
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