

A STUDY OF SELECTED VOCABULARY EMPHASIS  
AND CONCOMITANT ACHIEVEMENT SCORES OF  
HIGH SCHOOL MARKETING STUDENTS

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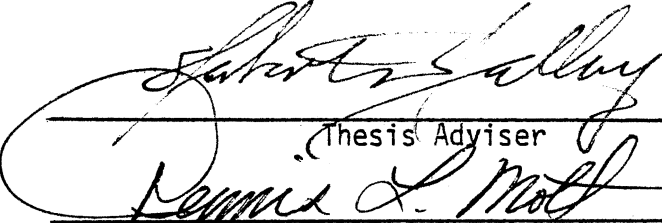
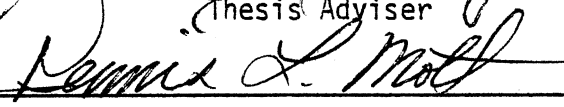

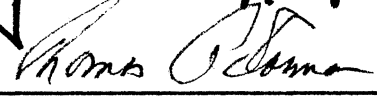
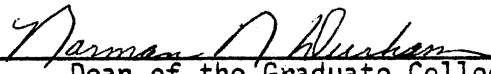
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## CHAPTER I

### INTRODUCTION

This chapter discusses (1) the nature of the problem; (2) the need for the study; (3) the purposes of the study; and (4) the null hypotheses. Limitations of the study and definitions of pertinent terminology are also included in the chapter.

#### The Problem

Educators and business leaders share a concern for basic skills proficiency among high school graduates. In 1978, Ernest L. Boyer, the Commissioner of Education, emphasized the importance of language development for sustaining education and social cooperation (Boyer, 1978, p. 10). The plethora of writings on "basic skills improvement" is evidence of the growing concern about the level of basic skills competence of high school graduates.

According to the 1973 report of the National Commission on the Reform of Secondary Education (Kettering Report), basic skills achievement was proposed as the number one goal area in educating American youth (Nanassy, Malsbury and Tonne, 1977, p. 12). "Basic skills" was described as communication skills or reading, writing, speaking, listening and viewing. Tests and surveys indicate that deficiencies in basic skills among high school graduates are a serious problem. As of 1978, 31 states had mandated via legislative or school board action



that minimum competency standards in basic skills be instituted (Pipho, 1978, p. 34).

Some colleges and universities have begun to use proficiency tests in English skills before admitting students to particular courses or to advanced studies. One implication of this trend is that secondary teachers must teach more reading and vocabulary in their respective subject areas.

Inadequate verbal ability is ostensibly one of the major weaknesses of education in America. The problem is explained by J. Mitchell Morse (1977, p. 3) of Temple University as a fear of clarity and precision in the use of language. The overuse of the phrase "you know" substantiates Morse's theory and indicates further that verbal skills are being somewhat neglected by parents and teachers.

Verbal communication involves reading, writing, and listening as well as speaking. It is a valuable "basic skill," because it allows an accurate exchange of information. Next to mathematical symbols and nonverbal communication language, the vocabularies for reading, writing, speaking and listening are the most important means of transferring information and learning (Olson, 1966, p. 559).

Because the ability to give and receive information accurately is so vital to improving one's proficiency in the classroom or at work, it should be given more attention by curriculum specialists and teachers. Word study is important because words are the symbols necessary for transmitting knowledge; and a greater understanding of words can enhance one's communication ability and chances for academic and occupational success.

Hasselriis (1971, p. 10) advocates vocabulary instruction for

teaching reading in business courses. Olson and Walters (1975, p. 9) specifically recommend improvement of word recognition and "word attack" skills.

Since words are the keys to meaning in reading, writing, speaking and listening, the development of understandings, skills and attitudes for word meanings is important (Gray, 1948, p. 117).

The problem is whether or not word comprehension and other word skills significantly affect success in a given subject or occupational endeavor. Some research by educators and business persons suggests that it does positively influence success (Lewis, 1973, p. 4).

#### Need For The Study

In spite of the expressed importance of basic skills by educators and business leaders, few resources seem to be allocated for vocabulary studies per se. Many texts omit glossaries, and it appears that vocabulary instruction has lost popularity. Relatively few studies have been conducted on direct teaching of vocabulary and its effect on achievement. The absence of research on vocabulary study techniques is especially noticeable in business education.

Komisar (1953) inferred from his study with college freshmen that the effects of special vocabulary techniques are beneficial to students on all educational levels. Previous experiments indicate that words have a greater probability of being learned if they are given special attention as opposed to being encountered incidentally.

Nevertheless, teacher education programs seldom recommend techniques for teaching/learning vocabulary. Komisar's research dealt specifically with the problem. He found that

there is a lack of agreement as to the effect of such direct study of vocabulary on the learning of course content, on reading comprehension, and on the acquisition of other words, not directly studied . . . and doubt also exists as to the different effects of teaching vocabulary on students of different ability, sex and preparation (p. 81).

Each discipline, including business and vocational education, imparts technical vocabularies, but few secondary teachers are inclined to provide regular and systematic assistance in technical and general vocabulary studies. Without assistance, many students are apt to have more difficulty with course material.

Potential learning problems exist for every high school business student with a limited or average vocabulary. Because of the variety of words used in content materials and discussions, comprehension of business principles and practices probably depends greatly on word understandings and skills.

One interpretation of the accumulated knowledge about comprehension and word skills is that

It is questionable whether the verbal factor and the comprehension factor should be separate categories or for that matter, whether any reading factors can be considered independent of others (Walters, 1975, p. 44).

Noticeable concurrence exists among educators on the importance of word comprehension and verbal skills, and some experts suggest that vocabulary instruction be an integral part of each course of study.

For business education, it would seem especially appropriate to include a study of both technical business terms and common, frequently used words. Strang (1966) recommends exactly that; i.e. vocabulary should be matched with the course content; and technical and general terms should be reviewed with each content unit (p. 30).

In summary, four reasons exist for determining the effects of a

special vocabulary program on the achievement of high school business education students:

- 1.0 High school graduates' deficiencies in "basic skills" are a real problem;
- 2.0 Previous studies on special vocabulary study recommend further exploration;
- 3.0 The correlation between verbal ability and achievement in course content should be tested; and
- 4.0 A special vocabulary program requires relatively little time and is compatible with regular class work.

A systematic, analytical and practical vocabulary program should complement the curriculum of any business course. Ultimately, the investigations with word studies should determine the extent to which verbal skills assist students in achieving success in school and at work.

#### Purpose of the Study

The purpose of this study is to determine the influence group-paced vocabulary enrichment exercises have on achievement of business students in high school. A selected list of two hundred twenty-seven terms validated by business persons experienced in marketing, management and merchandising provided the vocabulary program to be evaluated.

Specific objectives of the investigation include:

- 1.0 Develop a useful vocabulary list through managerial analysis and validation;
- 2.0 Determine the effects of lessons in vocabulary on the achievement of high school business students;

- 3.0 Determine improvement in word recognition and knowledge for those students receiving special vocabulary emphasis;
- 4.0 Determine which group based on scholastic ability makes greater achievement gains in vocabulary and course content;
- 5.0 Learn how business education students feel about word studies.

### Hypothesis

The following null hypotheses were tested to determine the effects of selected vocabulary emphasis on the achievement of high school marketing students:

1. There will be no difference in content achievement (scores on marketing unit tests) between students taught by incidental vocabulary instruction and students taught by special vocabulary techniques.

2. There will be no difference in content achievement between students taught by special vocabulary techniques with high vocabulary improvement and students taught by special vocabulary techniques with low vocabulary improvement.

3. There will be no difference in vocabulary pre-test scores of high scholastic ability students and vocabulary pre-test scores of lower scholastic ability students.

4. There will be no significant relationship between vocabulary improvement and vocabulary aptitude ratings of the experimental group students.

A subsidiary purpose of this study is to learn more about how business education students feel toward vocabulary work. Since atti-

tudes of students toward directed vocabulary study can affect student achievement or growth in vocabulary knowledge, student attitudes will be surveyed to determine if attitudes are positive or negative.

#### Assumptions of the Study

In carrying out this experiment, it was necessary to assume that:

1. The teacher-constructed tests and the Oklahoma State Department of Vocational and Technical Education curriculum tests for Marketing and Distributive Education should accurately reflect student achievement.
2. Control group students would not study outside of the classroom the vocabulary lists of experimental group students.
3. No Hawthorne effect would be present, since the experimental groups would not be apprised of the experimental situation. (Only one control group asked about the vocabulary lists; and they were told that they would be assigned vocabulary work the following semester.)
4. Each teacher used uniform instructional methods between the experimental and control groups.
5. Gender should not be a major factor in vocabulary development or content achievement for high school marketing students.

#### Limitations

This study is primarily designed to assist the development of high school business students through the use of selected vocabulary terms. The terms are limited to a quantity of 227 key words or approximately 1000 total words. The list of terms was validated by

fifteen business persons arbitrarily chosen because of their experience in management, merchandising and other marketing occupations.

Only business students in Ponca City, Oklahoma, participated in the experiment. The sample represents a population of high school marketing students in sixty-six schools in Oklahoma. The total number of students in Oklahoma Marketing and Distributive Education Program approximates 3,000. The results of this study are to be generalizable only to business students in similar academic, social and economic environments.

Vocabulary treatment and content achievement in marketing was measured for only one semester or eighteen weeks. No attempt was made to determine out-of-class word study or discussions or the effect thereof on each student.

No attempt was made to compare the effectiveness of different techniques of vocabulary instruction, since the methods will vary even within the program used (EWAM) in this study. Neither will an attempt be made to control for the exact amount of time or types of teaching strategies used by the teachers. Teachers were supplied with identical word lists, recommended activities, review evaluation materials and suggested time allotments (one hour per week).

Only considerations about efficiency in teaching and learning business concepts should be inferred from this experiment.

#### Definition of Terms

Vocabulary - words used in the total communication system of an individual for reading, writing, speaking and listening; verbal expressions by which communication and learning occur.

Exciting Words for Active Minds - a validated vocabulary program (EWAM) by the researcher for business students; it is comprised of seven units, twenty-seven lessons, and approximately 1000 cumulative words. These terms are frequently used in business, periodicals and communications.

Direct Vocabulary Training - regular presentation, discussion, review and testing of selected vocabulary items in EWAM for the purpose of increasing vocabulary knowledge. Vocabulary training is also referred to as "direct vocabulary study."

Indirect Vocabulary Study - incidental and sporadic attention to words relevant to a course with a minimum of discussion, review and testing.

Vocabulary Improvement - the percentage increase between pre-test and post-test scores on a sixty-five item vocabulary test based on the text-workbook, Exciting Words for Active Minds.

Content Achievement - scores expressed in percentages from three Oklahoma State Department of Vocational and Technical Education tests for selling, advertising and display and from two teacher-made tests on marketing and merchandising.

Scholastic Aptitude - student intelligence or ability as measured by grade point averages from previous semesters' work in high school courses.

Vocabulary Knowledge - relative ability to recognize and use words in the English language as indicated by vocabulary tests.

Attitude - a readiness to behave in a particular fashion or a pre-disposition supported by values and feelings of an individual.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

The purpose of this review is threefold. First, this chapter will discuss the role of a content area teacher in developing the skills of word recognition and word meaning. Then, a report of previous research on vocabulary development effects on academic achievement will help to determine what is already known about selected vocabulary emphasis and course achievement. Finally, it will be useful to review specific recommendations for improving vocabulary skills and knowledge.

To achieve these purposes, this chapter is organized into four sections: Subject Matter Teachers As Teachers of Reading; Pertinent Studies in Vocabulary Prior to 1950; Recent Supportive Research For Teaching Selected Vocabulary; and Techniques of Vocabulary Improvement.

#### Subject Matter Teachers As Teachers of Reading

Much research and discussion by teachers and reading specialists support the view that high reading achievement is related to high academic achievement and that low reading achievement is related to low academic achievement. The need for vocabulary studies in high school courses has been acknowledged throughout this century ostensibly

for improving reading abilities and subject matter achievement.

From a comprehensive report on reading in business education, conducted in 1975, it is evident that much support exists for the theory that reading improvement in content areas is "best" attained when reading is taught by the content area teacher (Walters, 1975, p. 10). Strang, (1966, p. 301) an author of several books on teaching reading improvement, believes that general and technical vocabulary and special skills are needed by students in each context area.

Hasselriis and Sanders reinforce this notion that "content area teachers are teachers of reading" (Walters, 1975, p. 8). In fact, it is difficult to find disagreement with this principle.

Teachers in each discipline may use vocabulary instruction as one means of improving reading ability, comprehension and academic achievement. While vocabulary learning is not a sufficient condition for achievement, it is crucial to successful academic performance. Olson (1966) stated that

It is axiomatic that the larger the vocabulary of a student, the more accurately he will understand what he reads. He will also be able to read more rapidly . . . the extent and depth of the vocabulary are going to have noticeable effects upon his ability to think and to exchange ideas with others (p. 560).

Instruction to increase students' vocabulary must include more than mere memorization. Walters (1975) cites several sources which stress the importance of teaching contextual uses of words and word concepts. Olson (1966, p. 559) reminds teachers that words mean nothing by themselves and have meaning only as they help us express and understand ideas. This implies that words are like tangible tools which are more useful if we are able to see them in use.

Anderson (1971) asserts that efficient vocabulary development depends on having opportunities to see a variety of word usages. She believes that "shades of meanings must be taught, and students must be aware most words have more than one meaning" (p. 3).

Another important skill that teachers can help students learn is referred to by reading experts as "word attack skills." The value of this skill is to help students learn independently the meanings of unfamiliar or difficult words. Four aids for attacking new words are outlined by Olson (1966, p. 561). He states that the (1) context; (2) structure; and (3) sound give clues to most adult readers about the meanings of words. Then, the (4) dictionary is the final aid. Teachers apprised of these aids can probably offer greater assistance to students in terms of vocabulary development.

More specific suggestions for assisting students with vocabulary development have been presented by Olson, Deighton, Simmons, et. al. (Walters, 1975). With a minimum of effort, content area teachers can learn these methods and incorporate them into their teaching/learning technologies. For those instructors who believe that the amount of the subject matter language understood by the student determines how much the student gains from instruction, it would be wise to learn these recommended methods of teaching reading.

Business education teachers who want to accept the responsibility and take the initiative to (1) determine the reading demands of their respective courses and (2) assist their students in developing greater verbal skills have adequate resources to help them. To determine exactly how important vocabulary and reading instruction are, the changes in those skills must be compared to various aspects of aca-

ademic performance in the business education courses.

### Pertinent Studies in Vocabulary Training Prior to 1950

Attempts to understand more about the consequences of directed vocabulary study were more common before 1950 than after 1950. The reason for greater interest in vocabulary training during the first half of this century are not clear.

Possibly, interest in vocabulary experiments may have been based on the need for developing basic communication (reading, listening, writing, and speaking) skills. Improved communication skills may have been a priority for helping students of more diverse ability and cultural levels prepare for college. The attention given to improving knowledge of words is likely based on our knowledge and assumptions about the role of vocabulary skills in the educational process.

Educators and psychologists have investigated the relationship between vocabulary training and four other variables:

1. Vocabulary knowledge
2. Reading ability
3. Scholastic aptitude
4. Academic achievement

#### Vocabulary Training and Vocabulary Knowledge

Initially, experimenters investigated the relationship between vocabulary training and vocabulary knowledge. Symonds and Penney (1927) said most people get along with smaller vocabularies than they actually need; and that an individual often substitutes a common,

familiar word for a more explicit, concise, less familiar word. In their experiment, Symonds and Penney found that a direct attempt to arouse interest and desire for vocabulary coupled with purposeful assignments had a positive effect on vocabulary improvement.

This result was not unexpected, but the difference in vocabulary gains was found to be significant. The implications were clear that five to fifteen minutes per day of vocabulary work was an economical and effective teaching technique.

Symonds and Penney concluded that the gains of the experimental group were not only on words studied in class as a part of the vocabulary exercises. They attributed some of the variance to the changed attitudes and interests of students for learning any unfamiliar words encountered.

Haefner (1932) was also successful in improving student word knowledge. His experiment with college students was to determine the value of "casual" but direct attention to words. Each day he introduced a word to the experimental class by writing the word on a chalkboard and discussing its meanings and usages. The words were erased when regular classwork began. Using a twenty-word test, he concluded that this casual exposure to the words significantly affected students' knowledge of words.

#### Word Knowledge and Reading Ability

Researchers have already established that word knowledge and reading ability have some relation. Gray and Leary (1935) found that the poor readers among sixth graders knew fewer words and that the number of uncommon words increased reading difficulty of a text. The authors

had classified words as "common" or "hard" depending on the number of people who knew the words' meanings.

Flesch (1948) and Lorge (1949) each declared from their research that there was a significant relation between vocabulary difficulty and reading comprehension.

#### Vocabulary Training, Scholastic Ability and Academic Achievement

Newburn's experiment (1934) involved two experimental groups and one control group of American History students. One experimental group received 25 five-word lists from the text assignments; and the other experimental group received 25 five-word lessons of related social science terms not identical to the other lists from the reading assignments. The third group received no vocabulary assignments.

Among the experimental groups, Newburn was unsuccessful in finding a difference in vocabulary achievement or content achievement. He observed higher content achievement albeit insignificant in the history course for both experimental groups compared to the control group content achievement.

On the basis of intelligence, he found no difference in the two experimental methods of learning vocabulary. He concluded, however, that the lower ability students in the control group achieved better; i.e. lower ability students learned more history without daily vocabulary drills.

Johns (1938) asserted that student with greater initial ability made greater gains in vocabulary understanding, but he did not investigate the relation between vocabulary learning and content achieve-

ment. By having college students make lists of unfamiliar words, he improved their knowledge of general and technical words. Although the brighter students excelled, he noted that testing incentives motivated all students to make greater improvement in vocabulary learning. In this case, students were expected to study the vocabulary lists outside of class, and this could account for the greater gains by those with greatest initial ability. Control group students who handed in vocabulary lists but were not tested on them, made less progress in vocabulary knowledge.

Earlier, Harlan (1926) used a similar technique in psychology and found that testing was conducive to vocabulary growth, but that lower ability students gained the most from the student constructed word lists and teacher-made tests. Vocabulary scores correlated from .61 to .71 with final grades.

Eurich (1936) looked at the effect of vocabulary study on achievement in freshman college English and on grades in other freshman courses. He recorded slightly higher achievement scores, but the gains were insignificant among the experimental groups. In comparing grades for courses outside the English class, he found identical means for the control and experimental groups.

For one semester, vocabulary drill in the Eurich study did not favorably or unfavorably influence grades in other courses. This does not mean, however, that vocabulary ability is unrelated to academic achievement or intelligence.

Rabin (1944), Elwood (1939), and Weschler (1941) concur that there are high correlations between vocabulary knowledge and intelligence. Admissions tests and aptitude tests use vocabulary measures

to evaluate student abilities. The Miller Analogies Test is basically a vocabulary instrument for estimating general ability. It is used in lieu of other standardized tests to predict potential success in graduate school programs for prospective graduate students.

The relation between vocabulary preparation and academic achievement was corroborated by Bernard (1940) and Templeman (1940). Bernard (1940) found a .64 correlation between vocabulary ability upon entering college and the grades of college freshmen at Oregon. Templeman (1940) used a twenty-nine item vocabulary test for predicting academic performance in six colleges at the University of Illinois. These findings, in 1940, undoubtedly have influenced the development of contemporary entrance examinations for college programs. Vocabulary sections appear in most tests of aptitude or proficiency.

#### Recent Supportive Research for Teaching Selected Vocabulary

Most of the research on the effect of special training was conducted prior to 1960. Since then, relatively few experiments similar to the one undertaken here have been completed.

In 1953, Komisar (1953) conducted an experimental study to determine the effect of teaching social science vocabulary to college freshmen. The effects of the vocabulary study were measured on some aspects of their academic performance. Komisar (1953) found positive changes in achievement in terms of higher means for the experimental group on vocabulary, reading and content evaluations (proficiency tests). He concluded that special attention given to words enhances learning probability of similar words covered incidentally.



Crump (1965) did similar research to compare direct teaching of words to incidental instruction. To compare the vocabulary growth of freshman students in basic college speech, Crump (1965) gave one group direct vocabulary instruction to clarify and enrich word meanings.

While no significant growth occurred with the experimental group, she concluded that there are some merits in a direct method of teaching vocabulary, but that discretion in selecting words must be exercised by the instructor. Crump (1965) also recommended that emphasis be placed on word concepts and on the use of words in context.

Other explanations for the lack of growth among the experimental group might relate to student or teacher preparation and motivation. The fact that all students in the experiment scored below the national mean on a vocabulary test could have adversely affected motivation as much as the materials and strategies used by the instructor.

Mental ability and preparation in vocabulary study were salient factors in Crisp's (1975) study. In 1975, she studied the effect of using instructional material developed from a selected vocabulary list of approximately 2,500 words (as opposed to an unlimited or unqualified vocabulary list) on the achievement of beginning shorthand students in college.

The vocabulary list was used with shorthand theory presentations for a fifteen week period in seven teacher training colleges. The experimental and control groups were tested by dictation speed tests and theory and vocabulary tests. Crisp (1975) found a positive relationship between mental ability and achievement in shorthand. She also observed that the low ability group achieved significantly higher

levels on dictation tests than did their counterparts using traditional Gregg textbook materials.

Regardless of ability level or educational level, a verbal factor is included directly and indirectly in every subject matter course. Every teaching/learning system has words that communicate useful abstractions or specific ideas. Many texts utilize a glossary, italicized words and/or a list of terms with each unit of study.

An emphasis on words and terminology in curriculums is evident, but it is not clear that teachers are directly trying to improve students' verbal skills. Assuming that educators believe that one must speak well to think well, explicit attempts should be made to give each student more words with which to formulate and understand ideas and feelings.

Gray (1948, p. 117) conveys the same idea and supports the purposes of this project in stating that "since words are the keys to meaning in reading, the development of understanding, attitudes and skills involved in word perception is of major importance." One implication of this might be that word perceptions can occur in terms of a connotation (personal definition) or a denotation (dictionary definition); and awareness of both is important.

Hayakawa's (1949) semantic theory is based on linguistic communications and the extensional (denotative) and intensional (connotative) meanings of words. He makes it clear that we live in a world of words. Hayakawa (1949) believes that until one learns how words work, what they mean and how they are used, accurate thinking, reading, listening, and writing are difficult to achieve. The unquestionable value of word understandings and knowledge of communications for technical

ability and human relations skills is explicit here. Implicit is the teacher's responsibility for teaching about word meanings and uses.

A teacher plays an important role in facilitating student thinking, speaking, reading, writing and listening. Vocabulary development is crucial in achieving these goals. McDonald (1964) cites two responsibilities of a teacher in vocabulary development:

1. Aiding each student to increase the number of words he/she can give precise meanings for; and
2. Making sure the student uses words in his/her active vocabulary demonstrating appropriate meaning in terms of denotation and connotation (p. 79).

Teacher attitude toward vocabulary improvement can influence student gains in vocabulary knowledge. Every teacher has the opportunity to contribute to student vocabulary improvement. The next section of this chapter discusses some ways a teacher can promote vocabulary growth.

#### Techniques of Vocabulary Improvement

Previous studies pertinent to this experiment reveal direct and indirect methods of promoting vocabulary improvement. The direct method involves class study of word meanings including word structures, roots, derivations and uses. Conversely, the indirect method subsumes activities such as constructing word lists outside of class, verbal encouragement to use the dictionary and sporadic attention to unfamiliar or new words. The indirect method relies on student initiative and uses less teacher assistance. And the absence of testing student progress is often characteristic of the indirect method of vocabulary instruction.

Two underlying ideas for vocabulary improvement are to (1) introduce "new" or "useful" terms and (2) have students use the new words in a variety of practical situations. If these conditions are maintained, it is possible to increase student familiarity with words and to make words useful tools for students.

DeChant Guidelines for  
Vocabulary Improvement

DeChant (1970) enumerates specific techniques for making words useful tools and for improving one's vocabulary. In his text for improving the teaching of reading, he provides a fourteen point guide to students:

1. Broaden your experiences. Be alert for new ideas and always learn to describe them in clean terminology. Read and discuss. Listen and write.
2. Develop a regular and systematic method of studying words.
3. Keep a vocabulary notebook, or 3 x 5 cards, in which you write the words you want to master. Include the pronunciation and meanings of the word.
4. Learn first the common meaning of the word. Gradually expand your knowledge to include special meanings.
5. Study the word in its context.
6. Associate the word with a mental picture.
7. Break the word into its basic elements--the root, prefix, and suffix. In the case of a compound word, break it into its simple parts.
8. Associate the root word with its synonyms (words with similar meanings) and antonyms (words with opposite meanings).
9. Study carefully, those words that are pronounced alike, but have different spellings. Such words are called homonyms. Examples of these words are fare and fair.

10. Use the new words in writing and in speech.
11. Develop an interest in the origin of words.
12. Introduce yourself to the new words in the language.
13. Learn the fine shades of meaning of words. Instead of the word "little," you may at times wish to use small, minute, microscopic, puny, tiny, petty, dwarfed, stunted, or diminutive.
14. Finally, study the technical vocabulary of your subject matter (pp. 397-98).

### Directed Teaching of Vocabulary

Within a discipline, there is a vast number of specific terms that represent its language. In addition, there are a vast number of general words that may be used in conjunction with the technical terms. Herber (1970) suggests that teachers select words that (1) reflect the primary concepts that the teacher wishes to emphasize; and (2) the students have not already mastered.

Herber (1970) also recommends that some words be taught in detail, and that this can be learned by emphasizing context, sound and structure. For the majority of the words, Herber believes teacher pronunciation, definition and attention to spelling or letter sequence are sufficient. This procedure aids the student in recognizing the word in future reading or listening (pp. 155-57).

According to Frederick (1968), memorizing or discussing words written on the board is not sufficient. He supports the notion that contextual use and practice help students develop speaking, listening and reading vocabularies. Herber's experiment in having students see meaningful contexts for words corroborates Frederick's point, since it successfully provided greater reinforcement and retention of the

words (Herber, 1966).

Frederick and Herber stress the role of the teacher in promoting vocabulary growth. Their recommendations constitute direct, active involvement by the teacher as opposed to indirect teacher involvement.

#### Summary of Related Literature

Research on vocabulary methods has been conducted on all three educational levels--elementary, high school and college. From the studies relevant to this investigation, two categories are observed for techniques used to increase word knowledge--direct and indirect. The direct methods appear to have been more successful and require greater teacher involvement.

If students are to master course content responsibilities exist for teachers to select useful words, help students to understand and use those words, and evaluate the relative usefulness of the words for mastering course content. The major criteria for selecting which words to study is to choose words that (1) improve interdisciplinary and intra-disciplinary communications; and (2) enhance or facilitate achievement in the course.

Researchers have established that there is some relationship between vocabulary training and vocabulary knowledge; and that there are some helpful techniques for teaching word understanding. It is also known that reading comprehension is positively correlated with the quantity of difficult words used. The knowledge of a strong correlation between word knowledge and mental intelligence might also be helpful to teachers interested in augmenting student content achievement.

It is evident that there are relatively few recent studies which have measured the influence of a direct study of vocabulary on course content achievement. And little is known about student attitudes toward vocabulary assignments. Lack of agreement exists also on the effects of teaching vocabulary to students of different ability, preparation or sex. Additional investigations should assist teachers in knowing how much emphasis to give vocabulary and which strategies are effective for particular students.

## CHAPTER III

### EXPERIMENTAL METHOD AND DESIGN

#### Introduction

This chapter describes the components and conditions of the experimental study. An explanation of the (1) vocabulary materials; (2) population and sampling procedure; (3) classes; (4) curricular units; (5) student ability classifications; (6) testing; and (7) attitude questionnaire are included.

#### Development of Exciting Words For Active Minds

Exciting Words for Active Minds is an accumulation of popularly used words especially appropriate for the world of business. The selected words are "anyday" words used in communicating which have been culled from the various media including magazines, television, newspapers, letters, books, textbooks and other documents. The workbook is intended for self-instruction or use in any business education classroom.

The concept of supplementary vocabulary lessons for business classes is definitely not original. Complementary vocabulary work has frequently been given attention in textbook chapters and in glossaries. Supplemental lists have been used for shorthand courses, economic education and probably many other business curricula. But the



EWAM program includes technical and general words useful for future leaders in marketing. The words reflect what constitutes some of the communication tools of today's managers and executives.

The workbook is intended to be only a representation (not an encyclopedia) of the constantly changing language of business. Some words are gaining in popularity while others are moving toward obsolescence, but the selected EWAM words have been validated as "popular" terms. An index of the entire word list appears in Appendix B (p. 61). Hopefully, these words facilitate thinking, reasonable decision making, and an understanding of human behavior in our complex and diverse world economy.

Inspiration and insights for the book come from Elizabeth Hogan (1968), author of The Power of Words in Your Life; Sydney Harris, syndicated columnist who often expounds on the uses, misuses and abuses of words; and S. I. Hayakawa (1949) author of Language in Thought and Action. The author's personal observations of word usage between 1966 and 1976 provided an extensive but not exhaustive lexicon of appropriate words for business.

The base list of words (Appendix E, p. 75) was scanned and validated in 1978 by numerous "leaders" in the occupational subcultures of marketing. The least useful words or those most frequently expunged by the reviewers were deleted from the final list.

The resultant EWAM program was then used during the 1979-80 school year with experimental groups to determine the effects of direct vocabulary study on high school marketing students.

## Description of the Population

All students enrolled in high school Marketing and Distributive Education in the state of Oklahoma comprised the population for this study. This includes approximately 3000 students in sixty-six different schools. These cooperative education students receive credit for both class work and on-the-job training. Depending on the school and student, three to five hours per week for eighteen weeks are spent in class and 15-30 hours per week are spent in a marketing related job outside of school.

## Sampling Procedure

The experiment was conducted in the Ponca City Senior High School in Ponca City, Oklahoma, during the 1979-90 school year. Two marketing classes, one of which specialized in fashion merchandising, participated in the study. One male and one female instructor each involved an experimental and control group.

A mini-computer randomly selected ten schools to participate in the study. The experimenter used the complete list of Marketing and Distributive Education programs (76) in the state of Oklahoma, to select the ten schools. The mini-computer was instructed to choose randomly the first or second hour classes to serve as the experimental groups.

At the end of the experiment, sample data were recorded from only two of the randomly selected teachers. Three reasons explain why there was such a small sampling:

1. Out of ten schools randomly selected, only seven consented to participate either because of scheduling problems or lack of interest;

- 2) From the seven volunteers, only five of the teachers were eligible by being scheduled to teach two sections of the same marketing class;
- 3) Among those five teachers eligible, only two completed the experiment during the semester. Reasons for attrition were related to lack of knowledge of the vocabulary and the required planning time for teaching vocabulary and evaluating student work.

### Characteristics of Marketing Classes

Participants in the experimental groups received weekly instruction from the specialized vocabulary program entitled, Exciting Words For Active Minds: Building Blocks for the Future (EWAM). This vocabulary emphasis supplemented other instruction based on course objectives for the competency areas of advertising, communication, display, mathematics, merchandising and selling. The experiment was conducted for one semester or eighteen weeks. Students were told that the vocabulary was an important part of the class but were not directly encouraged or discouraged to spend time outside of class on vocabulary work.

The curriculum for the course contains units in economics, communications, advertising, selling, display, merchandising, business math and others. Some schools have specialized courses which emphasize technologies related to food marketing services, automotive services, fashion merchandising or some other specific marketing field.

### Instrumentation

A comprehensive examination (Appendix E, p. 75) containing sixty-five items were used as a pre-test and post-test for determining initial vocabulary knowledge and vocabulary improvement. The test was

based on the EWAM units and was administered to only the experimental groups. The EWAM program consists of approximately 1000 words in twenty-seven lessons and seven units. These words have particular usefulness in the business community and were validated by experienced managers and specialists in various fields of marketing.

During one semester, twelve to sixteen lessons (three to four units) were presented to the experimental groups. Each teacher was able to complete at least twelve lessons. Each lesson included eight to twelve words with definitions, synonyms, antonyms, review exercises for meaning recognition and context usage and a test. The vocabulary work was group-paced; i.e. each student was given approximately one hour of vocabulary instruction and assignments each week.

Students were informed that the vocabulary work was a required part of the class work. Students were also told that they would be tested on the vocabulary work to determine their progress in learning the meanings of the words and usages. Occasionally, teachers used additional review exercises not provided by the EWAM workbook. Only the EWAM unit tests were administered (every four lessons).

#### Characteristics of the Marketing Students

Student data concerning three variables were primarily used in this study. The variables are vocabulary scores, ability ratings (Grade Point Averages), and content achievement scores.

Six measures of vocabulary knowledge were compiled which included the pre and post-tests, vocabulary improvement (variance in pre and post tests), and three unit tests.

Student ability rankings were obtained from individual grade point

(averages A=4.0) earned during previous semesters of high school. Classifications for student ability were marked "high," "medium," and "low." The experimenter arbitrarily assigned each student an ability rank based on the following demarcations:

2.75 - 4.00 GPA . . . . .	HIGH ABILITY
1.75 - 2.74 GPA . . . . .	MEDIUM ABILITY
BELOW 1.74 GPA . . . . .	LOW ABILITY

Unit scores for tests in advertising, display, merchandising and selling were recorded for measuring content achievement in both the experimental and control groups. These test scores as well as the others were computed and converted to percentages to facilitate the comparison and analysis of the means for each variable.

Data were also gathered on student attitudes. An opinionnaire regarding vocabulary instruction was administered to the experimental group near the end of the semester. The purpose of the Likert questions was to measure student attitudes about direct vocabulary study. Specifically, the questions reflected feelings about (1) the importance of vocabulary knowledge; (2) the usefulness of EWAM terms; (3) the amount of effort required to learn the words and (4) the enjoyment inherent in learning new word meanings and usages.

## CHAPTER IV

### DATA ANALYSIS AND RESULTS

#### Introduction

In this chapter, a statistical analysis of data used in this study is presented. Data were gathered by two teachers each of whom used one experimental group and one control group. A maximum of 62 data observations were made for experimental group students (32) and control group students (30). Where students missed tests, no values were computed or assigned. Means were computed from existing scores only.

Two analyses were performed by the researcher using the Statistical Analysis System (SAS) computer program. ANOVA, Two-Way Factorial Design was used to determine differences in achievement level means and differences in variance. The F-Test for homogeneity of variance was used to test for significant differences among variances. A .05% level of significance was used to test the hypotheses 1, 2, 3 and 4.

The variables whose means and variances were being compared were (1) content achievement, (2) vocabulary pre-test, (3) vocabulary post-test, (4) vocabulary improvement, (5) vocabulary attitude and (6) scholastic ability. Figure I (p. 60) illustrates the analytical design. The mean, standard deviation, F value and observed significance level for variance on each achievement test are presented in Table II (p. 53).

A Pearson  $r$  correlation coefficient was computed between each of the variables as a strength-of-association test. Each of the coefficients ( $r$ ) was tested for significance by use of a  $z$  test. Correlation coefficients for the variables appear in Table VI (p. 57). The observed significance levels for some of the correlations are discussed in the Findings section.

Tables II (p. 53), III (p. 54) and V (p. 56) summarize the results of the tests of significance and the differences between the control and experimental groups. Results of the analyses of correlation and of the tests for significance of differences for the experimental and control groups are discussed in this chapter.

#### Testing the Hypotheses

Each null hypothesis was tested using the ANOVA  $F$  test or Pearson  $r$  correlation coefficient. Using the .05% level of significance and appropriate degrees of freedom, three of the null hypotheses were accepted and one was rejected.

Tests for significant relationships were to be determined for:

1. Achievement scores on marketing unit tests by experimental groups and achievement scores on marketing unit tests by control groups;
2. Content achievement and vocabulary improvement in the experimental groups;
3. Scholastic ability and pre-knowledge of the vocabulary items;
4. Scholastic ability and improvement in vocabulary knowledge.

toward integrated and supplemental vocabulary assignments and tests.

Findings for each hypothesis and the student attitude survey will be discussed in the order of their presentation.

### Findings

Hypothesis 1 states that there will be no difference in achievement between students taught by incidental vocabulary instruction and students taught by special vocabulary techniques.

An F value of 2.33 tested for significance was not great enough to reject the null hypothesis at the .05% level of significance with 1 and 50 degrees of freedom. The probability of this value occurring if there is no difference in achievement between the two methods of instruction is .1336; hence, the null hypothesis can be accepted.

Hypothesis 2 states that there will be no difference in content achievement between students taught by special vocabulary techniques with high vocabulary improvement and students taught by special vocabulary techniques with low vocabulary improvement.

The correlation coefficient between vocabulary improvement and content achievement was .018. Testing the significance of this r value at the .05 level of significance with 29 degrees of freedom, resulted in an acceptance of the null hypothesis. The probability of the obtained value occurring if the null hypothesis is true is .928. Apparently, there is no significant relationship between the achievement and the vocabulary improvement statistic.

Hypothesis 3 is that there will be no difference in vocabulary pre-test scores of high scholastic ability students and vocabulary



pre-test scores of high scholastic ability students.

Grade point averages (scholastic ability) and vocabulary pre-test scores had a strong, positive relationship based on the correlation coefficient of .664 and .414 coefficient of determination ( $r^2$ ). The test for significance of this r-value showed a low probability (.0001) of the value occurring if the null hypothesis is true. Therefore, hypothesis 3 can be rejected at the .05 level of significance with 29 degrees of freedom.

Hypothesis 4 states that there will be no significant relation between vocabulary improvement and initial vocabulary aptitude ratings of the experimental group students.

The r-value of  $-.17$  and the observed significance level of .359 indicate no significant association between pre-vocabulary scores (vocabulary aptitude) and vocabulary improvement percentages. This hypothesis is accepted then, since there is a .359 probability of obtaining a  $-.17$  correlation if the population correlation between vocabulary ability and vocabulary improvement were zero.

Attitudes of students toward vocabulary work were relatively positive based on the responses to the sixteen-item Likert survey. The mean for the opinions was 57.03 out of a possible 64.00 for total agreement and a possible 80.00 for total strong agreement. Two-thirds or more of the experimental group agreed or strongly agreed with ten of the sixteen statements. Four of the items reflected more than one-half of student agreement, while only two statements showed a majority of student disagreement. The questionnaire appears in Appendix D (p. 73).

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary of the Study

Business educators recognize the important role of communication skills in developing competence for a successful business career. Word knowledge is vital for effective listening, speaking, reading and writing in almost every occupation.

Marketing and Distributive Education programs categorically involve a great variety of technical and general words that are useful to a business person. These programs normally attempt to enhance student vocabulary with or without providing regular, systematic assistance in vocabulary studies.

Relatively little is understood about the effects of direct study of vocabulary on content achievement or on vocabulary knowledge per se. Studies on the consequences of direct efforts to improve general and specific vocabularies are scarce.

The purpose of this study was to determine the effects of a special vocabulary instruction on course achievement and vocabulary improvement. The experimenter used a relevant, validated vocabulary program entitled, Exciting Words For Active Minds: Building Blocks for the Future. The study also investigated the responsiveness to vocabulary study by students of differing scholastic abilities and

measured the attitudes of students toward vocabulary studies.

Sixty-two high school marketing students participated in the study during the Fall semester of 1979, thirty-two of whom studied the special vocabulary materials.

ANOVA, Two-Way Factorial Design (F) and the Pearson Product-Moment correlation (r) were used to determine the significance of different mean scores. The .05% level of significance was used on all tests in the study except on the attitude measure.

### Conclusions

The following conclusions are based on the findings of this study and on the interpretations or inferences thereof:

1. Statistically, test achievement is not significantly influenced by the vocabulary training used in this study. Mean scores for the experimental and control groups showed good progress in mastering course content as measured by the unit tests. Likewise, the mean vocabulary improvement statistic suggests good vocabulary growth based on the EWAM program.

2. There appears to be no association between improved vocabulary knowledge and test achievement. Results indicate that lower ability students can benefit at least as much from vocabulary study as can the higher ability students in a marketing program.

3. High school marketing students with relatively high scholastic ability have a significantly greater probability of higher vocabulary pre-knowledge. Their greater word knowledge upon entering the course does not assure that they will make the greatest gain. Greater vocabu-

lary improvement was made by the medium, low and high ability levels respectively. This disparity in gains is not surprising assuming a greater potential for improving and a positive attitude among the medium and lower ability students. The indication is that gains in vocabulary growth and content mastery can be made by all students irrespective of scholastic ability.

4. The Exciting Words for Active Minds technique of emphasizing vocabulary growth is acceptable to marketing teachers and students. The special instruction resulted in a mean increase of 31.07 percent on the vocabulary test. Positive feelings about the vocabulary work indicate that students believe the words are helpful or useful.

The degree to which the words helped the experimental group be slightly superior in their grasp of course content is not certain. The experimental group was slightly but not significantly higher in initial scholastic ability. This parital confounding of variables makes it impossible to know if the different achievement means obtained are due to the vocabulary emphasis or the scholastic ability of the students.

Additional extraneous factors such as teacher attitude, family background, program structure, curriculum materials, or others may also affect content achievement and attitude toward course work.

The results of this project and the evidence of a high positive correlation between vocabulary knowledge and scholastic achievement suggests that more research be conducted to investigate factors affecting vocabulary growth as well as course achievement. The consensus among researchers is that planned, controlled efforts to promote

vocabulary growth (direct methods) are superior to indirect methods. But it is uncertain how vocabulary instruction influences the academic performance of students. Given the conditions and results of this experiment, it can be inferred that vocabulary improvement is not made at the expense of content achievement.

Compatibility of vocabulary work and subject matter work is supported also by student appreciation of communication skills. High school marketing students can have a positive attitude toward vocabulary work and its potential benefits thereof. Because there is an obvious need to be able to communicate with oneself and with others, improved communication abilities will probably be appreciated.

#### Interpretation of Results

Whether or not the vocabulary work in this study increased content achievement or communications is not confirmed by the statistical analysis. Given the length of the experiment, the nature of the vocabulary program, the achievement (content) tests, the sample size and the variability in student ability levels, little effect was observed from the vocabulary treatment.

The statistical differences observed are not convincing that the EWAM vocabulary technique is especially helpful to high school marketing students; however, indications of differences exist (Tables II and III, pp. 53-54) which might prompt further investigations. Continued inquiry into the effects of directed vocabulary teaching must take into account the limitations of previous studies.

This study was limited by the conditions that (1) only two marketing teachers from Oklahoma participated; (2) that only 62 students

from the original random sample completed the experiment; and (3) the objective style unit tests may not completely measure proficiencies gained by the marketing students. By manipulating some of the conditions and variables peculiar to this study, it might be possible to observe distinct differences in student learnings.

One consideration is the size of the sample. A larger sample would be desirable for finding differences or for minimizing chances of accepting a false null hypothesis. In order to procure a greater sample, teacher competency in vocabulary is a necessary prerequisite.

Most of the teachers who were unable to integrate the vocabulary work for the study admitted that they were unfamiliar with many of the vocabulary items. The implication is that teachers have not been well prepared for teaching word skills or that teachers are deficient in their mastery of common business terminology. Conducting a reliable experiment using a larger sample size may depend on the ability of teacher educators in marketing and distributive education to have prospective teachers master the vernacular of the business world. Diverse teacher abilities in vocabulary skills and knowledge complicate the problem of discerning differences among students and precludes the use of larger samples.

Likewise, the wide range of student abilities may have affected the degree of differences observed. In this study, experimental group students were slightly superior in academic ability. An isolated comparison of the higher ability students revealed superior test performance (Table IV, p. 55) by the experimental group; i.e. high ability students in the experimental group achieved greater mean scores on all tests than high ability students in the control group.

Reducing the variabilities in student ability levels might clarify the differences between the experimental and control groups.

A third factor affecting the effectiveness of vocabulary instruction might be the length of time for the experimental treatment. Since the vocabulary assignments were administered for only eighteen weeks, a longer vocabulary program might effect greater changes in student performance.

Similarly, a greater concentration of technical (marketing) words in the vocabulary program could produce greater differences between groups, hence increasing the efficacy of directed vocabulary emphasis for content achievement in marketing.

Assuming that objective tests for marketing units measure understanding of key concepts, a vocabulary program intensive with key words might increase learning. Altering the selection of vocabulary items would depend on instructional objectives and the type of evaluation planned.

The means of measuring the strength of the experimental effect (vocabulary work) is the fifth consideration for subsequent research. In this study, the objective format of the unit tests may have obscured actual differences between experimental group and control group students. Other aspects of student achievement especially pertinent to communication skills if tested might show differences in student proficiency. If written and oral tests or objective and subjective evaluations were administered, communications ability and content mastery could be more precisely measured.

Construction of a proficiency test which would show real differences in student learnings is a challenging but feasible task. By

testing for reading, writing, speaking and listening skills in conjunction with testing for conceptual understanding, instructors will have a more valid assessment of communication abilities. A clearer picture of the effect of the curriculum and the vocabulary emphasis would be obtained if these competency tests were used as pre-tests and post-tests.

A systematic but differentiated (flexible) testing procedure could offer a more thorough analysis of the results of directed vocabulary work in business courses. By utilizing objective and subjective measures, observable differences for recall, application, analysis, comprehension and synthesis could be rated. For educators and students, such test results would be a more meaningful and accurate assessment of student knowledges, skills and attitudes about business.

This researcher believes from the results of this study and related studies that vocabulary study can make a significant contribution to student development of business competencies. Further investigation of these findings using variations in sample size, vocabulary materials, length of time, student abilities, and evaluation methods is advisable.

#### Teacher Observations and Responses

Vocabulary emphasis appears to be quite compatible with subject matter classwork in the Marketing and Distributive Education program when used approximately one hour per week. Instructors felt that vocabulary study should be moderated and used as a diversion from other routine classwork. With the one hour per week allotment, student attitudes toward vocabulary study remained positive.



Conversely, too much vocabulary work might generate negative feedback. A teacher might expect to encounter greater aversion for vocabulary study in vocational-technical classes. But in this experiment, there was very little evidence of negative attitudes. Hence, the instructors believe that vocabulary was appropriately emphasized.

A myriad of instructional techniques for vocabulary development exists, but previous research shows no significant differences between methods of direct vocabulary study. It seems that allocating optimum segments of class time for vocabulary work and stressing the benefits of vocabulary knowledge are important if teaching vocabulary is to enhance student achievement and personal growth.

If students clearly understand why they are doing the vocabulary drill and testing, they are more apt to be serious about the work. If they are more serious, they are likely to try harder and may be more conscientious. The list of benefits (Appendix E, p. 75) in the preface of the EWAM workbook was used by both instructors before and during the semester of vocabulary work. Furthermore, students were told that the vocabulary assignments and tests were important and that their progress would be monitored.

Students were encouraged to use the words and were complimented in some instances for proper and/or clever use of words from the EWAM program. Rankings of student names called "Word Whizards" were posted on bulletin boards in the classrooms. Both teachers also employed games for drill and review. The added repetition allowed brighter students opportunities to assist slower students and kept students using class time profitably when other assignments were completed.

Both instructors believed that their teaching methods and class atmosphere made students comfortable about asking questions and participating in the vocabulary assignments. The teachers were given indications from word study problems which concepts from the marketing textbook needed to be reviewed. And the vocabulary work reminded students that the teachers cared about student growth.

Teacher attitude and enthusiasm seem to be an essential element in the technique used for learning vocabulary. Failure to clarify the reasons for studying vocabulary or failure to show the relationship between the words and every day business activities could minimize the benefits of vocabulary study. Integrating the vocabulary work smoothly with regular subject matter assignments and regularly noting the use of words in reading material or in audio presentations gives much credence to the vocabulary program and reinforces word understandings.

The EWAM technique appeared to be acceptable and contributory for students and teachers in this experiment. There was substantial improvement (see Table VIII, p. 59) in vocabulary knowledge and noticeable course content achievement as indicated by the unit tests' mean score and by student performance in state competency-based competitive events.

The relatively higher achievement levels of the experimental groups and the positive attitudes of the students are reasons which justify more research. Investigating the effects of vocabulary study on lower ability student achievement is one possibility. Another approach might involve two semesters of vocabulary study or a more direct method of instruction requiring more dictionary work and out-

of-class vocabulary work. More specific suggestions for additional research are outlined in the next section.

#### Recommendations for Further Research

The following considerations should be made for continued research on the subject of vocabulary training in business education:

1. Research is needed to investigate diverse methods or techniques of vocabulary study to ascertain which methods effect the greatest rates of vocabulary acquisition.
2. A replication of this study using a larger sample and a generally high-ability control group versus an experimental group with lower grade point average mean would be helpful.
3. This study showed no relationship that is significant between content achievement and vocabulary training. The higher achievement means among the vocabulary treatment groups should be reconsidered by conducting experiments with other high school and college business students. In these experiments, an effort should be made to use a larger sample (100) students whose grade point averages are identical or nearly identical.
4. A comparison of vocabulary pre-test and post-test scores (using a valid business vocabulary test) from experimental and control groups should be made. Since this study did not measure vocabulary understanding per se among control group students, another study could measure the effect of vocabulary training on vocabulary improvement.
5. A study with a planned follow-up (3 to 5 years) should be conducted to determine if positive attitudes and skills regarding

previous vocabulary training and vocabulary knowledge persist among managers, executives and employees in marketing occupations.

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APPENDIXES

APPENDIX A

TABLES AND FIGURE

TABLE I  
PRE-TEST, POST-TEST AND IMPROVEMENT  
MEANS FOR VOCABULARY STUDY BY  
EXPERIMENTAL GROUP (N = 31)  
ACCORDING TO INITIAL  
ABILITY

Ability Level	High	Medium	Low
Vocabulary Pre-test Mean	45.75	28.73	24.50
Vocabulary Post-test Mean	74.94	62.36	56.00
Vocabulary Improvement Mean	29.19	33.64	31.50

TABLE II  
 MEAN, STANDARD DEVIATION AND OBSERVED  
 SIGNIFICANCE LEVEL OF ACHIEVEMENT  
 SCORES FOR EXPERIMENTAL  
 AND CONTROL GROUPS

Test	T <sub>1</sub>	T <sub>2</sub>	T <sub>3</sub>	T <sub>4</sub>	T <sub>5</sub>	T <sub>6</sub>
N=	62	62	58	56	62	60
Control Mean	63.23	77.37	71.81	76.67	68.23	84.55
Experimental Mean	79.59	85.56	81.71	80.31	75.93	82.39
Standard Deviation	19.25	15.04	20.35	16.61	22.30	11.57
Aggregate Mean	71.68	81.60	77.28	78.55	72.20	83.43
Anova F Value	17.33	6.16	3.84	0.88	2.48	0.70
Significance Level	.0001	.0161	.0554	.3521	.1206	.4080

T<sub>1</sub> = selling unit test

T<sub>2</sub> = display unit test

T<sub>3</sub> = advertising unit test

T<sub>4</sub> = merchandising unit test

T<sub>5</sub> = merchandising unit test

T<sub>6</sub> = cumulative test

TABLE III  
 COMPARISON OF CONTENT ACHIEVEMENT MEANS  
 BETWEEN THE EXPERIMENTAL AND  
 CONTROL GROUPS BASED ON  
 GROUP ABILITY MEANS

Group	N	Mean Grade Point Average A = 4.0	Mean Content Achievement %
Control	30	2.5693	78.166
Experimental	31	2.7487	82.101
F-Value		1.19	2.33
Degrees of Freedom		1 and 59	1 and 30
Significance Level		0.2795*	0.1336*

\*Not significant at the .05 level

TABLE IV  
COMPARISON OF ACHIEVEMENT MEANS FOR  
HIGH ABILITY\* STUDENTS BETWEEN  
EXPERIMENTAL AND CONTROL  
GROUPS

Group	N	Achievement Mean
Control	11	84.59
Experimental	14	88.14

\*A high ability student is one whose cumulative grade point average exceeds 2.75 for at least four previous semesters of high school work.

TABLE V  
ANALYSIS OF VARIANCE - MEAN DIFFERENCE  
FOR ACHIEVEMENT TESTS BETWEEN  
EXPERIMENTAL AND  
CONTROL GROUPS

	Sum of Squares	Degrees of Freedom	Mean Square	F Ratio	Critical F (5% Level)
Between Groups	195.48	1	195.48	2.33	
Within Groups	3855.90	46	83.82		4.05
Total	4051.38	47			

Since  $F_{.05; 1, 46} = 4.05$  and  $F = 2.33 < 4.05$ , the null hypothesis of identical populations is accepted at the 5% significance level.

TABLE VI  
 PEARSON PRODUCT-MOVEMENT CORRELATION  
 COEFFICIENT FOR EXPERI-  
 MENTAL VARIABLES

	T Mean	Pre-Voc	Post-Voc	GPA	Voc-Imp
T Mean	1.000	.6785	.6490	.7189	.0180
Pre-Voc	.6785	1.000	.8494	.6444	-.1702
Post-Voc	.6490	.8494	1.000	.5552	.3753
GPA	.7189	.6444	.5552	1.000	-.0967
Voc Imp	.0180	-.1702	.3753	-.0967	1.000

T Mean = aggregate mean for six achievement tests in marketing (N=51)  
 Pre-Voc = pre-knowledge of vocabulary items per pre-test scores (N=31)  
 Post-Voc = post-test vocabulary scores (N=31)  
 GPA = initial student ability per grade point average (N=61)  
 Voc-Imp = vocabulary improvement per post-test percentage increase (N=31)



TABLE VII  
 PERCENTAGE RESPONSES TO OPINION INVENTORY  
 FOR EXCITING WORDS FOR ACTIVE MINDS  
VOCABULARY PROGRAM  
 (N = 32)

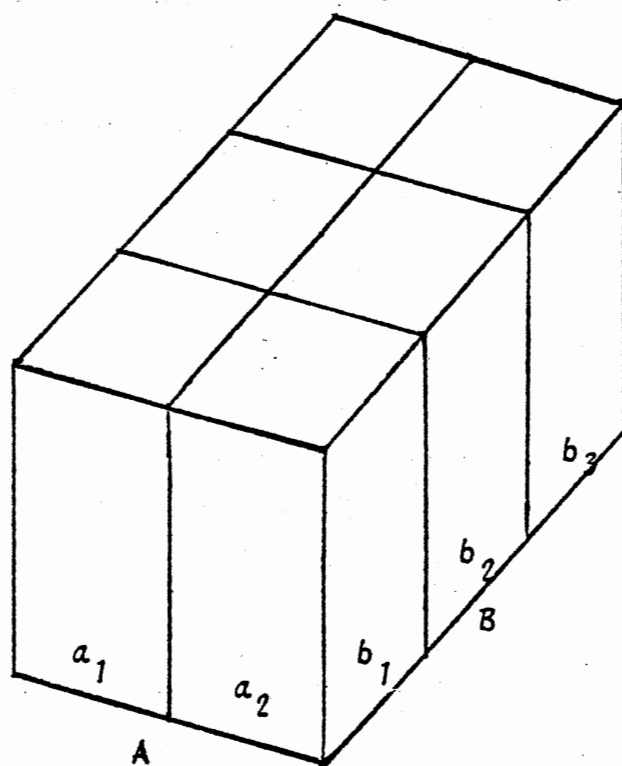
Question	% Strongly Agree	% Agree	% Not Sure	% Disagree	% Strongly Disagree
1.	3.13	59.38	25.00	12.50	0.00
2.	3.13	68.75	18.75	9.38	0.00
3. (-)	3.13	18.75	18.75	37.50	21.88
4.	28.13	46.88	9.38	12.50	3.11
5.	25.00	62.50	6.25	3.13	3.13
6.	12.50	62.50	3.13	18.75	3.13
7. (-)	40.63	31.25	9.38	12.50	6.25
8.	15.63	34.38	15.63	31.25	3.13
9.	12.50	43.75	18.75	25.00	0.00
10.	28.13	65.63	3.13	00.00	3.13
11.	37.50	50.00	9.38	3.13	0.00
12.	25.00	43.75	9.38	18.75	3.13
13.	12.50	50.00	9.38	28.13	0.00
14.	3.13	6.25	15.63	40.63	34.38
15.	12.50	53.15	28.13	6.25	00.00
16. (-)	3.13	12.50	6.25	43.75	34.38

TABLE VIII  
 MEANS, STANDARD DEVIATIONS, MINIMUM AND  
 MAXIMUM SCORES FOR ACHIEVEMENT,  
 VOCABULARY ABILITY AND  
 ATTITUDE VARIABLES

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Selling Test	62	71.68	19.25	15	96
Display Test	62	81.60	15.04	30	100
Advertising Test	58	77.28	20.35	24	100
Merchandising Test	56	78.55	16.61	31	100
Merchandising Test (C)	62	72.21	22.30	12	100
Merchandising Test	60	83.43	11.57	31	100
Cobmined Tests	51	80.33	10.90	47	93
Pre-Test (Vocabulary)	31	36.97	20.18	10	82
Post-Test (Vocabulary)	31	68.03	21.45	27	100
Vocabulary Improvement	31	31.06	11.49	12	53
Unit I (Vocabulary)	32	87.28	14.77	28	100
Unit II (Vocabulary)	30	73.74	21.65	24	97
Unit III (Vocabulary)	31	57.03	17.52	19	94
Grade Point Average	61	2.67	7.66	1.40*	3.68*
Attitude Rating	32		0.615	41**	76**

\*Based on possible 4.0

\*\*Based on possible 80.0 signifying a very favorable attitude



Variable A = Vocabulary Treatment

$a_1$  = Control Group  
 $a_2$  = Experimental Group

Variance B = Student Ability Level

$b_1$  = High Ability  
 $b_2$  = Medium Ability  
 $b_3$  = Low Ability

Figure 1. Two-Way Anova Factorial Design  
(Two Independent Variables)

APPENDIX B

EXCITING WORDS FOR ACTIVE MINDS

ALPHABETICAL INDEX

EXCITING WORDS FOR ACTIVE MINDS

## ALPHABETICAL INDEX

A

abandon  
 abate\*  
 abbreviate  
 abet\*  
 abide  
 abridge  
 abrogate  
 abscond  
 abuse  
 accelerate  
 accessory\*  
 accolade\*  
 accomplishable  
 accord  
 account  
 accoutrement  
 accrue\*  
 accumulate  
 achievement  
 acme  
 active  
 adept  
 administration  
 administrator  
 adulthood  
 advantage  
 advantageous  
 adventure  
 adversity\*  
 advertising\*  
 aesthetic\*  
 affable\*  
 affidavit\*  
 affirmation  
 affluent\*  
 agent\*  
 aggravate\*  
 aggregate  
 agreement

alien  
 alike  
 alleviate  
 allocate\*  
 allot  
 allure  
 alteration  
 altercation\*  
 amass\*  
 ambitious  
 amateur  
 ameliorate  
 amenable  
 analogy\*  
 ancient  
 ancillary  
 animosity  
 annoyed  
 annul  
 anomaly  
 antediluvian  
 antiquated\*  
 anti-social  
 apathy\*  
 apex  
 apogee  
 appetizing  
 apprise\*  
 approbation  
 apropos  
 apt\*  
 arbitrary\*  
 arbitrariness  
 archaic  
 argumentative  
 aroma\*  
 articulate\*  
 ascetic  
 ask

askew\*  
 aspire\*  
 asset\*  
 assiduous  
 astute\*  
 asymmetrical  
 attempt  
 attentive  
 attestation  
 attract  
 attraction  
 attractive  
 audacity\*  
 audit\*  
 augment  
 aura  
 austere\*  
 authentic\*  
 autocratic  
 auxillary  
 average  
 award  
 awkward  
 awry

B

bait  
 banal  
 baneful  
 bazaar  
 beautiful  
 beg  
 bellicose  
 belligerent\*  
 below  
 beneficial  
 berate

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

biased  
bi-monthly\*  
birth  
bitter  
bizarre  
bliss  
bluntness  
bond  
booklet  
bottom  
breach  
brief  
brochure\*  
budget\*

C

cache\*  
calamity  
callous\*  
calumny  
cancel  
canine\*  
cantankerous\*  
canvass  
capital\*  
capricious\*  
careful  
careless  
captious\*  
carping  
censure\*  
certain  
chance  
change  
changeable  
charge  
charisma\*  
charlatan\*  
charm  
chaste  
check  
checkered  
cheerfulness  
chic\*

circumspect\*  
circumspection  
cite\*  
clean  
clear  
clever  
client\*  
coffer  
coldness  
collaborate\*  
collateral\*  
collect  
color  
commendation  
commercial  
commonplace  
communication\*  
comparison  
compassionate  
compelling  
compensate  
compensation  
competency\*  
competent\*  
complacent\*  
complement\*  
completeness  
compliment\*  
complimentary  
comptroller  
conceal  
concealed  
concern  
conciliatory  
concur\*  
concurrence  
conducive\*  
confidence  
confinement  
congenial  
cooperate  
coordination  
connoisseur\*  
consensus\*  
consent  
conservative

considerable  
consideration  
consignment\*  
conspicuous  
conspire  
consent  
constant  
consumer\*  
contemporary  
continuous  
contributory  
controller\*  
copy\*  
corrupt  
cosmopolitan\*  
counterfeit  
counterpart  
countenance  
countless  
courtesy  
credit\*  
crib  
criticism  
crooked  
cross  
cul-de-sac  
culinary\*  
culmination\*  
cunning  
curtail\*  
customer\*  
cynicism

D

dampen  
dappled  
dead  
death  
debacle  
debt  
decency  
deception  
declaration  
decorous

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

decorum*	discreet	economical
decoy	discrepancy*	economics*
decrease	discretion*	economy
defend	disguised	efface
definite	dishonesty	efficiency*
defunct*	dishonor	effrontery
delay	disloyalty	elegant
delegation	disorderly	emancipation
delete	dispatch	embellishment
deluge*	displace	embezzle*
delusion	disregard	eminent*
demise*	disreputable	empathy*
democratic	dissemble	employee
departure	dissimilar	empty
deplete	dissension	encourage
depletion*	dissent	encomium
dependent	dissipate	endemic
depreciate	dissociate	endorsement*
depression	dissuade	energetic
designate	distasteful	endure
despotic	distribute	enduring
destitution	distribution*	enfranchisement
destroy	distrust	enhance*
destructive	disunite	enlarge
deteriorate	diverse	enunciate
detract	divulge*	enraged
dictatorial	doggy	enterprise*
dictionary	doggy	entice*
difference	dossier*	entreat
diffuse	draff	ephemeral
dilate	drain	equitable*
dilemma*	drastic*	erase
dilettante	droll	erratic
diminish	dull	escrow*
diplomacy	dupe	esprit de corps
disadvantage	duress*	ethical*
disadvantageous	duty	eventful
disagreement	dwindle	evident
disaster	dynamic*	evil
disbursement*		examine
discerning		excellence
discord	<u>E</u>	excessive
discourage	earning	exchange
discourteous	ebb	excuse
discourtesy		executive*

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

exemption  
exhaust  
exhaustion  
exorbitant\*  
exotic\*  
expedite\*  
expend  
expenditure  
experimental  
expert  
expertness  
exploit  
expose  
expunge\*  
extant  
extemporize  
extend  
extinct  
extravagant  
extreme

F

facade\*  
facetious\*  
facsimile\*  
fair  
faithfulness  
fallacy\*  
false  
famous  
fascination  
fashion\*  
fashionable  
fastidious\*  
feasible\*  
feat  
feedback\*  
feeling  
few  
fiasco\*  
fickle  
filch  
file  
final  
fineness  
finesse

fiscal\*  
flashy  
flatter  
flighty  
flop  
foible  
foment  
foolhardy  
forceful  
foreclosure\*  
foreign  
forfeit  
fortune  
fragrance  
franchise\*  
franchisee  
franchiser  
free  
freedom  
free choice  
free will  
frenzied  
frequent  
fresh  
friendly  
fringe benefit  
front\*  
frugal\*

G

gainful  
famble  
farish  
gauche\*  
generalization  
gentle  
genuine  
give-up  
gloom  
glossary  
goal  
go-between  
good\*  
gracious  
gratis\*

gratuitously  
grave  
gregarious\*  
gull

H

habit  
hackneyed  
hard  
hard times  
hasten  
hazardous  
heighten  
hermitic  
heterogeneous  
hidden  
hide  
hoard  
hoax\*  
homesickness  
homogeneous\*  
honest  
honesty  
hoodwink\*  
hue\*  
humanitarianism  
humbug  
humorous  
hurtful  
hypercritical

I

idiosyncrasy\*  
idle  
ignoble  
ignore  
illicit  
illusion  
immaturity  
imminent  
immodest  
immodesty



EXCITING WORDS FOR ACTIVE MINDS

## ALPHABETICAL INDEX

continued

immoral  
immunity  
impart  
impartial  
impede  
imperative  
imperil  
impersonal  
impolite  
important  
imposter  
impugn  
impracticable  
improbability  
improper  
impropriety  
improvise\*  
imprudence  
imprudent  
inactive  
inarticulate  
incalculable  
incensed  
incessant  
incite  
incognito\*  
income  
incompetence  
incompetent  
incompleteness  
inconsistent  
increase  
indecent  
indefatigable  
indemnify\*  
indict  
indigence  
indigenous  
indirect  
indiscreet  
indiscretion  
indulgent  
industrious  
inefficiency  
inept

ineptitude  
inexperience  
infamous  
infeasible  
inferior  
infidelity\*  
infinite  
inflexible  
infrequent  
infuriated  
injurious  
innovation\*  
innumerable\*  
insensible  
inspect  
instigate  
insure  
integrity\*  
intensify  
interest  
intermittent  
interrelationship  
inundate  
investigate  
inspect  
insubstantial  
insurance\*  
insular  
insult  
intangible  
inure  
inventory\*  
invest  
investigate  
invoice\*  
irate\*  
irregular  
itemization

J

jeopardize\*  
jocose  
just

L

laconic  
languid  
larceny\*  
lawful  
lazy  
leadership  
learner  
legitimate\*  
lengthen  
lessen  
lethargic\*  
lexicon\*  
liability\*  
liaison\*  
license  
likely  
likeness  
limit  
link  
litigation\*  
liquidate\*  
lively  
lofty  
logistics\*  
long  
look  
lose  
lower  
loyalty  
lucrative\*  
lure  
luxury

M

magnanimous  
magnify  
manageable  
manager  
management\*  
mandatory\*  
margin\*

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

market	mystique*	original
marketable		ostentatious
markon		overhead*
markup	<u>N</u>	over-nice
mart*		overused
marvel	nadir	
master	name	<u>P</u>
masterly	native	
mature	narrow-minded	pacific
maturity*	need*	palatable*
mean	neglect	pamphlet
meaningful	negligible	panacea*
mecurial	neophyte	paradise
mediocre	newcomer	paramount*
medium	nominal*	pardon
mention	normal	partial
mercantile*	nostalgia*	parti-colored
merchandising*	nostrum	particular
mete	notable	patron
meticulous	noticeable	patronize*
middleman*	notorious	pay
mild	novel	payment
minimize	novelty	peaceful
misanthropy	novice*	peak
misconception	noxious	peculate
misfortune	numberless	peculiarity
mislead		peevish
mitigate	<u>O</u>	percentage
moderate*		perennial*
modern	objective*	perforate*
modest	obligation	perfunctory
modesty	obscure	permissive
mollify	obsolescence	pernicious
momentous*	obsolete*	perpetual*
monetary	obtuse	perquisite*
monopoly*	occasional	persevere*
moral	oddity	persistent
morale*	odor	personnel*
mortgage	omnipresent	pertinent
motley*	opprobrium	pessimism
mountebank	optimism*	phenomenon*
multitudinous	opulence	pilfer*
mutation	ordinance*	pithy
myriad*		

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

plain  
pleasant  
popular  
possession  
possible  
poverty  
practicable  
praise  
precarious\*  
predicament  
predictable  
prerequisite\*  
prerogative\*  
presumptuous  
primary  
privilege  
prodigy  
productive  
professional  
proficient\*  
proficiency  
profit\*  
profusion  
program  
prolix  
prominent  
prompt  
proned  
proper  
property  
proportion  
propriety  
prosperity  
protect  
provident  
provincial  
provisional  
proxy\*  
prudence  
publicity\*  
punctilious  
purloin  
purpose  
purposeful

Q

quack  
quality\*  
quandary\*  
quarrelsome  
question  
quirk  
quota\*  
quote

R

raise  
rapport\*  
rare  
rarity  
rash  
rashness  
ratio\*  
raze  
real  
reasonable  
rebuild  
rebuke  
receipt  
reciprocate\*  
redolence  
reduce  
redundant  
refer  
refreshing  
refund  
refurbish  
regards  
regular  
regulator  
reimburse\*  
reinforce  
remuneration\*  
renaissance  
renege\*  
renovate\*

rent  
repay  
repeal  
repel  
replace  
replenishment  
representative  
reprimand\*  
repulsion  
request  
requirement  
requisite  
rescind\*  
respect  
résumé\*  
retrench  
return  
reveal  
revenue  
review  
right  
righteous  
rigorous  
ripeness  
risk  
risky  
risqué\*  
robbery  
rudeness  
rush

S

safe  
salable\*  
salutary  
sanction\*  
saturnine  
savory  
scan  
scarce  
scent  
schedule\*

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

scheme  
scrutinize\*  
secondary  
secure  
security  
seemliness  
selling\*  
sensitive  
serious  
settle  
settled  
share  
shenanigan  
shield  
showy  
shrewd  
shyness  
significant  
similarity  
skill  
skillful  
slacken  
slovenly  
slow  
slurred  
smell  
smug  
snare  
social  
social-minded  
solemn  
solicit\*  
solid  
sophisticated  
sparing  
spendthrift  
spiritual  
sporadic\*  
stable  
steady  
stench  
stern  
straight  
strengthen  
strict

style\*  
subjective  
subordinate\*  
subservient  
subsidiary\*  
substantial\*  
success  
succinct  
suggestive  
suitability  
superior  
supersede\*  
supplant  
sure  
swamp  
swindle  
syllabus  
symmetrical  
sympathetic

T

tact\*  
tactful  
tangible\*  
tasteful  
tastey  
technology\*  
temperamental  
temperate  
temporary  
tempt  
tentative\*  
terminated  
terse  
testimony  
theft  
threat  
timetable  
timidity  
till  
tolerant  
toothsome  
trademark\*

transformation  
transitory  
treasury  
trick  
trickery  
trifling  
trite  
trivial  
trust  
trustworthiness  
turn

U

ubiquitous\*  
unacceptable  
unanimity  
unappetizing  
unbiased  
uncommon  
unconcern  
understanding  
unethical  
uneven-tempered  
unfair  
unfeeling  
unfitting  
unidentified  
uniform  
unimportant  
unintelligible  
unity  
unlawful  
unlikely  
unproficient  
unprofitable  
unsettled  
unskilled  
unsocial  
unsubstantial  
unsympathetic  
untrustworthiness  
untidy  
unusual

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

unwarranted  
unwholesome  
unworkable  
uprightness  
use  
useless  
utility\*

V

variation  
variegated  
vendible  
venture  
verbose  
veteran  
vicissitude\*  
vigilant  
virtuoso  
visage  
volatile\*  
voluntary  
vulgar

W

want\*  
warlike  
waste  
wasteful  
watchful  
weak  
whimsical  
wholesome  
wind-up  
wink at  
witty  
wonder  
worsen  
worthless  
wrong

Y

yearn  
youthfulness

EXCITING WORDS FOR ACTIVE MINDSALPHABETICAL INDEX  
continued

plain  
pleasant  
popular  
possession  
possible  
poverty  
practicable  
praise  
precarious\*  
predicament  
predictable  
prerequisite\*  
prerogative\*  
presumptuous  
primary  
privilege  
prodigy  
productive  
professional  
proficient\*  
proficiency  
profit\*  
profusion  
program  
prolix  
prominent  
prompt  
proned  
proper  
property  
proportion  
propriety  
prosperity  
protect  
provident  
provincial  
provisional  
proxy\*  
prudence  
publicity\*  
punctilious  
purloin  
purpose  
purposeful

Q

quack  
quality\*  
quandary\*  
quarrelsome  
question  
quirk  
quota\*  
quote

R

raise  
rapport\*  
rare  
rarity  
rash  
rashness  
ratio\*  
raze  
real  
reasonable  
rebuild  
rebuke  
receipt  
reciprocate\*  
redolence  
reduce  
redundant  
refer  
refreshing  
refund  
refurbish  
regards  
regular  
regulator  
reimburse\*  
reinforce  
remuneration\*  
renaissance  
renege\*  
renovate\*

rent  
repay  
repeal  
repel  
replace  
replenishment  
representative  
reprimand\*  
repulsion  
request  
requirement  
requisite  
rescind\*  
respect  
résumé\*  
retrench  
return  
reveal  
revenue  
review  
right  
righteous  
rigorous  
ripeness  
risk  
risky  
risqué\*  
robbery  
rudeness  
rush

S

safe  
salable\*  
salutary  
sanction\*  
saturnine  
savory  
scan  
scarce  
scent  
schedule\*

## TEACHER QUESTIONNAIRE

Dear Marketing and Distributive Education Instructor:

You have been randomly selected to qualify for participation in an educational experiment. The experiment involves the use of supplementary vocabulary materials in conjunction with the Distributive Education II Course of Study (for Oklahoma).

If you would please answer the following questions, it will be helpful in determining who is interested and able to participate in the experiment.

QUESTION #1---DO YOU TEACH AT LEAST TWO PERIODS OF DE II?

Yes  No

QUESTION #2---WOULD YOU BE WILLING TO USE SUPPLEMENTAL VOCABULARY MATERIALS THIS FALL SEMESTER IN ONE PERIOD ASSUMING YOU WOULD BE GIVEN THE MATERIALS, ASSIGNMENTS AND QUIZZES AND THAT IT WOULD ONLY TAKE ABOUT AN HOUR EACH WEEK?

Yes  No  Maybe

QUESTION #3---WOULD YOU BE INTERESTED IN KNOWING MORE ABOUT THE VOCABULARY PROGRAM FOR DE II OR DE III?

Yes  No

QUESTION #4---DO YOU PRESENTLY TEACH VOCABULARY AND VERBAL UNDERSTANDING WITHIN OR OUTSIDE OF THE STATE COURSE OF STUDY FOR DE/MARKETING?

Yes  No

QUESTION #5---IF YOU DO TEACH VOCABULARY, WOULD YOU DESCRIBE THE ATTENTION YOU GIVE VOCABULARY AS "SPECIALIZED" OR "INCIDENTAL"?

Specialized  Incidental

Name \_\_\_\_\_

School \_\_\_\_\_

Number \_\_\_\_\_ (Home and/or office phone)

\_\_\_\_\_

APPENDIX D

STUDENT QUESTIONNAIRE



## STUDENT QUESTIONNAIRE

## HOW DO YOU FEEL ABOUT VOCABULARY STUDY?

(Attitude Inventory for Exciting Words for Active Minds)

Please respond to each of the following statements by circling the number that best describes your opinion. Use the key below to indicate your feelings about each statement.

Strongly Agree.....5 (SA)  
 Agree.....4 (A)  
 Not Sure.....3 (NS)  
 Disagree.....2 (D)  
 Strongly Disagree.....1 (SD)

1. The Exciting Words for Active Minds vocabulary program (EWAM) has helped me improve my reading speed and comprehension.
2. EWAM has helped to increase my ability to listen and communicate.
3. EWAM was the least enjoyable work in our Marketing class.
4. More class time should be spent studying vocabulary.
5. Vocabulary development is important to my future.
6. I have heard many of the EWAM outside of class (in other classes, movies, television, radio, home, etc.)
7. I spent very little time studying the vocabulary items.
8. Studying EWAM has helped me improve my grades in some classes.
9. EWAM has helped me improve my ability to express my ideas.
10. Vocabulary study will help prepare me for college.
11. I believe vocabulary knowledge is important for job advancement or a management career.
12. It is easy to learn new words by just reading their descriptions and doing the review assignments.
13. I believe my vocabulary has improved this year since using EWAM.
14. I use the dictionary more than I used to use it.
15. I think the new words I have learned will help me in my personal business affairs.
16. I already knew most of the words in EWAM.

APPENDIX E

EWAM PROGRAM MATERIALS

## PRE AND POST TEST FOR EWAM PROGRAM

VOCABULARY  
EXCITING WORDS FOR ACTIVE MINDSName \_\_\_\_\_  
Score \_\_\_\_\_

Match the terms at the left with the explanation at the right:

- |                         |   |
|-------------------------|---|
| <u>MARKETING</u>        | 1. A popular style  |
| <u>ECONOMICS</u>        | 2. Center for trading   |
| <u>COMPETITION</u>      | 3. General operating expenses aside from cost of goods  |
| <u>REAL CAPITAL</u>     | 4. All activities involved in getting goods from producer to user   |
| <u>PROFIT</u>           | 5. A rise in the general level of prices  |
| <u>INFLATION</u>        | 6. Seller's copy of the purchase order  |
| <u>TECHNOLOGY</u>       | 7. Compensation based on a percentage of sales  |
| <u>CLIENTELE</u>        | 8. Lines, design or characteristics that distinguish a product from others of the same kind               |
| <u>MART</u>             | 9. Man-made goods used to produce and market other goods  |
| <u>COMMISSION</u>       | 10. Buying arrangement in which seller maintains title to merchandise and buyer may return unsold portion |
| <u>CONSIGNMENT</u>      | 11. Planning involved in buying, pricing and selling  |
| <u>MERCHANDISING</u>    | 12. Struggle to gain a greater share of rewards   |
| <u>MARGIN</u>           | 13. Difference between net sales and costs of merchandise   |
| <u>INVOICE</u>          | 14. Reward for risk; surplus income or benefits   |
| <u>TRADEMARK</u>        | 15. Suitability of an item determined by engineering, materials and craftsmanship (construction)          |
| <u>STYLE</u>            | 16. Knowledge applied in business, industry and other places; ways of doing things                        |
| <u>FASHION</u>          | 17. Name, symbol and package registered with U.S. Patent Office   |
| <u>QUALITY</u>          | 18. Study of how to best use resources to satisfy human wants   |
| <u>COLOR PSYCHOLOGY</u> | 19. Buses presented to create moods and to stimulate sales  |
| <u>OVERHEAD</u>         | 20. Regular patrons of a store or business  |

\*\*\*\*\*

Match the terms at the left with the explanation most opposite at the right.

- |                   |                      |
|-------------------|----------------------|
| <u>ARBITRARY</u>  | 21. Temporary        |
| <u>AFFLUENCE</u>  | 22. Complimentary    |
| <u>JEOPARDY</u>   | 23. Unprofitable     |
| <u>RENOVATE</u>   | 24. Invest           |
| <u>LIQUIDATE</u>  | 25. Raze             |
| <u>RISQUE</u>     | 26. Decorous; proper |
| <u>CAPTIOUS</u>   | 27. Democratic       |
| <u>PROFICIENT</u> | 28. Inept            |
| <u>PERENNIAL</u>  | 29. Destitution      |
| <u>LUCRATIVE</u>  | 30. Safety           |

\*\*\*\*\*

Choose the correct synonym for the word at the left:

31. ABATE (justify, arouse, calm, diminish)
32. COMPLACENT (sarcastic, vistful, self-satisfied, benevolent)
33. HOODWINK (slug, cover, criticize, dupe)
34. AESTHETIC (strong, pertaining to beauty, religious, secretive)
35. DEXTEROUS (adroit, sugary, inept, sophisticated)

## PRE AND POST TEST FOR EWAM PROGRAM

VOCABULARY (continued)  
EXCITING WORDS FOR ACTIVE MINDS

Match the terms at the left with the explanations that are synonymous at the right:

<u>AROMA</u>	1. Understanding; trust
<u>CHARLATAN</u>	2. No longer in use; out-of-date
<u>ANALOGY</u>	3. Pertaining to dogs
<u>RESUME</u>	4. Pretender of knowledge
<u>FLASCO</u>	5. To make public; disclose
<u>CANINE</u>	6. Summary; vita
<u>DILEMMA</u>	7. Pandemonium; confusion
<u>CULINARY</u>	8. Ridiculous failure; flop
<u>FALLACY</u>	9. Pertaining to the kitchen or cookery
<u>CULMINATION</u>	10. Quandary; predicament
<u>OBSOLETE</u>	11. Fragrance from flowers, food or spices
<u>DIVULGE</u>	12. Comparison between similar characteristics of unlike things
<u>CHAOS</u>	13. Myth; an idea based on false reasoning
<u>APT</u>	14. Zenith, pinnacle, peak
<u>RAPPORT</u>	15. Fitting, capable or inclined

\*\*\*\*\*

Fill-in the blank with a synonym or description for the underscored term:

16. Mandatory job equipment \_\_\_\_\_
17. Losses from pilferage \_\_\_\_\_
18. Salable skills \_\_\_\_\_
19. Novice businessman \_\_\_\_\_
20. Tentative plans \_\_\_\_\_
21. Job perquisites \_\_\_\_\_
22. Eminent business executives \_\_\_\_\_
23. Futile efforts \_\_\_\_\_
24. Rescind the agreement \_\_\_\_\_
25. Fair compensation \_\_\_\_\_

## PREFACE TO EWAM PROGRAM

## PREFACE

To The Student

One of the most common characteristics of successful businesspersons is a better than average vocabulary. Success in any vocation or discipline depends largely upon the ability to master and use the vocabulary of the subject.

In this text-workbook, there are two types of vocabulary useful for businesspersons and students of business. There are technical vocabules which have a specific meaning in the world of business; and there are general terms which are useful anytime, socially or occupationally. Good technical and general vocabularies are essential to effective reading, writing, listening and speaking.

For you, the words in this program are some of the "pass-words" for successful entry into the world of business. Mastery of these words will provide learning power and will enable you to penetrate the magic circle of the "movers and shakers", managers and leaders in the American economy.

Your success in the occupation you choose depends largely upon the ability to master the language of that occupation. To develop fully as a future leader for marketing and distribution, vocabulary enrichment is a must. Improving your vocabulary takes time and persistent effort, but the benefits will far outweigh the costs. A larger vocabulary will:

## PREFACE TO EWAM PROGRAM

1. Increase your understanding of what you hear and read;
2. Sharpen your listening ability;
3. Allow you to write and speak with more clarity and color;
4. Make your thinking clearer and more logical;
5. Aid you in achieving higher grades in school and in job training programs;
6. Help you make more outstanding impressions in job interviews;
7. Enable you to score higher on college or other program entrance examinations;
8. Increase your confidence and ability to speak;
9. Improve your chances for job advancement;
10. Allow you to have more enjoyment and laughs.

An adequate and effective vocabulary is an important tool in any job. Without words, one cannot understand what is being communicated nor can he/she express thoughts well to others. The effective use of concise, expressive words indicate clear thinking; and quick comprehension of the words used by others is advantageous to communication. Words are the exciting tools of the trade for active businesspersons.

## EWAM VOCABULARY LESSON #3

Lesson #3--C

Unit I

23. **PROFIT**--(1) reward for taking risk (in providing goods and services to consumers); (2) residual sales income after deducting all expenses; (3) the difference between production and consumption in an economy within a specified period of time.
24. **OBSOLESCENCE**--process in which a product deteriorates or becomes old and non-functional.
- \*Obsolescence is sometimes more psychological than real if advertisers successfully convince customers that the product they presently have is not as useful as a newer model.
25. **MONOPOLY**--the control by one company of the supply of one kind of economic goods.
26. **INVOICE**--an itemized bill sent to a buyer containing the prices which comprise the total charge.
27. **MARGIN**--the difference between cost of a good and its selling price.
- S--markup, markon
- \*Margin may be expressed as a dollar amount or as a percentage of the selling price or of the cost.
28. **PERSONNEL**--people employed in a business; or the department responsible for hiring, maintaining records and firing individuals.
29. **LARCENY**--taking and carrying away the goods of another unlawfully.
- S--theft, robbery (entails using threat or violence)
- \*Thefts amounting to \$20.00 or more are often considered grand larceny and subject to harsher penalties than petit larceny. The former may be considered a felony while the latter is usually a misdemeanor.
30. **OBJECTIVE**--(1) an end or goal toward which efforts are directed; (2) expressing facts without distorting with personal feelings and prejudices
- S--purpose, goal, impartial, impersonal
- A--subjective, partial, biased

## ENAM VOCABULARY LESSON #4

Lesson #4--D

Unit I

31. **DISBURSEMENT**--a payment of money made to meet obligations or bills.  
 S-expenditure, distribution, payment  
 A- receipt, earning, income, revenue
32. **TRADEMARK**--a name and/or symbol identifying a business or product which is registered with the U.S. Patent Office and protected from imitation or outside use.
33. **QUOTA**--the proportional part or share of a total due from or allowed to a district, state or person.  
 S-share, proportion, limit, percentage
34. **INTEGRITY**--(1) the quality of being complete, undivided and sound; (2) adherence to a code or set of values by an individual or group of persons.  
 S-honesty, completeness, unity, uprightness  
 A-improbability, dishonesty, dishonor
35. **EXECUTIVE**--an upper-level manager skilled in administrative work.  
 S-manager, administrator, supervisor  
 A-employs, subordinate.  
 \*An executive is generally a manager above the supervisory level. Supervisors are first-level managers with more limited responsibilities and authority than executives.
36. **QUALITY**--(1) the degree of excellence of some product or service; (2) the usefulness of a good based on its construction, composition and design.  
 S-fineness, excellence, suitability
37. **MANAGEMENT**--the process of achieving the goals of an organization by using people and other resources;  
 (2) persons who work with others and do planning, organizing, directing and controlling tasks.  
 S-administration, coordination, leadership



## ENAM REVIEW ASSIGNMENT #4

## Review #4

Match the terms by writing the "exciting" word in the space provided next to the appropriate description.

1. MANAGEMENT	<u>TRADEMARK</u>	Business name or symbol protected from imitation
2. DISBURSEMENT		
3. QUALITY	<u>QUALITY</u>	Excellence or fineness
4. TRADEMARK		
5. QUOTA	<u>EXECUTIVE</u>	Upper-level manager or administration
6. EXECUTIVE		
7. INTEGRITY	<u>INTEGRITY</u>	Completeness or self-honesty
	<u>DISBURSEMENT</u>	Expenditure or payment
	<u>MANAGEMENT</u>	Planning, organizing, leading and controlling for a group effort
	<u>QUOTA</u>	A proportion, percentage or share; a limit

Fill-in the sentences below using one of the "exciting" words above (in its correct form for the context).

1. A salesperson is expected to prove benefits of products and services by explaining and comparing the quality of the goods.
2. The accountant in our office records monthly disbursements and receipts for the company.
3. A trademark is usually indicated by an "R" with a circle around it or by the letters "TM".
4. There are vast opportunities in the field of business for those who are interested in management.
- 5-6. The executives of the real estate corporation established sales quotas for each office in the state.
7. Most managers are well aware of which employees have the loyalty, integrity and motivation to succeed.

## Recap:

Excellence or suitability is QUALITY

Expenditure or payment is a DISBURSEMENT

A percentage or share is a QUOTA

Uprightness or wholesomeness is INTEGRITY

Leadership or administration is MANAGEMENT

High level manager is an EXECUTIVE

Government protected business name or symbol is a TRADEMARK

## EWAM REVIEW ASSIGNMENT #27

## REVIEW 27

Match the synonyms and write in the correct exciting word in the space provided.

1. MART	a. excuse	_____
2. ASPIRE	b. humorous	_____
3. COLLABORATE	c. extemporize	_____
4. CONDONE	d. high hopes	_____
5. ASKEW	e. worsen	_____
6. IMPROVISE	f. market	_____
7. AGGRAVATE	g. cooperate	_____
8. CAPRICIOUS	h. asymmetrical	_____
9. FACETIOUS	i. flighty	_____

Fill-in the sentences using the correct word form of those listed above, 1-9.

- Dallas, Los Angeles, Chicago, Atlanta and New York are the largest \_\_\_\_\_ in the United States where retailers seek profitable merchandise.
- One responsibility of the salesperson is to keep merchandise neat, since some customers are apt to leave items \_\_\_\_\_ and disorderly.
- Many economists believe that liberal credit policies have \_\_\_\_\_ inflation as well as created personal financial difficulties for many individuals.
- The guest speaker opened the meeting with some "one liners" and other \_\_\_\_\_ anecdotes to get some laughs and to relax the audience.
- Two members of the local DECA chapter \_\_\_\_\_ in writing a song for the Free Enterprise Project.
- Four employees were fired for the shoplifting problem—two of them for direct involvement and two for \_\_\_\_\_ the pilferage.
- From the time she entered the eleventh grade, she \_\_\_\_\_ to be a fashion model and hoped to work in Los Angeles.
- Even though there were very few props or other materials available, Lucille was able to \_\_\_\_\_ and finally constructed an impressive display.
- Carl was denied entrance to the management training program because of his relatively poor attendance and \_\_\_\_\_ attitude; he had changed jobs three times in the past year.

Recap:

Crooked or awry is A \_\_\_\_\_

A trading center or market is a M \_\_\_\_\_

To intensify or make worse is to A \_\_\_\_\_

To extemporize is to I \_\_\_\_\_

Humorous or witty is F \_\_\_\_\_

To conspire or cooperate is to C \_\_\_\_\_

To long, yearn or hope for is to A \_\_\_\_\_

Fickle or changeable is C \_\_\_\_\_

Excuse or overlook an offense is to C \_\_\_\_\_

## EWAM VOCABULARY UNIT TEST I

Exciting Words for Active Minds  
Unit Test I  
Lessons 1-4

BE YOUR OWN CRITIC  
First Pledge

Definitions—Fill-in the "exciting word" for each definition given.

1. Helping customers solve buying problems and make buying decisions is \_\_\_\_\_
2. The planning involved in buying, pricing, displaying and selling is referred to as \_\_\_\_\_
3. Non-personal messages about a product, service or idea that are paid for by an identified sponsor are called \_\_\_\_\_
4. The art of sending and receiving messages that are understood is \_\_\_\_\_
5. All activities involved in getting products and services from producer to consumer are referred to as \_\_\_\_\_

Match the synonyms by writing in the space provided one of the words from the left column next to a word with similar meaning in the right column.

CONSUMER	6. Impartiality	_____
MARGIN	7. Honesty	_____
DISBURSEMENT	8. Trust	_____
QUALITY	9. Markup	_____
OBJECTIVITY	10. Proportion	_____
FASHION	11. Popular style	_____
INSURANCE	12. Expenditure	_____
INTEGRITY	13. Excellence	_____
QUOTA	14. Indemnity	_____
CREDIT	15. User of goods	_____

Words in context—Fill-in the sentences with the appropriate word selected from those listed here:

TECHNOLOGY	PUBLICITY	PROFIT
ECONOMIC	OBJECTIVES	PERSONNEL
OBSOLETE	EXECUTIVES	QUALITY
CUSTOMERS	TRADEMARK	OVERHEAD

16. Electronic cash registers have almost made the mechanical or electric cash registers \_\_\_\_\_
17. The Wall Street Journal is read widely by stock brokers, sales \_\_\_\_\_ of large corporations, entrepreneurs and others interested in business trends.
18. In this period of \_\_\_\_\_ uncertainty with rising costs and inflation, it has become difficult for companies to increase productivity by adding new employees.
19. You can bring your dreams into reality if you want and if you first set short-term \_\_\_\_\_ in order to reach your goals.
20. A job is challenging and rewarding only if it earns a \_\_\_\_\_ for customers and the businesspersons.

## ENAM VOCABULARY UNIT TEST II

Exciting Words for Active Minds  
Unit Test II  
Lessons 5-8

BE YOUR OWN CRITIC  
Second Plateau

Choose the word that best describes the underscored, "exciting" word.

1. A chic image a) disco b) colorful c) fashionable d) gaudy
2. Accrued expenses a) accumulated b) unreasonable c) old d) depleted
3. Exploited employes a) advanced b) abused c) confused d) fired
4. Risky enterprise a) budget b) club c) project d) structure
5. Salable skills a) practical b) successful c) marketable d) unusual
6. Arbitrary decision a) equitable b) compromising c) autocratic d) democratic
7. Fair remuneration a) compensation b) insurance c) account d) credit
8. Valuable perquisites a) compliments b) paychecks c) extra benefits d) contacts
9. Quality products a) large b) inexpensive c) guaranteed d) excellent
10. Store facade a) interior b) window c) sign d) front
11. Nominal fee a) minor b) substantial c) incredible d) parking
12. Proficient worker a) fast b) incompetent c) lazy d) adept
13. Culinary skills a) butcher b) cooking c) homemaking d) creative
14. Darker hues a) shades b) shadows c) reflections d) images
15. Late reimbursement a) completion b) construction c) compensation d) organization

Fill-in the following sentences using a correct form of one of the "exciting" words from lessons 5-8. Choose from those listed below.

16. A commission sales method of payment can be very \_\_\_\_\_ for ambitious, success-minded businesspeople.
17. The advertising executive does primarily \_\_\_\_\_ work; he is a go-between for the advertising agency and the client.
18. Maria's plans to attend college and study business were only \_\_\_\_\_ and contingent upon her father's health and her ability to gain a well-paying job.
19. After many \_\_\_\_\_ of fortune, the businessperson finally gained recognition and wealth.
20. Fashion designers seem to be more concerned about \_\_\_\_\_ appeal in clothing than about practicality or durability, since that's what customers want.

TENTATIVE FRUGAL AESTHETIC LUCRATIVE METICULOUS LIAISON PROFICIENCY  
VICISSITUDES CULINARY BELLIGERENT INCESSANT TANGIBLE

Match the examples to the "exciting" words listed in the left column.

- |                 |   |
|-----------------|---|
| ___ AFFLUENCE   | A. phone ringing constantly during a very busy day at work.                   |
| ___ FORECLOSURE | B. timetable or agenda of activities for achieving a goal.                    |
| ___ SCHEDULE    | C. luxurious living—Palm Springs ("The Springs") is a perfect example.        |
| ___ INCESSANT   | D. efficient manager who economizes and makes the most of his/her resources.  |
| ___ FRUGALITY   | E. bankruptcy proceedings and liquidation of assets to pay outstanding loans. |

## ENAM VOCABULARY UNIT TEST III

Exciting Words for Active Minds  
Unit Test VII, Lessons 25-27

Seventh Plateau  
Name \_\_\_\_\_

Match the "exciting words" at the left with the ideas at the right.

- |                         |  |
|-------------------------|--|
| 1. <u>ASPIRATIONS</u>   | A. unusually excessive demands                               |
| 2. <u>MART</u>          | B. short outline of personal information                     |
| 3. <u>RESUME</u>        | C. a job done well and economically                          |
| 4. <u>IMPROVISATION</u> | D. requirement before doing something else                   |
| 5. <u>PREREQUISITE</u>  | E. longing to achieve great things                           |
| 6. <u>COLLABORATION</u> | F. working together on a project                             |
| 7. <u>ORDINANCE</u>     | G. a center for exchanging goods                             |
| 8. <u>EXORBITANT</u>    | H. humorous advertisements promoting product benefits        |
| 9. <u>EFFICIENCY</u>    | I. a local law re zoning                                     |
| 10. <u>FACETIOUS</u>    | J. changing a program or procedure on the spur of the moment |

Choose the best antonyms for the "exciting word" at the left.

11. LETHARGIC a) fearful b) dynamic c) inactive d) controlled
12. EXORBITANT a) required b) normal c) collective d) out of sight
13. CHAOS a) agreement b) pandemonium c) decoration d) order
14. PROFICIENCY a) ineptitude b) depletion c) procrastination d) efficiency
15. COMPLIMENT a) condone b) ogle c) disparage d) fulfill

Fill-in the sentences choosing from the list below:

ENHANCE EXORBITANT LITIGATION PATRONIZE FACETIOUS MART DELIGENT

16. In the downtown area, one of the most popular attractions for shoppers was the huge \_\_\_\_\_ for produce, poultry, plants, flowers, etc.
17. Many industries and their affiliated firms liberally \_\_\_\_\_ educational youth groups such as FBLA, DECA, FFA, VICA and FHA.
18. Several lenders resorted to \_\_\_\_\_ in order to recover their lost savings from the bankrupt bank.
- 19-20. A series of \_\_\_\_\_ advertisements attracted lots of attention but did not directly \_\_\_\_\_ sales.

Complete the analogies:

21. truth:falsehood = (authentic, momentous, efficient, credible):trivial
22. begin:(culminate, achieve, sympathize, reprimand) = collaborate:share
23. diligent:lazy = (insulting, affable, cliquish, complacent):cantankerous
24. failure:confidence = (ambitious, embezzle, gratis, selling):profit
25. homogeneous:motley = insensitive:(callous, gaudy, complacent, compassionate)

Complete the sentences using "exciting words" that begin with the letter in the blank.

26. An important or significant occurrence is a M \_\_\_\_\_ one.
27. An A \_\_\_\_\_ person is wealthy.
28. To R \_\_\_\_\_ a law is to annul it.
29. To facilitate the progress of something is to E \_\_\_\_\_ it.
30. An I \_\_\_\_\_ customer is a very angry one.
31. Something needed beforehand is a P \_\_\_\_\_.
32. To C \_\_\_\_\_ expenses is to retrench or economize.
33. A person who is content with his/her status is C \_\_\_\_\_.
34. An A \_\_\_\_\_ manner is acting very bold.
35. To C \_\_\_\_\_ is to work together or act in union with another.

## PRE-VALIDATED LIST OF SELECTED

## VOCABULARY ITEMS

VOCABULARY ENRICHMENT FOR BUSINESS EDUCATIONUNIT I

TECHNOLOGY  
 MERCHANDISING  
 EFFICIENCY  
 GOODWILL  
 INVOICE  
 REQUISITE  
 ENTERPRISE  
 MARGIN  
 RATIO  
 PERSONNEL

UNIT II

ENDORSEMENT  
 SUBSIDY  
 LARCENY  
 ETHICAL  
 OBJECTIVITY  
 COLLATERAL  
 ESCROW  
 PROFIT  
 DISBURSEMENT  
 GRAFT

UNIT III

EXEMPTION  
 DILIGENT  
 TRADEMARK  
 QUOTA  
 MEDIATION  
 EXECUTIVE  
 COMMUNICATION  
 MERGER  
 ADVERTISING  
 FORECLOSURE

UNIT IV

STYLE  
 FASHION  
 SCHEDULE  
 VALID  
 CONSIGNMENT  
 INFRINGEMENT  
 PROFESSIONAL  
 MANAGEMENT  
 INVENTORY  
 PENSION

UNIT V

TACT  
 SYMMETRICAL  
 SELLING  
 OPTIMISM/PESSIMISM  
 FINANCING  
 ECONOMIC  
 CLIENT  
 MARKETING  
 BROKER  
 UTILITY

UNIT VI

PUBLICITY  
 DYNAMIC  
 CONNOISSEUR  
 GREGARIOUS  
 IDIOSYNCRASY  
 APT  
 AFFABLE  
 EMULATE  
 DEXTEROUS  
 CHAOS

UNIT VII

ALTRUISTIC  
 DEROGATORY  
 HACKNEYED  
 OBSOLETE  
 NAIVE  
 HOODWINK  
 AROMA  
 CALLOUS  
 DECORUM  
 ABET

UNIT VIII

CANINE  
 ALTERCATION  
 CANTANKEROUS  
 APATHY  
 CHARLATAN  
 ALLOCATE  
 FIASCO  
 MORALE  
 DILEMMA  
 SQUANDER

UNIT IX

EXOTIC  
 AUTHENTIC  
 DEPLETION  
 CURTAIL  
 ABATE  
 MOTLEY  
 AUSTERE  
 EQUITABLE  
 ANALOGY  
 SATIATE

UNIT X

EXORBITANT  
 ADAMANT  
 COMPLACENT  
 CAUSTIC  
 DERELICT  
 AMBIGUOUS  
 AVID  
 COMPATIBLE  
 FUTILE  
 BUMPTIOUS

UNIT XI

CONDONE  
 AVERSE  
 PINNACLE  
 CANDID  
 FETISH  
 DRASTIC  
 DOCILE  
 CAPRICIOUS  
 REPRIMAND  
 COLLABORATE

UNIT XII

IMPROVISE  
 ASKEW  
 RESUMÉ  
 CONCUR  
 CONDOLENCE  
 INNUMERABLE  
 EXEMPLIFY  
 EPICURE  
 CONJECTURE  
 ESTRANGE

## PRE-VALIDATED LIST OF SELECTED

## VOCABULARY ITEMS

VOCABULARY ENRICHMENT FOR BUSINESS EDUCATION con'tUNIT XIII

CACHE  
REIMBURSE  
CULINARY  
EXONERATE  
FACETIOUS  
HOAX  
METICULOUS  
AUDACITY  
INCOGNITO  
CAPTIOUS

UNIT XIV

PROFICIENT  
INCESSANT  
BELLIGERENT  
ARBITRARY  
CONDUCTIVE  
AGNOSTIC  
MALAISE  
ADVERSITY  
COMPLIMENT/COMPLEMENT  
REFURBISH

UNIT XV

LEGITIMATE  
EMPATHY  
OBESE  
RAPPORT  
CITE  
DIVULGE  
CHASTISE  
PHILANTHROPY  
SUBORDINATE  
PILFER

UNIT XVI

ACCRUE  
CIVIL  
MOMENTOUS  
GRATIS  
DEFUNCT  
CHIC  
ADJACENT  
PATRONIZE  
MYRIAD  
IRATE

UNIT XVII

BLIGHT  
ADMINISTRATION  
CONCISE  
AMASS  
FABRICATE  
HUE  
COGNET  
DELETE  
ANIMOSITY  
INCEPTION

UNIT XVIII

PENSIVE  
COSMOPOLITAN  
MERCANTILE  
OBSTREPEROUS  
BI-MONTHLY  
ACCESSORY  
ENTICE  
DURESS  
PREMISE  
CONTROLLER

UNIT XIX

POTENT  
EXPLOIT  
ACQUIESCE  
ASSET  
DATA  
ATMOSPHERE  
COMPACT  
PROVINCIAL  
AUDIT  
DELINQUENT

UNIT XX

COMPREHEND  
LIABILITY  
CLIENT  
EDIFY  
BROCHURE  
PERSEVERE  
EMBEZZLE  
DEFICIENCY  
EMINENT  
INTEGRITY

UNIT XXI

JUSTICE  
FALLACY  
SCRUTINIZE  
UBIQUITOUS  
ACCOLADE  
PREREQUISITE  
ROYALTY  
ANTAGONISTIC  
EXPERTISE  
SOLICIT

UNIT XXII

RECIPROCATATE  
DEFUNCT  
INFERENCE  
HODGE-PODGE  
FISCAL  
INTRINSIC  
ORDINANCE  
ASKANCE  
MODERATE  
SANCTION

UNIT XXIII

HAPLESS  
SOPHOMORIC  
GAUDY  
ARTICULATE  
INFRINGEMENTMENT  
AUXILIARY  
INSOLVENT  
CHRONIC  
AVARICE  
DEVIATE

UNIT XXIV

FORTUITOUS  
PERENNIAL  
LUCRATIVE  
REMUNERATION  
PERQUISITE  
SALABLE  
TANGIBLE  
PRECARIOUS  
PROCRASTINATE  
AFFLUENCE

PRE-VALIDATED LIST OF SELECTED  
VOCABULARY ITEMS

VOCABULARY ENRICHMENT FOR BUSINESS EDUCATION CON'T

UNIT XXV

FRUGAL  
AESTHETIC  
FACADE  
DEFERENCE  
ASTUTE  
NEBULOUS  
NOMINAL  
JEOPARDY  
VOLATILE  
CIRCUMSPECT

UNIT XXVI

NOVICE  
DOSSIER  
NOSTALGIA  
LIAISON  
TENTATIVE  
VICISSITUDE  
COFFER  
DISCRETION  
RENOVATE  
LITIGATION

UNIT XXVII

ANACHRONISM  
CONSENSUS  
CHARISMA  
RISQUE  
GAUCHERIE  
ENIGMA  
SUBSIDIARY  
LIQUIDATE  
PERFORATE  
MYSTIQUE

UNIT XXVIII

INDEMNIFY  
PANACEA  
PREROGATIVE  
FACSIMILE  
FILCH  
BIGOTED  
ENHANCE  
GENERIC  
DISCLAIMER  
FOUNDER

UNIT XIX

PARAGON  
QUALM  
ALACRITY  
ACCLIMATE  
FEASIBLE  
DIVERSION  
PARADOX  
CENSURE  
APPRISE  
NEGOTIABLE

UNIT XXX

STIGMATIZE  
CONVIVIAL  
UNSCATHED  
DISCREPANCY  
INANE  
EXPEDIENT  
CHIMERICAL  
LOQUACIOUS  
MAUDLIN  
VICARIOUS

UNIT XXXI

EFFETE  
WANTON  
SARTORIAL  
MANDATORY  
RESCIND  
CLANDESTINE  
IMPEDIMENT  
RENAISSANCE  
IMPECCABLE  
ESOTERIC

UNIT XXXII

PLETHORA  
PROFICIENT  
INADVERTENT  
EXPEDITE  
NEFARIOUS  
EXPUNGE  
PHENOMENON  
DELUGE  
MYOPIC  
DELETERIOUS

UNIT XXXIII

ICONOCLASTIC  
INNOVATION  
EMINENT/IMMINENT  
ACCOLADE  
CHICANERY  
ETHICAL  
HOMOGENEITY  
AFFIDAVIT  
RENEGE  
LEXICON

UNIT XXXIV

EFFIGY  
LOGISTICS  
INNUENDO  
ENNUI  
SUPERSEDE  
DEMISE  
MUNDANE  
PALATABLE  
ASSIDUOUS  
SPORADIC

UNIT XXXV

IRREVOCABLE  
PROXY  
INFIDELITY  
FILCH  
ABERRATION  
QUORUM  
INEXORABLE  
CONTINGENCY  
ADROIT  
CONCILIATE

UNIT XXXVI

DOGMATIC  
CORROBORATE  
INSCRUTABLE  
OENOLOGY  
TORTUOUS  
INSIDIOUS  
LEWD  
ABRASIVE  
GAMUT  
DIVEST



APPENDIX F

PANEL OF EXPERTS

PANEL OF EXPERTS FOR VALIDATION  
OF VOCABULARY ITEMS

Mr. Allan Marin  
Retired Advertising Esecutive  
and Writer/Author  
Chicago, Illinois 60611

Mrs. Tari Wood  
Interior Designer  
Carlsbad, California 92008

Mr. Charles DePuy  
General Merchandising Manager  
with TG&Y Stores  
Ponca City, Oklahoma 74601

Mr. Richard Rice  
Stock Broker with E. F. Hutton  
Troy, Michigan 48033

Ms. Vicki Allen  
Training Specialist with Frontier  
Federal Savings & Loan  
Ponca City, Oklahoma 74601

Mr. Dale Wendell  
District Sales Manager with  
Ford Motor Company  
Omaha, Nebraska 68144

Mr. Jerome Foreman  
Commodities Broker  
Chicago, Illinois 60610

Ms. Judith A. Youngs  
Travel Agency Manager  
with VPI Travel  
Chicago, Illinois 60611

## VITA

Phineas Rumsey Youngs, IV

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF SELECTED VOCABULARY EMPHASIS AND CONCOMITANT  
ACHIEVEMENT SCORES OF HIGH SCHOOL MARKETING STUDENTS

Major Field: Distributive Education

Biographical:

Personal Data: Born in Brooklyn, New York, October 31, 1945  
the son of Mr. and Mrs. Phineas R. Youngs, III.

Education: Graduated from Grosse Ile High School, Grosse  
Ile, Michigan, in June, 1963; received Bachelor of  
Business Administration degree with an economics major  
from Western Michigan University in December, 1967;  
received Master of Arts degree in Social Studies  
education from The University of Michigan in December,  
1971; received Master of Science degree in Business  
Education from Oklahoma State University in July, 1976;  
completed requirements for Doctor of Education degree  
at Oklahoma State University in December, 1980.

Professional Experience: High school teacher at Livonia  
Franklin High School, Livonia, Michigan, 1968-1975;  
graduate assistant, Center for Economic Education,  
Oklahoma State University, 1975-76; high school teach-  
er-coordinator in Marketing and Distributive Educa-  
tion, Ponca City High School, Ponca City, Oklahoma,  
1976-1980.

Professional Organizations: Phi Kappa Phi, Beta Gamma  
Sigma, Delta Pi Epsilon, Oklahoma Education Associa-  
tion, American Vocational Association, National Asso-  
ciation of Distributive Education Teachers.