

**ANDRAGOGICAL LISTENING IN BUSINESS EDUCATION  
IN ZIMBABWE: A STUDY IN TERTIARY DIDACTICS**

by

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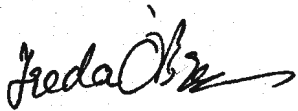
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I declare that ANDRAGOGICAL LISTENING IN BUSINESS EDUCATION IN ZIMBABWE : A STUDY IN TERTIARY DIDACTICS is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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## SUMMARY

Listening for learning during lectures has been established to be a staged process. Listening's role during didactic andragogical events in the Bulawayo Polytechnic Business Studies Department's Business Communication lectures was investigated. Both the qualitative and the quantitative data gathered contributed to a statistical groundstructure and an ethnomethodological outline, which together combined into a balanced description of the listened learning process in that tertiary learning environment. Data sources included student and lecturer responses as well as observed learning during communicativeness skills development, and whilst learning in lectures and tutorials. The related literature was supported by the study's findings, confirming that individuals perceive, interpret and evaluate information directly in accordance with their own lifeworld. This includes own learned technique which derives from inherent oral or literate culture base as well as from personal cameral preferences and endowments. The consequent individually different listened learning range constitutes a conventional normal dispersion.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1. PREAMBLE AND REASON FOR THE RESEARCH

##### 1.1.1. A Zimbabwean Case Study

A major characteristic of student learning in Zimbabwe is the necessarily verbalised approach taken by students. "Necessarily", because verbalization largely by-passes the interpretive, evaluative and manipulative features of true learning, features which many students have been unable to achieve on enrollment at tertiary level. This brings to question the attentiveness, auditory memory and recall mechanisms by which their learning is achieved.

Lecturers in the Business Studies Department of the Bulawayo Polytechnic report, that in follow-up exercises students repeat word for word their notes taken in the lecture. At times the lecturer's objective has been simply information dissemination. Notes have even been given by dictation, or via overhead projector transparency, to overcome the chronic dearth of textbooks and copying facilities. Subsequently lecturers claim that students faithfully regurgitate even the examples used during the lecture. This word for word reproduction takes the place of the expression of the essential message which they were intended to have interpreted from the lecture, and which they should have been clarifying with their own original examples.

##### 1.1.2. Pilot Study

In a pilot study, conducted during the first term of 1992 in the Business Studies Department of the Bulawayo Polytechnic, a survey employed twin

questionnaires. Both student's and lecturer's views on listening in lectures were solicited. It was expected that their responses would confirm that misunderstandings often occurred. In recent years much has been written about differing learning styles employed by learners, and the equally differing teaching styles of lecturers. It has been conjectured that extreme mismatch of learning and teaching styles inhibits learning (Entwistle 1981:238). This andragogic dissonance, therefore, was expected to be at the root of what seemed to be listening problems experienced during lectures.

The above mentioned questionnaires based their search for evidence about mutual understanding in lectures on information interchange. They asked whether both students and lecturers understood and responded to each other's questions during lectures. Fifty seven student questionnaires and eight lecturer questionnaires were returned. Although lecturer's responses had been anticipated, students' responses had not been. Specifically, of student respondents, 83% stated that they could understand their lecturers and 10,5 % stated that they could not. Also, almost 65 % of student respondents stated that lecturers understood their questions, with just over 5 % modifying to "sometimes" their lecturer understanding, and a single student feeling misunderstood.

Lecturer responses, on the other hand, revealed that of student questions, half were not clear and almost half were repetitive of earlier questions asked. Further lecturer clarification of the nature of the student questions revealed that, on average, they considered that 40%-45% of them were tangential, or superfluous, or out of topic. They also estimated that 48% only of student questions were evaluative of the topic concerned. Patently, student and lecturer viewpoints did not coincide. It would seem that neither party could accurately assess the other's understanding.

The various supporting comments made by students regarding their follow-up to lectures, and why they did, or did not, ask questions during lectures,

were evaluated for further clarification of the learning environment. The implication seemed to be that students were aware that communication in lectures was not perfect. However, most students seemed to have developed strategies which circumvented this problem. Detail of the study's enquiry was repeated in the Student Questionnaire recorded in Appendix 5.

## 1.2. THE PROBLEM

A pilot study conducted to establish the degree of andragogic didactic dissonance (learning style - teaching style mismatch) perpetrated during lectures in Business Education at the Bulawayo Polytechnic's Business Studies Department revealed a situation which necessitates further investigation. The listening by students, and the understanding of their listening by their lecturers, in their mutual andragogical events was called to question. The recent introduction of timetabled lectures to combined tutorial groups, supported by tutorial sessions, constitutes a learning environment dominated by aural reception. However, despite careful planning, lecturing and delivery by both experienced and novice lecturers, the assessment data of student learning from these lectures does not reveal a true understanding by many of the students.

## 1.3. ANALYSIS OF THE PROBLEM

Communication during lectures in Business Education in Zimbabwe is rendered unsatisfactory. It may depend too heavily upon listening, a skill which is notorious for its unreliability. It cannot be relied upon that lectured content will be completely understood by the individual student, even when both lecturer and student intend that the student will understand the lecture content. Neither can it be assumed that during the lecture the lecturer will effectively determine what is meant by a question posed by a student, even when both student and lecturer intend that the lecturer will understand the question asked. These aspects will be pursued and substantiated in detail in

this study.

### 1.3.1. Few Students Choose Listening as a Learning Medium

Being experienced learners, students normally have already developed styles of learning which are often incompatible with lecture delivery. As opposed to learning through listening, they may prefer to learn either by reading or by discussion. In fact, they prefer learning in an intimate delivery atmosphere, rather than the remote atmosphere of the lecture. In 1991 the Bulawayo Polytechnic Business Studies Department introduced its lecture-tutorial system. That October, towards the end of the Business Communication course, a short questionnaire was administered to determine the particular learning medium preferences of the students.

Analysis of responses revealed that, of the 63 % of the group members who responded, 12,7 % wanted to learn by lectures only, 22,22 % wanted to be taught by tutorials only and 65,08 % preferred a combination of both. Consequently, at commencement of the Business Communication Course in 1992, a further question was added to the customary entry information sheet. This question asked which one each preferred of the three learning media, listening, reading or discussion, or which combination. Its aim was to quantify the new students' learning media preferences. Preferences indicated were in the following proportions:-

a)	Listening (L)	6,45 %
b)	Reading (R)	17,74 %
c)	Discussing (D)	11,29 %
d)	L + D (a+c above)	11,29 %
e)	L + R (a+b above)	16,13 %
f)	R + D (b+c above)	20,97 %
g)	All three	16,13 %

It is obvious from the above analysis that there was a widely diverse



preference grouping with respect to learning medium.

Subsequent new intake surveys, using the same entry sheet, have varied little. Any learning environment would need to be particularly versatile if it were to adequately meet this range of learning needs. Because of their being predominantly auditory delivery, lectures could therefore be expected to satisfy the learning medium preference of 6,45 % of the intake! Further, provided discussion and reading were substantially included, an additional 27,42 % (11,29 +16,13 ) could be satisfied. This means that two thirds of the entire group were immediately disadvantaged.

### 1.3.2. The Dilemma of not Being Able to Positively Identify Learning Gained From the Lecture Itself

Lecturers expect students to listen to the delivery during lectures , to record important points by note taking, and to be able to apply the principles taught. In actual fact, in the Bulawayo Polytechnic's Business Studies Department many students do not appear to record at all. They evidence attention, and lecturers report that they wonder whether the information is being absorbed and evaluated, or whether students are trying to understand and memorise.

Although questions during lectures might appear to be answered with understanding, subsequent testing offers a fuller evaluation of the complete group's learning. However, this means that the lecturer cannot, until later, be sure of the true learning, as opposed to the apparent learning. His delivery value is then diluted, partly by the students' own individual follow up. Also it is diluted by tutorial work. The learning outcomes must, therefore, assess more than the efficacy of the lecturer's lecturing. In a detailed appraisal of authoritative views about the lecture as teaching mode, Behr even stresses that learning from lectures occurs in two successive stages, the first being the delivery stage and the second the learner's follow-up activity (Behr

1980:27-29 ).

### 1.3.3. Students' Interpretation of a Lecture

Individuals interpret what they sense perceptively so that the knowledge becomes a part of the meaningfulness of the individual's lifeworld. Therefore, whatever a learner learns must be subject to his own "perception filter" (Even 1987:25, Howard 1991: 37). The predicament of the lecturer in attempting to focus his listeners' interpretation to parallel his own is, therefore, in Howard's own words, "full of pitfalls".

This is particularly poignant when one takes into account the fact that the spoken word is transient and that human memory is fallible. Until 1990, experience in this area, was that Business Communication student groups achieved a similar mark range for both the first test and the end of year assessment. However, for the first test the average mark was below the fifty percent pass mark, whereas at the end of the year a normal dispersion was achieved. This was the case, despite careful enhancement of their entry skills in order to ensure that all students progressed from a homogenous subject base.

In 1991, a system of formal lectures followed by tutorials, which were serviced by alternative lecturers, was introduced into the department. The reasons for this were administrative. It sought to overcome increasing enrolment numbers and heterogenous lecturer qualifications. The same staff establishment and facilities remained. The efficacy of this new system was then monitored.

#### 1.3.3.1. An Early Lecture Assessed

The second 1991 Communication content lecture, followed by two tutorials, was evaluated to establish how much students learned through listening.

The student learning was assessed by their completion of a sheet of ten topic-related questions worked seven days later. Students had been asked to read over the lecture notes. The aim was to ascertain the extent of student understanding of the lecture content. Marks had been allocated thus:-

15 % Recall of points explained in the lecture

40 % Recall of points first explained during  
the lecture then revised and illustrated in the two tutorials.

45 % Recall of information explained and actually  
dictated during the lecture then revised  
during the tutorial.

Detailed results of this test can be seen in Appendix 9 (Memorandum About Lecture Method). Below is a simple comparison of the percentage mark distribution of that test with the percentage mark distribution of the same students in the end of year.

National Examination in Business Communication.		
Mark Range	Early Test	National Examination
60% and over	nil	35,65%
50% - 59,5%	23,26%	51,9%
under 49,5%	78,75%	16,4%

Thirteen of the students who were in college at the time of the early test were not there to write the end of year National Examination. Actual mark detail was not available for the National Examination, but what comparison can be made clearly shows the increased mark level achieved by students at the end of the entire course. This phenomenon is commonly observed to be the case by the lecturers in the Business Studies Department. The recent introduction of in-course assessment assignments has highlighted this discrepancy.

Within reason, this tendency is to be expected, since the aim of any course is optimum conversancy in its students at its end. However, it does seem important, too, that at any stage during the course a formative testing should at least reveal understanding of the topics under study at the time.

#### 1.3.3.2. Evident Student Attitudes to Learning

The low level of achievement in the early test cited above seems to indicate that many students need learning -by -heart- time, instead of simply being told to be sure that they understand the material of the lecture. Many students do, in fact, indicate that they need longer pre-examination learning time. It seems that much actual conscious learning is deferred until examination preparation formally begins for imminent examinations.

Surely such an approach must presuppose that understanding is secondary to committing the material to memory. If that is the philosophy, and all is expected to be understood during a mass learning exercise, it may explain why the above comparison of results is as it is. These students set out to learn by heart as a matter of course. They intend to verbalise. Lecturers' expectation that students should entertain a deeper level of understanding is in vain unless they advertise the fact in no uncertain terms. They need to disabuse their learners of their previously learnt misconception.

One of the most difficult things to teach is, in fact, to re-teach. This could account for the persistence of verbalisation beyond the elementary levels. Acquisition of basics in primary pedagogy often entails commission to memory of essentially non- cognitive basic elements upon which the cognitive is based. Once the technique is mastered, and found to be successful in that area, an uninformed learner will see no reason to alter what he has experienced as a succesful technique. He will need to know in advance what is expected of him so that he can attempt to meet the requirement.

It was upon the above precept that Marton and Säljö based their study of the variations in qualitiveness of learning (Marton & Säljö 1976:4-11; 115-127 ). They showed that clarification of the requirement by the instructor prior to the event modified the student learning outcome. Subsequently, then, it was upon this need to guide by declared expectation that Pask based his enquiries into the different learning styles which produce these varied outcomes (Entwistle 1981:215).

A clear example of how many Zimbabwean students were able to anticipate the requirement of an examination question is offered here. The sample is a 1990 National Intermediate Diploma Business Communication Paper question. It required interpretation of a fact learnt during the course. The researcher marked the entire 1468 scripts. Of the answers, 380 candidates gained 10 or more out of the possible 20 marks. This made the question's pass rate 28,89%. The mean average mark of the pass marks was calculated as 11.18%. The standard deviation was 1,819689 and the solitary high mark was 17,5.

If one relates this inability to interpret a known fact, in the light of a given requirement, to the everyday business context, one realises how vital it is that students should be in the habit of interpreting the requirement made of them. Verbalisation, and its accompanying delayed consideration of meaning, do not serve a business person's career need, nor do they serve the Business World.

#### 1.3.4. Variations in Learned Perceptiveness

In the Business Studies Department at the Bulawayo Polytechnic, many students will follow an oral instruction to the letter, some others will follow it when they notice their colleagues doing it. Yet others, who were also participants in the same learning event, will not follow the instruction at all. Some of these who do not follow the instruction are genuinely unaware that the instruction has been given at all. Usually lecturers assume that the

student has not listened. Sometimes one of the students who "has not listened" soon afterwards will innocently ask a question to which the answer would have been obvious had he heard, and understood, that earlier instruction.

Such an enquiry is likely to call down the wrath of his lecturer, unless the lecturer realises that this is one of the students who needs to get his instructions in written form. There are also lecturers who exhibit similar tendencies. They prefer to communicate with a colleague face-to-face. The thought of writing a note, and putting it in the colleague's pigeon hole for his attention does not seem to be entertained. Similarly, use of notice boards is often requested by someone at a higher level, only to be neglected in its usage by the same official.

#### 1.3.4.1. Student Expectation

The basis of this phenomenon would seem to lie in the individual's preferred learning medium. Other factors also emerge which influence the perceptive attention paid by an individual. A student who naturally prefers an oral medium can be trained by his environment to expect all study material in written form. In these cases lecturers find that the student will give less than due attention to an oral instruction. It will be interpreted as introductory, and the student will be poised for the weightier detail to be then visually displayed. Students have confirmed this when asked.

#### 1.3.4.2. Student Response

If, also, this same individual's social environment is predominantly at the early literacy stage, adult relatives will have imparted to this learner the oralist tendency to verbalise spoken information, rather than to immediately internalise it (Ong 1982:26,29). The use of language will be social. He will be accustomed to the expression of ideas in simple sentences, and,

perhaps compound sentence forms. He will anticipate concrete imagery. In this case, the analytically complex sentence structure, sophisticated reasoning and speeded abstract thought, which are characteristic of a highly literate lecturer, will exclude this student's participation (Ong 1982:32, 33; 132).

The totally opposite situation, in which a student finds in a lecturer's delivery of information the characteristics of pre-literate oral rhetoric elementary tendencies, is demotivating. Here is an example from the Business Studies Department of the Bulawayo Polytechnic. A small group of students was encountered out of the lecture room during lecture progress. The rest of their group was receiving a follow-up lecture to clarify their general performance on a 1991 internal examination. The few students who were absenting themselves were known to be good and conscientious workers, whose attendance, also, had been known to be regular.

They were engaged in conversation by their group tutor who was interested in their motive. During conversation she casually enquired about their absenting themselves from the lecture. They just smiled sheepishly. On further prompting, one of the girls explained that they found the exercise embarrassing. These students were very text oriented, whereas the lecturer concerned seemed almost oralist, despite having devoted many years of his life to attaining an Administration degree by correspondence.

#### 1.3.4.3. Attitudes

Similarly, it occurs that print-oriented lecturers and students often seem to consider that concretely depicted principles are below the cognitive level of college students. They neither use them, nor accept their use by others. In fact, use of concrete depiction of principles irritates and embarrasses strictly print-oriented lecturers and students. To them there is a conflict of cognitive levels. Attitudes arising from the interaction of the differing stages of orality

and literacy, therefore, seem to aggravate the inherent perceptiveness traits of students and lecturers. These influences need to be understood, and provision made for them, if successful andragogic didactic communication is to be achieved and if dissonance is to be limited.

### 1.3.5. Listening Input Perspectives are Different from Reading Input Perspectives

In Bulawayo Polytechnic entrants reading skill is usually limited, and few read faster than the speed of speech, which is considered to be about 100 words a minute. It is rare for a student to have even attained a rate of 240 words per minute. With this in mind, a very limited "Skills Laboratory" was established in the Business Studies Department's abandoned Language Laboratory.

This "Skills Laboratory" was used to improve students' reading and language skills. The technique differed from remedial study centre work in that no controlled reader machinery was used. Reading practice was through a series of graded exercises. Awareness of possible improvement approaches was taught through guided practice and homework exercises. Self appraisal was assisted. Standardised reading tests of the EDL- IJ series offered a bench mark from which they could measure their ability . All this was aimed to foster self development in support of classwork. For its participants this venture resulted in improved concentration, accuracy, and study skills.

The obvious value of making students aware of their comparative ability, and showing them how to improve it themselves, prompted a diversification into listening. Because students were patently not deriving sufficient information from lecturer talk, an attempt was made to improve listening through a note-taking approach.



### 1.3.5.1. Listening and Reading Input Statistics

During these early investigations it had been anticipated that individuals would be capable of a listening input parallel to their reading input. Communicativeness profiles were compiled as guidance for students. A ten point value was assigned to each of their skills ; reading, listening, spoken language use, written language use. However, reading skill invariably scored appreciably higher than listening skill. It seemed that either students were not being taught effectively or that listening was, indeed the "rogue factor" it is often declared to be by Management theory! The teaching of listening skill was continued but consistently re-appraised and adjusted. Experience so gained has been applied to the skills training of the target group of this study. The table below indicates the above experienced difference trend between reading and listening skill. It compares group averages for ten-point skill marks in the years when these were complete.

Group and Number	Reading Average	Listening Average
1987, A level qualifiers (51)	8,74	4,14
1988, A level qualifiers (57)	8,02	4,12
1989 O level qualifiers (45)	7	3,105
1990 Mostly O levels (88)	7,901	5,64
1992 All O levels (64)	8,059	5,563

Although the differences vary, none seem sufficiently close as to be satisfactory from a listened input point of view for learning when compared to the reading inputs. Even the reading inputs are disappointing if reading is to be the sole learning mode. The last two groups listed were taught with a greater emphasis on listening skill in order to maximise their potential learning from lectures. The 1992 group will be used in this study as a source of reference and it will be referred to as the criterion group

### 1.3.5.2. Previously Noted Trends

The above mentioned style of profile was used as one of the pairing criteria in a previous study (O'Brien 1991). It had been the intention to match a student in each group according to highest reading score, highest listening score, missed main idea in the reading test, then missed main idea in the listening test, and other such comparatives down the array. Interestingly, two trends emerged during the pairing exercise but were not pursued then. The first trend to emerge was that, of all of the students who followed the enhanced analytical thinking course, learners who exhibited serialist learner characteristics showed a lower achievement ceiling than the learners who exhibited holist learner characteristics. The second trend which emerged was that the learners who exhibited Pask's versatile combination of both serialist and holist tendencies were gaining greater benefit from their course than were the others.

### 1.3.5.3. Normal Dispersion Could be Influenced

It is customary to expect a normal dispersion if an examination written by a heterogeneous group is valid (Curzon 1985:260-262;270). In his study of this century's research into reading and listening, Hill (1961:16) refers to a 1928 study by Greene. There it was established that in general the students found in the highest quarter of the ability dispersion were the same students who scored higher in memory of read information, as compared to memory of heard information. In the same study, it was also similarly established that, conversely, generally, students in the lowest quarter, scholastically, were those who better recalled listened information.

The aforementioned American study compared the oral and the visual modes of learning, specifically, lectures and individual reading. Experience at the Bulawayo Polytechnic in the Business Studies Department suggests, also, that different achievement levels occur, but that individually these can be higher where more than one learning mode is employed by a learner. It is

also experienced that the mixture of read and heard inputs is dynamic. It seems that, in the same way that both sight and hearing give an individual a rounded access to his lifeworld, the twin inputs of reading and listening afford the learner a balanced perspective of learned information. Each monitors and completes the other.

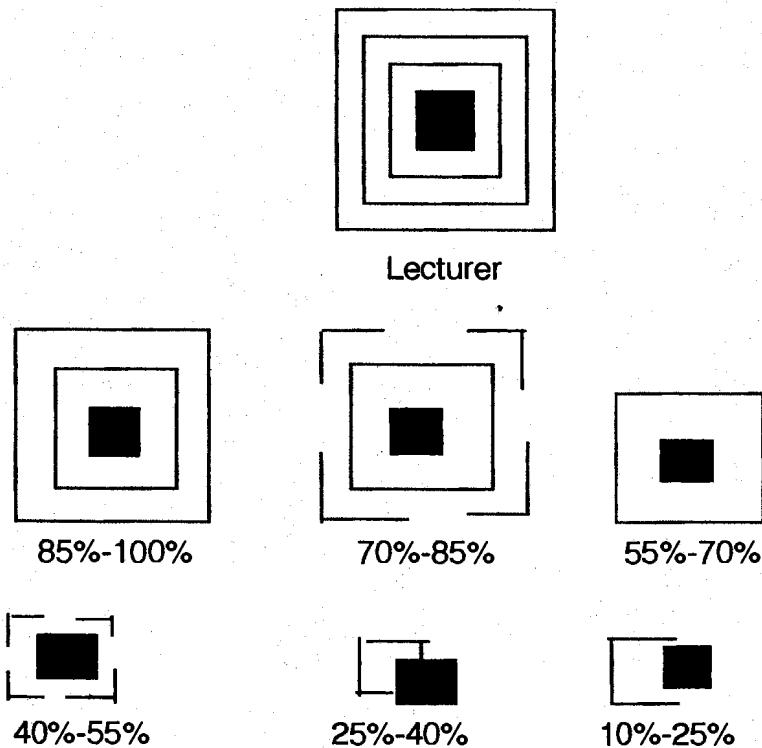
#### 1.3.5.4. The Long Term

It is necessary to take further the concept of sight and hearing being mutually complementary sensory inputs for an individual. In the case of adult education both reading and listening are considered in this study to contribute to the composite input. They are considered to use both memory and perceptiveness to identify, evaluate and adjust these sensed inputs to expand previously learned knowledge. The dual, mutually adjustive, inputs of the heard and the read information would seem to consolidate knowledge in rather the same way that visual perspective bestows realism to a picture. Figure 1 on the next page has been constructed to represent for this study the perspectives of learned knowledge. The knowledge was represented as a record of a hypothetical test result.

For students, the difference between the two learning opportunities of reading and speaking is that they can re-read a book, whereas they cannot, usually, hear the lecture over again. Therefore they have a greater possibility to verify the notes made from a read passage than they are afforded for notes taken during a lecture. A listener is also more inclined to derive a simplistic view, having to grasp quickly the import of a once-off delivery. A reader has at his more constant disposal the detail of the reasoning as well.

In the original diagram below it is assumed that the lecturer has a comprehensive conception of the topic, that communication and the lecture environment are effective, and that the student group will conform to a normal distribution as far as learning outcome is concerned (Curzon 1985 :

270). In the figure, the centre box represents the topic to be taught and the surrounding lines indicate the previously learned relative knowledge, or frame of reference.



Key:

Topic = Black Square

Previous Knowledge = Square, or lines forming a part of a square

Mark = Mark%

FIGURE 1. LEARNING PERSPECTIVES: The varying frames of reference of information which is possibly differently learned and differently recalled.

### 1.3.6. Student Need For Assistance in Their Learning

Student absence from lectures has offered insights into the learning environment in the Bulawayo Polytechnic Business Studies Department.

An unusual observed case involved two promising students who had been

absent from a lecture just before the hand-in date of the first assignment. The two were encountered later that afternoon, and reprimanded for their absence. Their lecturer was taken aback to be handed the required work right then, a day earlier than the rest of their group.

The students had used the lecture period, together with other lecture periods, for completion of the assignment. Absenting from lectures in order to complete assignments had been their custom at the previous level. They did not seem to have learned to budget their time to include lectures. Perhaps they were happier learning autonomously.

#### 1.3.6.1. Study Techniques and Interpersonal Skills

Other students, however, seem to need close guidance. Often a lecturer is heard to exclaim that not only does he have to teach the subject itself but he also has to teach the students how to learn! Study techniques, metacognition and media interpretation skills have been seen to be necessary. These need to be "sold", and consistently re-appraised, in the process of teaching most students in the Bulawayo Polytechnic's Business Studies Department.

The local Bulawayo Polytechnic branch of the Association of Students Interested in Economics and Business Management, (AIESEC) has recently shown a responsible need to share this skill awareness. They were to host international participants in their Bulawayo Global Theme Conference. A training seminar was a part of the preparation of their delegates and members. Friendly lecturers were invited to address them on leadership and meetings. On being asked to specify, they then delimited the word meeting to "how interpersonal relations affect meetings and, particularly, how to manage difficult other attenders". If students themselves go out of their way to procure such knowledge for their fellows, it seems that the knowledge should be made available to all students at the start by all lecturers!

### 1.3.6.2. Examination Preparation

Preparation for examinations is seen by most students as divorced from course content. Traditionally, once the syllabus for the year has been admitted to have been covered, a great majority of the students cease further formal attendance. Some are not even encountered again until examinations are written. Lecturers who have sought to counter this tendency by setting assignment tests at an overly late stage have either met with test absenteeism, or have been left with the marked work, unable to return it for the students to benefit from it.

Ironically, the examination results seem to have remained unaffected by these counter actions! It seems that students do not wait for direction, but begin to revise according to their own pre-determined methods. It is almost as if the methods they formulate are self-preservation measures derived from their learning experiences. Many of the local learners who enter the Bulawayo Polytechnic have learned to use rote techniques which must require considerable time.

The already evidenced inadequacy of student listening in fitting them as individuals for their learning by listening seems to arise from numerous causes and clearly requires redress. This needs to be done, also, for their daily interaction with their fellows as well as to prepare them for their future business life in society.

### 1.4. AIM OF THE STUDY.

This study, therefore, seeks to :

- a) reveal as far as possible how students and their lecturers accommodate, and specifically, how the teaching and learning styles do contribute to learning by listening in lectures.
- b). study students' strategies in seeking to accommodate their individual learning styles to their lecturer's delivery styles.

- c) investigate the influence of the roles played by perception and memory in learning by listening.
- d). establish the effect on student learning of conditional freedom to learn in their most preferred way.

The condition to their learning freedom would be that, on commencing their course, they be given special guidance towards their personal maximum learning skill potential in each mode possible for the subject concerned.

It is hoped that the study's investigation will reveal sufficient information on student learning variety to assist future lecturers to maximise student input. It is further hoped to ensure by such means that student conversancy with lecture content will obviate the need to commit to memory items of learning which are not meaningful. In other words, it is hoped that it will be possible to make learning from lectures meaningful. Graduates of such andragogy, then would also truly be of service to society.

#### 1.5. METHODS OF RESEARCH.

In order to provide a comprehensive description of the role of listening in the target learning environment, several research methods needed to be employed. These range from statistically quantitative to ethnomethodologically qualitative styles of enquiry. Advice was taken from an educational statistics techniques publication (Mulder 1987), particularly for the two statistical tests employed (see 4.2.1.). This advice was then supplemented by publications on educational research, on sociological interviewing and other kinds of ethnomethodological enquiry.

An educational research publication (Powney & Watts 1987:18-29) cites various forms of interview, each having its own objective. The authors list among these interviews of many and interviews which support or

complement other data gathering modes. They then air the features and related problems of interviews as a data gathering mode (Powney & Watts 1987: 35-41) and warn of possible individual inconsistency and bias, making a particular point that confidentiality needs to be accorded to subjects' details. The approach taken in this study towards circumventing such possible difficulties, therefore, includes treating the established student groups as confidential entities, sharing information among themselves for mutual cooperation. Interviews were thus constructive and relaxed. Where individual details could embarrass, they were privately committed to paper and remained so. Much of the detail gathered was aimed to also assist the individual concerned in own self assessment.

The value of open-ended questions was then ascertained to be the encouragement of fuller description that aids memory if the questions are strategically positioned (Lummis 1987:130) . Further insight into the problems of accurate interpretation of responses was rendered by a subjective-answer- provoking question on a questionnaire for 250 student teachers, recorded by Brown & Bakhtar (1988:145). The questionnaire aimed to establish why the respondents liked lecturing and its Question Four suggested that one reason might be, "the opportunity to arouse and maintain enthusiasm, attention and stimulating interest in one's subject." This limitation of the possible responses, of which there were six in all, confined "qualitative" responses instead expanding them by soliciting spontaneous reaction. Lummis (1987:159) describes a similar technique, that of coding open ended interviews for computer analysis, as also counter productive because it denies the qualitiveness of the response. For this reason, the student questionnaire of this study was designed to provide quantifiable, closed responses interspersed, calculatedly, with related qualitative questions. Sociologists referred to in the literature seemed to analyse these open-ended responses in a prose description. In this study analysis of the open ended responses will take the form of isolation of trends, quoting of specific comments which identify non-trend factors and by case studies.



Initially it seemed mandatory to establish as viable as possible a database on which to ground a critical analysis of andragogical listening. Silverman even cautions-

“ In Ethnography, as elsewhere, our attempts to describe the social world must be based on critical analysis which avoids both polarised concepts and sloppy thinking.”

(Silverman 1985 : 117)

Therefore, in order to objectively obtain the essential reality of the role of listening as andragogical mode of communication in the Business Studies Department at the Bulawayo Polytechnic, the researcher will provide an initial, empirically obtained, profile of student communicativeness .

This communicativeness profile will delineate student skill in the four language communication modes of reading, writing, listening and speaking. The profile will therefore begin to delimit for the study's 1992 student “criterion group “ the groundstructure parameters. The term, “criterion group”, has been adopted advisedly. Besides having been lectured and tutored according to the researcher's own laboratory-supported approach, that sample group of students had a value- added week. The week marked the end of their listening skills training. It consisted of orally oriented, instead of notice-board based, laboratory instructions and general incidental listening -awareness comment .

An ethnomethodological approach will then be undertaken as a descriptive second stage of the study. The intention here is to attempt a reconstruction of individual listened inputs, and of their significance to the lifeworlds of the human components of the andragogic didactic triangle in the Business Studies Department at the Bulawayo Polytechnic. This will be done as the incidents occur. They will be confined to the context of this business studies department where listening skill has become so crucial.

The evidence is to be concurrently established through annotated

biographical records. These will be recorded each tutorial session, indicating individual activity. Student related evidence is also to be recorded in the previously mentioned questionnaire, designed to contain both quantitative and qualitative questions. Some of the quantitative questions are planned to match with some of the corresponding lecturer questionnaire questions. Day-to-day incidents, staffroom conversations, and such data sources, will also be noted immediately after the event. These records of voiced or observed evidence will be recorded in full, since significance could emerge in retrospect.

## 1.6. CLARIFICATION OF TERMS

### 1.6.1. Listening

Didactic listening is two-fold. Basically, the student listens in order to learn. However, if the lecturer does not understand the process of learning by listening, his management of the didactic situation will be wanting. In fact, Curzon (1990:117) stresses the fact that the student listener role and the lecturer communicator role interchange their receiving activity when a lecturer recognises and interprets student feedback reactions to his spoken delivery. Student participation, he points out, far from being passive, can even take the initiative during didactic events through these means. The outcome mutually intended has been agreed to be effective student learning. This means that students need to be able to decode lecturer messages. In the case of listening, the code of written language does not mediate, although it may feature as visual accompaniment of the spoken word and as student receiver mental schema. Curzon (1990:117) suggests that a lecturer also use even other "sign systems" than human language to enhance didactic communication. Therefore, to achieve the intended didactic outcome, listening, as the interpreting and evaluating of lecturer messages, needs to be an effective receiver skill. Therefore, for the purpose of this study, listening is the interpreting and evaluating of orally presented information in lectures.

### 1.6.2. Andragogy

Both Malcolm Knowles (1990:54-65) and du Plooy (1981:194) have defined Andragogy as a learning environment for the more mature learners, as opposed to Pedagogy, which is the elementary learning environment. In this study Andragogy is the didactic learning environment of mature learners. It assumes the delivery style needed by the particular learners at the time and, therefore, can be either lecturer dependent or autonomous. Thus, the attainment of andragogical learning is less dependent upon age than upon stage of individual development. It seems that at whatever level, the lecturer needs to facilitate both types of learner. Andragogy can, as a result, be considered both the science of and the art of facilitating adult learning.

### 1.6.3. Andragogic Listening

Listening has, therefore, been variously described. This variety generally depends upon the orientation of the describer, but listening is often isolated as an autonomous process. The orientation of this study, however, is towards institutional learning in the form of Tertiary Education. The meaning of Andragogic Listening in this study, therefore, is to represent learning of adults by listening. It will embrace not only the perceiving accurately of the speaker's meaning, but also the making of that perceived knowledge the listener's own. Furthermore, the listener should be able to subsequently manipulate that perceived knowledge adequately and creatively. This is the didactic intention of lecturers in their work.

### 1.6.4. Business Education

As a college subject, Business Education prepares the individual to actualise himself within national commercial and industrial life. The Business Studies Department of the Division of Business Education at the

Bulawayo Polytechnic offers a combination of a series of managerial, financial and marketing courses, all of which include the subject of Business Communication. It is the communicativeness aspect of these courses and their currently listening dominated delivery mode upon which this study focusses.

#### 1.6.5. Tertiary Didactics

Tertiary is commonly understood to represent the educational level subsequent to secondary, or high school level education. Interactivity of the learner, the educator and the course content at any level having the intention of transmitting knowledge has been described as didactic (du Plooy 1981:2). Thus, tertiary didactics is the scientific study of transmission of knowledge to learners at a level of learning which takes place after schooling.

#### 1.7. ASSUMPTIONS.

The crux of this study is contiguous learning through lectures. It will be assumed that all lectures are essentially delivered through human media combined with teaching media (Freysen 1989:73). It will be assumed that the lecturer's explanations and comment will be mostly through his own oral communicativeness. This is customarily accompanied by such human factors as body language and timing. It will also be assumed that students and lecturers will interact cooperatively in true andragogy, and that the eventual outcome of the lecture will measure the learning achieved, this outcome initiating in the lecture.

#### 1.8. THE RESEARCH PROGRAMME.

This initial surveyal of the problem has determined the study's intentions. Subsequent chapters will consist as follows. Chapter Two will appraise the

currently researched contentions on listening, particularly in regard to andragogy. Then, in Chapter Three, influences on learning through listening will be considered. Here further reference to current research will be needed, this time on orality, literacy and ethnicity. Chapter Four will be devoted to explaining the ways in which the sought- for information detail was gathered and evaluated.

Following this, the results are to be collated in Chapter Five. Chapter Six will consist of a series of succinct, illustrative case studies. These case studies will show trends and comparatives as they are manifested in actual individual students and lecturers, pairs and groups. Chapter Seven will draw conclusions on how far this study's problem was solved and whether its aims were attained. The final chapter will summarise the whole.

## CHAPTER TWO

**LISTENING AND THE TRAINING OF LISTENING FOR  
THE LECTURE - TUTORIAL ENVIRONMENT**

## 2.1. THE INDIVIDUAL'S LISTENING IN LECTURES

Individual listening is beset with many partially explored variations. Despite this, in mounting a contiguous andragogical course the authorities and didacticians concerned, at least here in Zimbabwe, tend to assume that the learner can listen. Furthermore, they also tend to assume that through his listening the learner can learn. The introduction of the lecture - tutorial system to the Business Studies Department at the Bulawayo Polytechnic is a case in point. Most of the lecturers resisted the move, knowing that many students would have difficulty learning that way. From experience they had realised that students' responses often evidence that they do not seem to have listened ( see 1.3.1. ).

Students are also reluctant to learn from more than one subject lecturer at a time. It seems that, once an individual listener has tuned in to a certain approach, the individual adjusts his learning strategies appropriately. This entails, also, his developing of complementary input devices to ensure information completion where his own preferred learning medium is not provided. If he does not listen effectively, or does not hear a particular lecturer well, this adjustment will take time. Often the students are not really conscious of the detail of their adjustment technique. Their reluctance to re-adjust is, therefore, not surprising.

How one uses one's listening ability will obviously affect the learning one can achieve during a lecture. Many students entering the Bulawayo Polytechnic's Business Studies Department do not realise that their hearing

needs harnessing to include the entire definition of listening for this study (see 1.6.1.). In other words, it needs to include the interpretation and evaluation of the heard information. It has often been found that a poor listener will respond favourably when singled out and advised. For the fortunate ones their listening weakness arises from an attentiveness habit, which they can overcome, but for a number of ineffective listeners adjustment is not so simple. For instance, the semantic cultural usage of the same language medium may differ between hearer and speaker (see 2.4. ; 3.3.1. & 3.5.1.). Also, the accustomed approach to the same language medium might be influenced by the cameral preference of the individual (see 2.1.2. ; 2.1.3. & Figure 3.2.). All in all, the input medium of spoken language can, therefore, be understood by the learner to mean other than what the lecturer intends.

#### 2.1.1. Preferred Ear

Sometimes it seems as if one ear only is doing the listening. An observer might wonder whether the other ear is defective, but often one is assured that the listener "hears better" with the preferred ear, especially in audio cassette listening. It has been noted that a proportion of the listeners during a lecture carefully directed a particular ear towards the speaker. At first this was attributed to damaged hearing, or to lack of experience in learning from a lecture. However, slower delivery, and more careful enunciation, did not seem to alleviate the need for those ear- favouring positions.

An andragogic follow up of the listening styles of some groups of students, as compared to their known learning styles, revealed a trend to which there was almost no exception. This trend had a dual dimension. Firstly, it was only the right ear which was being turned towards the speaker. Secondly, those students who needed to turn their heads in this way were markedly holist learners. On reflection, it did not seem to make sense that these seemingly predominantly right- brained students should be nursing the hearing of their right ears instead of their left ears. Logically, they could have been expected to favour their left ears. This was because it was assumed that, in aural

messaging to the brain, crossing occurred in the same way as it does in visual messaging. This precept was based on the fact that the optic nerve of the eye on one side of the head connects with the opposite cerebral area, and vice-versa.

### 2.1.2. Ear Specialisation

Further reflection on the above phenomenon lead to the conclusion that the right ear was indeed being nurtured in order to better tune in to the necessarily serial language input. One of those observed students had actually voluntarily sought assistance for language improvement at the beginning of the course. He, and a large proportion of the other right ear nursers, also exhibited particularly clear thinking, suggesting that they were essentially holists.

On then seeking corroboration of this concept by noting the listening positions of serialist learners, it was discovered to be almost invariably the case that there was no bodily effort displayed whilst they listened. They were, evidently, the fortunate possessors of the Right Ear Advantage (REA) described in similar terms by Underwood (1976:46). He explains that REA affords sharpened listening and bestows enhanced ease of speech identification on the hearer. Because crossing is not as clear-cut or consistent, though, this advantage cannot be reliably predicted (Jeeves 1987:548). This means that, for language, the preferred, or advantaged ear could be either ear, although is usually the right one. In the light of this study, too, it could be conjectured that REA might be influenced by the individual's assumed learning style as well as from cameral specialisation.

### 2.1.3. Both Ears Together

Use of both ears is probably considered the norm. Speakers expect a



person to hear them from whatever direction they happen to be speaking at the time. Lecturers expect students to hear if addressed and, in turn, they expect lecturers to hear them. Conventions and courtesy often mask the fact that the "listener" has not, in fact, heard for such listeners do not reveal the truth. Also, listeners do tend to assume that what they hear emanates from a particular source, despite evidence to the contrary. This is very noticeable when students mumble a tentative answer before a particular respondent is designated, or to help a floundering respondent. The source direction of that mumble is not easily identified. Recent neuropsychological experiments into hearing confirm that this arises from illusions, which result in sensations of whole sound reception (Deutsch 1987:61). It resembles the balanced sight of an individual's two eyes, but to date does not seem to have been so easily rationalised for the layman.

Apart from the fact that these illusions exist, we are also given to understand that each ear's hearing is specialised. This, again, differs from the two-eyedness of sight in which each eye can duplicate the vision of the other. Underwood shows that the left ear specialises in vowels ( music ), whereas the right ear's language specialisation is the consonants, and that these are given cueing preference during the act of storage. He offers this fact as a reason for possible inaccurate input (Underwood 1976:247). He does not describe it as an attention problem but it could be allied to attention deficit causes in that the delay might be exaggerated, or vary in individuals. From this fact we can deduce a didactic need for repetition of important factors, particularly using varied wording, to ensure dissemination to all learner listeners.

## 2.2. AUDITORY MEMORY AND THINKING

After one has listened, one is aware of an echo of that heard input in one's own head. When reading, one hears a similar echo, whether of one's own voice or of another's. This sensory input is termed echoic memory. It plays a

vital role in our subsequent acts, such as thinking and recall. Although during the learning reality the read word is distanced from the original language act, auditory memory is still implicated as soon as the visual input reaches the brain. Sound remains a part of language in the mental act of silent reading (Underwood 1976:46). Incidentally, we not only read with our ears but we also speak and write with their help (Slombek 1988:150).

This acoustic, or auditory, memory hosts the heard information until it is categorised and assimilated. It does happen that students who have heard a word like, for instance, "repetition", or "they", will record it in writing by what they think is that same word. Their notes will then show "reputation", or "there". These are not purely spelling mistakes, for they arise from lack of precise identification of the heard word and could be considered audition inaccuracies. In such a case, the listener's auditory, or echoic, memory has been relied upon blindly. It excludes any reference to the context, and, therefore, to the meaning intended (Underwood 1976:15).

An example of this problem occurred when the lecturer of Marketing read for her degree in Australia, at Caunfield. There, accents in the "familiar" English medium tended to distort her de-coding. With her lecturer's consent, she attempted to circumvent the problem, using an audio-recording of each session. A Quantitative Methods lecturer from the same department had similar perception problems at the university she attended in India. She commented that her lecture notes did not record the same concepts as she then encountered on reading up on the lecture topic afterwards!

### 2.2.1. No Verification Stage

Direct learning from auditory input only, however, results in the listening learner's interpretation very closely following the sensory input. Many listeners find that the impression of the interpretation will be recalled, subsequently, as representation of the actual input. Listeners confuse their initial interpretation with the actual input itself. (See 3.5.1. where Middleton's

reported example of this is discussed). There is none of the delay which is experienced in the interpretation of the written word. As one re-reads for verification, one is consciously processing the symbols, or regressing for confirmation. Clearly, accuracy of impression is vital when listening and is influenced by both the speaker's craft and the hearer's preparedness. Thinking can be seen to begin at the moment the almost spontaneous interpretation occurs.

Listened inputs, then, are a composite spontaneous impression, seeking a more simplistic overview than the more detailed inputs offered by comprehensive reading. Obviously, the two do not coincide completely. However, full use made of both in concert must result in a greater consistent depth of thought. The latter in lecture follow-up complements the former in the lecture.

The pro's and con's of lectures as a delivery mode have long been a subject of debate in concerned circles. A recent British survey of students' and lecturers' views on the subject shows that the value of a lecture varies, according to the discipline concerned. The ultimate prize outcome of the lecture seems to involve a clear overview, guidance for further study and subject related attitudes (Brown & Atkins 1988:11-14). The implication is that efficient listener attention in combination with good utilisation of auditory memory ensure that the information transfer is effective in lectures.

### 2.3. LISTENING

In the past, there was a tendency to take for granted the skill of listening. It was assumed that if one had two ears, one was fully equipped to hear. Of course, there is a difference between listening and hearing, for listening is intentional. A concerned person soon learns the need for focussing upon the heard information in order to tune in to the sound's import. It is an everyday occurrence, during agogical events at whatever level, that the learner's

attention requires attracting, securing, maintaining.

Lecturers and teachers monitor their learners' listening as a matter of course. A lecturer in Accounting commented very recently that he did not intend to crack any more jokes during his lectures. He gave as his reason the fact that he "lost" his students for too long. An eligible bachelor himself, he had referred to a wedding, and complained that one of the young ladies had had a far-away look in her eye throughout the entire session. He could not "get her back" to the Bulawayo Polytechnic Business Studies Department. Her attentiveness, the key to her sustained listening, was no longer available. It is also often experienced at the start of a lecture that the introduction can be missed by some listeners who have not readied themselves. A number of lecturers do not allow anyone to enter the room once their lecture has begun.

Before listener motivation was a recognised responsibility, whether intrinsically of the listener or extrinsically of the teacher, inattention was considered akin to willful disobedience. We now realise that listening is not simply an inherent ability or disability. The 1979 formation of the International Listening Association became a milestone, following American legislation which directed the teaching of Communication Skills in classrooms (Nixon & West 1989:15,16; van der Merwe 1991:2). Since then it has become commonplace that listening is considered essential to any interpersonal oral communication, and that the skill can be trained.

### 2.3.1 Successive Stages of Learning by Listening

Subsequent to the acknowledgement that listening skill is teachable there has been considerable research on listening to date. That which has been reported seems to have concentrated upon the responses made to heard messaging (Brown & Atkins 1988:76). In the lecture, however, the listener's response in the form of learning is several staged.

In the first stage, the listener will interpret according to his understanding at

the time. This is influenced both by his previous knowledge of the topic and by what he conceives to be expected of him. His notes taken during the lecture will reflect his perception at that time. This has become particularly evident during the training of listening at the Bulawayo Polytechnic in the Business Studies Department. With a few exceptions, students attempting to isolate the main facts of the heard listening exercise passage were observed to ignore the overall context and note simply what seemed necessary for their personal future use.

A second response stage occurs during the follow up reading on the topic. A smaller number of students prefer to read up the topic beforehand, and these students, therefore, invert, but still cover, these first two stages. They could be considered to prefer to learn by reading. However, judging by those observed, their reading skill has not often been reliable. It would seem, rather, that they like to have either a preview or an initial overview. Thus, initial response is to the heard information in the form of (outline) learning for recall and includes notemaking. Then, the secondary response involves revisionary knowledge adjustment and supplementation of the initially learnt information. Further discussion and tutorial work form a third stage and this can involve more formal responses.

Theoretically, at each successive stage, the knowledge will adjust to its confirmation or enhancement as that is offered. Responses in the form of written or spoken answers often mark these formative stages. Long term comprehensive responses are obtained at the end-of-course summative assessment. During the listening research cited above, all of these kinds of responses have been considered signs of listening skill. However, it is not yet clear which stage contributes to which response.

From the above assessment of the stages of listening, one can appreciate that it is difficult to isolate a purely listened-intake-contributive response. In fact, it has been assured that by the time a stimulus has proceeded out of

sensory memory it may be accessed for recall by means of acoustic, visual or categorical cues (Underwood 1976:51). Recall of heard information is not necessarily achieved by aurally reconstructed means. Listening truly seems to include many variables.

Also, the learning associated with each successive listening stage is very often a gradation towards the final, anticipated, complete knowledge gained during the course. Clearly, the dynamics of the maturing of the knowledge will vary according to individual's intake, perception and memory. It is expected that by the end of the course a large percentage of, if not all, of the candidates, will demonstrate adequate conversancy in the subject learned. It is debatable how much of that matured knowledge can be held to result directly from listened input. Certainly, however, accuracy of listening in the initial stages must be a contributory factor. That initial listening remains central to this study.

### 2.3.2. Levels of Listening

Listening and reading are the two main customary input modes for academic information. It is inevitable, therefore, that the information perceiving act of each must have similarities. These similarities can be expected to conform to the immediate intention of the listener or reader.

Where he wants only to half-heartedly hear the lecture or talk, the listener can be thought to skim the delivery. He is not really tuned in, but if a particularly emotive word for the hearer emerges, his attention will focus temporarily. He will listen in the same way that a reader races through a series of pages, without really attempting to comprehend the whole, as he searches for a particular reference or place. These searchings have been reported by Brown and Atkins (1988:76) to depend more upon recognition of certain sounds or identification of seen words than upon their meaning.

The same two authors also describe other levels of listening, of which three

compare closely with the differing levels of reading. Survey listening, like the scanning done by one who reads, consciously seeks an overview consisting of main ideas only. Search listening seeks out mention of a particular sub-topic only and excludes the whole (Brown & Atkins 1988:76). This last approach can defeat the speaker's intention. It can be compared to the reader's commission to memory of detail for later recall. The reader does this to the exclusion of the context, so that he cannot subsequently formulate the main trend.

The third, and deepest listening level, termed study listening, resembles comprehension reading, in which a true meeting with the mind of the author occurs (Brown & Atkins 1988:76). Here the listener penetrates beyond the words in the way that a deep level reader reads between the lines.

### 2.3.3. Listening Comprehension Levels

The realisation that there are differing interpretations of the intended understanding inferred by different individuals arose in research fields through the study of how students comprehend. Marton revealed students' surface-level and deep-level approaches to learning through studying their comprehending of the read word (Entwistle 1981:80). Since then, there have also been numerous investigations into the comprehension of the spoken word.

On the face of it, it had previously seemed that reading and listening were equally enacted and that training in one could be transferred to training in the other. Edwin Hill (1961:99) compared the two. He reported that there were benefits to new college students from their training in one to their training in the other, although more to reading ability than to listening ability. This difference is attributed to the fact that listening requires the listener to integrate his cognitive skills conditionally, according to atmospherical and social factors (Benoit & Williams 1988:231). Throughout current research,

the empathetic dimension of listening has since emerged as highly influential in the possible decoding of the received idea (Simon 1991:73). These social influences on listening are a major factor in the different approaches to learning taken by adults (Even 1987:22).

#### 2.3.4. Adult Listening and Thinking

By the time a person's physical maturity is attained, he will have developed a fluent coordination of his senses. In an individual who is in possession of all his senses, however, it has been found that audition is dominated by vision and kinaesthesia (Howard 1987:728). This means that in an aural delivery situation like a lecture, attention can be attracted, or distracted, by information which arrives by means of these two competing sensory avenues. Obviously, these do not always arrive by design. Consequently, at the culmination of snatches of inattention, or of deliberate mental rest, commonly known as microsleep, the more dominant senses can insinuate additional information unless resisted. This resistance constitutes concentration, and concentration strongly contributes to one's accuracy in listening.

##### 2.3.4.1. Another Cognitive Stage

Accurate concentrated listening begets the self directed thinking arising during efficient learning. Much didactical theory has been based upon the assumption that Piaget's stages of learning are absolute. However, we should also bear in mind Riegel's concept of a further stage of cognitive development beyond Piaget's mature cognitive Formal Operations stage (Riegel 1974:364-366). Piagetian Formal Operative thinking is attained when one can internalise one's thinking and allow one's thoughts to interact with each other. It is assumed that this is the adult thinking mode.

Riegel's proposed further cognitive stage, Dialectic Operations, involves



dynamic interaction between internalised thinking progressions and externalised concretisations. He reasons not only that his own postulated Dialectic Operations truly represent advanced thinking, but that mature thinking is not necessarily a final stage of development. This he explains by his concept that at any stage of cognitive development it is possible for the thinking to progress to its corresponding dialectic operations mode. One does not, therefore, need to attain any particular level to think maturely. By this concept he accounts for the multiplicity of individual differences. It could account for the intuitive reasoning often noted in the experienced, as opposed to the educated, adult student. The experienced student can make an advanced theoretical deduction from practical, concrete precepts, in parallel with an educated deduction based upon purely abstract precepts.

#### 2.3.4.2. Problem Finding Through Active Listening

With similar reference to Piagetian cognitive development theory, other evidence is presented for a further stage of development. This stage is described as Problem Finding, as opposed to the Problem Solving facet of Piaget's Formal Operations ( Arlin 1975:605). Students posing questions during listening often reveal this creative interaction with the heard information of the lecture. They seem to absorb the principle concerned, attempt to apply it, and find the next step, so that their questions can preempt the rest of the lecture's content or provoke new insights into it. Such reactions to oral delivery of information seem to support the variety of adult listener need.

Both Entwistle (1981) and Brown & Atkins (1988) outline numerous styles and levels of learning and teaching. These styles are derived from recent research in tertiary education but they tend to concentrate on visual perception, reading and discussion. However, the latter's survey is more relevant to this study because it draws much material from recent lecture-tutorial learning environments in which listening is the essential learning medium.

### 2.3.5. Listening Problems

Ausubel (1978:34) exposed a misunderstanding common among practising teachers and lecturers regarding meaningful reception. It occurs sometimes in even rote-type learning, particularly through oral delivery. This misunderstanding could be seen as the crux of the Zimbabwean tendency to verbalisation. Many lecturers in the Business Studies Department at the Bulawayo Polytechnic merely impart volumes of facts. Students seem to expect this. There is a dearth of textbooks in Zimbabwe and libraries are often over-exploited. Classes at all levels are over large. Consequent graduates are unable to apply the knowledge gained, even when it is retained. The following comment by the proponent of lateral thinking could have arisen from such a learning environment!

“Education is not only concerned with collecting information but also with the best ways of using information that has been collected”

(de Bono 1970:10)

The concern with need for lateral thinking, as a complementary stage of thought, expressed by de Bono seems to parallel the usual application activities used by teachers and lecturers in ensuring that student learning becomes meaningful. In negation of this consolidatory provision, it has become the policy of many Bulawayo Polytechnic Business Studies lecturers not to permit interaction during a lecture, “so that the topic can be completed uninterrupted”. Students are encouraged to ask all their questions later, during tutorials. Thus, adjustment and accommodation are stifled at the agreed critical stage of initial input.

#### 2.3.5.1. The Difficulty : Resolving Delayed Consolidation

Despite lecturer's follow-up attempts to infuse meaning into the previous

lecture's wholesale delivery of facts through discussion, initial notes taken remain the concrete representation of the lecture to so many of the students. They are not in a position to fully interact with the information delivered in the remote atmosphere of the formal lecture environment. Many need to read and discuss the new information before the full sense emerges. Such incidental delay is rejected by the formal lecture style. It is no wonder that in subsequent testing the words of the lecturer are regurgitated so much. Consequently, too, many students resort to written sources of information, regardless of the standing of the source.

#### 2.3.5.2. Equal Responsibility

It will follow that both the learner and his learning manager are equally responsible to ensure meaningful understanding of the topic or skill being taught. This responsibility is obviously maximised when the learning takes place aurally. There have always been some people who spontaneously think in a non-conformist way as regards logical sequence, now termed lateral thinking. Mature thought seems to be concerned with realising problems to which solutions are then sought (Arlin 1975:605 ). Perhaps these two concepts could also account for the non-predictive manner of much adult learning.

It is asserted by Even (1987:25) that non-predictiveness of learning technique is partly attributed to many adult learners' fluid intelligence, unconfined by sometimes sparse formal learning. At such times adult learners could have been considered to be moving between Piagetian stages (Riegel 1973:365). Such non-sequential thinking offers insights into the variety of andragogical listening patterns. As dominant input medium in the andragogical lecture, therefore, listening's variety can be expected to influence lecture effectiveness.

## 2.4. LISTENING IN CURRENT MANAGEMENT THEORY

Business Communication is a support subject to both the Management and Accountancy specialisations in the Bulawayo Polytechnic's Business Studies Department. It aims to ensure that students are capable of carrying out effectively all the communication activities of the business environment, using the English language medium. Therefore it combines the usage of language and business terminology relevant to the particular variety of business documentation with the theory and practice of the communicative activities from which much of that documentation arises. The human communicative skills of reading, listening, writing and speaking are all extended towards effective communication.

Business communication, therefore, serves not only as an introduction to the student's future working environment but also to develop student interpersonal life skills. Its theory forms a facet of total Management theory, expanding that particular facet fully. Careful coordination of content is necessary to ensure that the content of the communication course does not overlap with that of the Management course. A dual philosophical approach is generally taken by current Management theory towards the role of communication in business. It views the process both pessimistically and optimistically. Management' pessimistic view of communication sees it as the rogue factor in the expedition of business because the variations of individual perception cause so much misunderstanding.

This perception variation is particularly marked in oral communication and highlights the need for effective listening. Management students are, therefore, taught the niceties of good listening. However, in contrast to its considered unreliability, Management views the listening of some oral communication optimistically. Here, it applies psychiatric techniques to a range of interviewing contexts, including the selecting of the right new man for its job vacancy! Students find this discrepancy confusingly illogical. Again, they are found resorting to blind rote learning instead of meaningful learning, whether rote or not.

## 2.5. PACE AND CONTROL

In this current research study of andragogical listening one member of the target group, who was a visiting, internationally experienced lecturer, returned from a lecture during the observed period tremendously incensed. She had refused to repeat, at the student's request, a particular fact, and had then fallen foul of the entire group's cooperation. She terminated the lecture at that point. She reported that as she had departed the students had commented that they would get their information from another group.

The above incident occurred because the lecturer concerned was using lectures as an information delivering mode. Her ex-patriate management expertise was being exploited. She was not, as well, concurrently tutoring any group, therefore was denied the needed individual interactive feedback. She could not have known, beyond the expression of recognition on a student's face, whether or not her delivery pace was accurately designed.

### 2.5.1. Lecturer and Listener Control : Tuning in

Grunkemeyer (1992:28) has shown that in the average person the brain's working pace is several times that of usual speaking speed. This lag time can vary. Suritsky & Hughes (1991:12) reported research on this disparity in learning disabled student learning from lectures, which highlighted its importance as a lecturer-controlled variable. A lecturer needs to make sure that his physical delivery techniques provides for effective notemaking by his listeners. Some conclusions drawn from the study are useful lecturer guidelines. It is suggested that pauses should be made deliberately in order to allow for student pondering of the point, catching up or editing of notes. Further, it is reported (op cit) that when unsuitable pace is combined with over-detailed content, the didactic objective of content transfer is totally eclipsed because the listener cannot tune in.

When one takes into account how different the speed of speaking is from the possible speed of thinking, this pace barrier becomes obvious. Anderson

(1988:55) reveals in his psychological research that the preliminary inspection time taken by an individual, prior to identification of the information, does not really vary throughout his entire physical development. He isolates inspection time from processing speed but does link processing speed with intelligence. This information can assist the lecturer as he attempts to adjust to individual learning need whilst he lectures.

### 2.5.2. Lecturer and Listener Control : Processing the Information

Although all who are receptive will register the aural input simultaneously, as is the nature of sound, the individual's processing of it differs. The processing of the information by the individual involves his intellectual expertise. Students need to be aware of how to utilise the above- mentioned lag time productively. They can internalise, recapitulate and anticipate whilst the delivery proceeds. The lecturer's art should provide food for thought on the subject of his lecture for the full range of his listeners. Some, therefore, will have processed more deeply than others at the initial intake stage.

One difference between the two learning modes of reading and listening can be isolated as pace related. The sensory input of reading depends upon the individual's physical skill, which varies with his kinetic expertise. There is considerable variety in the speed of reading in any student population. Listening is quite another matter. Here the listener does not control the input speed. The sensory input of listening is dependent upon the pace of the speaker, not the listener. The listener needs to react, and reactivity, is developmental, not intellectual (Anderson 1988:55). However, when it is nurtured to full efficiency, through his listening skill the individual can direct and control his own depth of processing, evaluation and consolidation (Suritsky & Hughes 1991:10). Reading and listening are more comparable during this stage. It therefore seems that between lecturer and the listening note-taker learner lies the mutual responsibility to balance pace and control of the learning through listening in lectures.

## 2.6. COMPLETE LISTENING

Listening was defined (see 1.6.3.) as not only attending to the information input and making sense of it according to the individual's own perception. We also expect the listener to interact with the information so that it becomes his own to use in conjunction with subsequent thinking in application contexts. Recently an accountancy lecturer was heard to comment to a lecture group that it was amazing that some of the students seem to manage to remain in college throughout the course without learning anything. Subsequently, his lecturing colleagues made their amusement at this comment obvious in the staff room.

His sarcasm was misplaced but the underlying sentiment bore elements of truth. He and others have on several occasions agreed that the only way to ensure that many students really understand accountancy, or quantitative methods, is to call them in individually and go through the work with them. Students need to be able to verify their learning incidentally by responding, so that they can adjust their knowledge. This ought to form an integral part of their listening if meaningful communication is to occur. For this reason many lecturers suspect that listening in a lecture is too often incomplete.

### 2.6.1. Responses are a Part of Listening

Listening, therefore, includes responding (Brownell 1985:40). It is only from the response that the accuracy of the processing of the information to be learned can be confirmed (Howard 1991:40). Many communication models effectively theorise this. The concept of feedback, which is often considered as this response, varies according to the context. Feedback in human communication is usually considered to include acknowledgement of receipt of information, demonstration of its understanding and also performance of the required response. In oral communication, feedback is received by means of listening, complemented by the accompanying non-verbal factors like body language. Listening will, therefore, assume also the above noted

characteristics of feedback.

The difference between the electronic-type communication models and the human communication models lies in the fact that human communication is verified through feedback, which is also mediated (Freysen 1989:8 ). Thus feedback differs in content from the initial information. Nowadays the medium used for both is commonly accepted to become a part of the message itself (McLuhan 1964:3; Howard 1991: 37). We must thus deduce that the speaker's message is a part of his presence. This makes the lecturer an integral part of the topic. Listening, therefore, must be comprehensive to be effective.

### 2.6.2. Effective Listening

If one cannot effectively interpret and learn from a lecture, or oral encounter, there is very little point in being there. No employer can justifiably promote a poor listener. Advice on the possible areas of ineffectiveness in listening lists five possible outcomes of ineffective listening . Briefly, these are; missing the message entirely, not understanding the message, misinterpreting it, temporarily understanding but later altering it, and, correctly understanding it but then forgetting it completely (Grunkemeyer 1990:29) .

She advises her business oriented readership on a comprehensive series of tried and tested techniques and tests which are aimed to ensure effective listening in the workplace. Grunkemeyer (Grunkemeyer 1990:29) emphasises the practicality of an integrated approach in the teaching of listening. This approach is confirmed in a comprehensive report by Gash et al (1990:4 ) which documents practitioner comment on all personal transferrable skills training in many of the institutions of higher learning in the United Kingdom.

Clearly, a specialist lecturer in remedial listening skills is nowhere near as effective, nor as acceptable to the students, as their informed, convinced, subject lecturers would be. Their learning in the latter, and ideal,



circumstances would be integrated into the coursework in such a way as to act out this study's entire definition of listening (see 1.6.3.).

## 2.7. LISTENING AND COMMUNICATION SKILLS

The interaction between teaching and learning is often considered a communication process. In lectures this covers the skill of the imparting of the orally encapsulated information to the aurally receptive learners. The aim is perfect communication. It is intended that a maximum of the lecturer's intended response can be enacted, thus that the learner will then entertain in his own mind the concepts held initially in the lecturer's mind. Acoustic memory, during the act of thinking by means of language, has been seen to act as link between the spoken word, the thoughts arising from it and the responses which ensue (see 2.2.). Listening, therefore, cannot be isolated from the other oral communication skills, nor even from the written communication skills needed by a learner in the lecture environment.

In the nurturing of these skills, the prescribed integrated approach, referred to above, reminds of the report by Carrol (1980:26-39) of the controversy which arose over the London City and Guilds' support subject of Communication Skills. Originally termed Liberal Studies, the subject consisted of a combination of many life skills needed by a citizen to enable him to take a meaningful part in society. These citizenly skills do not appear on the syllabuses of technical subjects. The current name of Communication Skills highlights its now seemingly practice-oriented syllabus. An experienced lecturer, Carrol sincerely questioned the new course's content, which no longer overtly supplements technical training with citizenship expertise. He urged his fellow practitioners to actively participate in delimiting the course content so that it does not simply teach the learning, listening and other language skills shelved by their technical colleagues.

If an integrated approach cannot be undertaken by technically oriented lecturers, one would anticipate the inclusion of a related, supplementary

course such as the present City and Guilds one. Perhaps Carrol and his colleagues would consider covertly concentrating their lecturing content on student thinking, which essentially underlies all student communication skills. The one who influences citizenly attitudes in students nurtures sound interpersonal relations. It has been found in the Bulawayo Polytechnic's Business Studies Department that these can be expressed and evaluated by the communication forms contained in the syllabus to be taught. It has also been observed that the enhancement of communicativeness in relevant written and spoken communication has prompted student awareness of their citizenly responsibilities.

The communicative interaction of lecturer and learner during lectures becomes a mutually monitored give and take of encoded-to-be-interpreted information. This information does not necessarily need to be simply factually oriented. Much advanced learning associated with post school levels consists of attitude influencing, developing of evaluative skill and the imparting of professionalism. It is these andragogical products which spring so readily from skilled lecturing, thus from learning by listening.

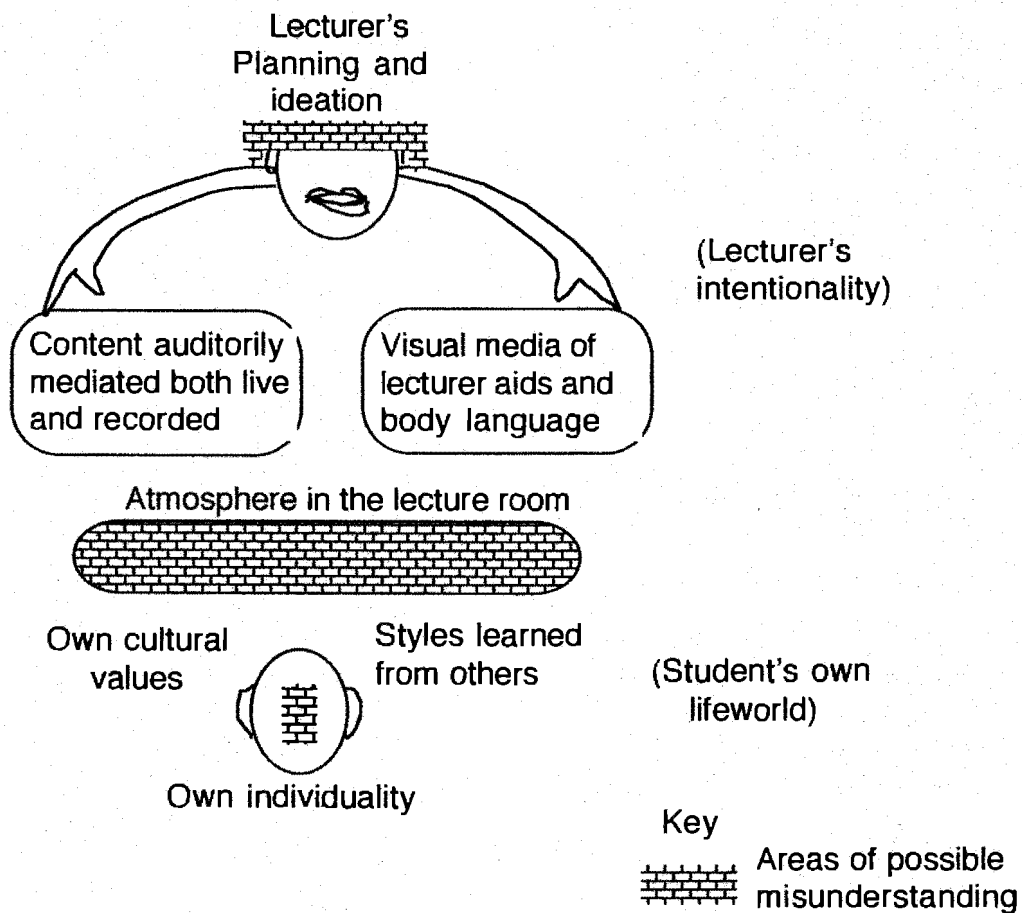
## 2.8. SUMMARY OF CHAPTER TWO

In appraising current research into listening, and the training of listening, one would assume that any andragogue who encountered evidence of listening problems would find assistance in the comprehensive wealth of literature available. Neuropsychologists offer detailed research reports into the listening mechanisms of auditory illusion and auditory memory. Some andragogical examples from Bulawayo Polytechnic experience are offered to illustrate them. The fact that, by law, most American schools are required to teach the skills of communication, including listening, reveals the consensus that listening is teachable. The skill of listening is not the same as the skill of reading because input is not entirely under the control of the listener, and because of a variety of internal and external factors. The particularly varied

forms of adult thinking render very complex adult listening and also the provisions by the andragogue for its effectiveness. A listener thinks much faster than a speaker speaks, and the skill of good listening takes advantage of this. It does not depend upon the listener's level of intelligence, but the processing of the heard word does. The speaker influences the message. The response of the listener proves his understanding. The teaching of listening and the other communication skills needs to be integrated into the subject curricula for optimum relevance to students.

Study of the relevant literature will be completed in the next chapter, Chapter Three. The literature concerned this time will reveal both social and literacy - developmental influences upon andragogical listening. Sometimes it will merely continue the educational trends isolated in this concluded chapter. At other times, entirely fresh, but equally relevant, trends emerge. Their relevance will be confirmed by reference to the learning environment in the Business Studies Department at the Bulawayo Polytechnic.

INTERCHAPTER LINK SHOWING THE CONTENT OF BOTH CHAPTERS TWO AND THREE APPLIED TO DIDACTIC ANDRAGOGICAL LISTENING IN LECTURES



NB (interactivity can take place between all elements).

## CHAPTER THREE

### **SOME INFLUENCES OF DEGREE OF ORALITY ON LEARNING BY LISTENING**

#### 3.1. INTRODUCTION

The previous chapter's preoccupation was with the literature dealing with listening problems which influence the listening learner's ability to grasp and learn from the orally delivered information of a tertiary level lecture. Matters like the technicalities of ear to brain processing, different ear specialisms, adult cognivity and the potential communicativeness of listening were appraised. In this chapter the aspects of Chapter Two are amplified and extended by considerations of how they they are then influenced by the degree of oralness or literateness of the individual concerned.

##### 3.1.1. Listening in Contiguous Learning

This study focuses is on the aural receipt of information in conventional contiguous lectures at the Bulawayo Polytechnic's Business Studies Department. At the beginning of the previous chapter (two), the common view that a learner fortunate enough to have a face-to-face relationship with his lecturer ought to be able to learn with ease was noted. The setting of a lecture theatre was considered natural, in that it is live. Last chapter's counter argument was that perception, memory and certain delivery factors can intervene. In this chapter extensions of these arguments from a social, and more practical stance are considered. It is necessary to do this because the participants in Bulawayo Polytechnic's andragogy form a multi-cultural society. The difference in the range of cultures seems even more disparate than the human diversity which was described by Lynch ( 1979: 12) at his British Bradford campus. The greater disparity arises from a wider dispersion

of oral to literate ways of being, since some of the cultures of the Bulawayo Polytechnic's multi-cultural society still have immediate roots in oral tradition and yet others have literary heritages of varying historical durations.

### 3.2. THE NEED FOR HUMAN INTERVENTION

The figure which forms the link between this chapter and its predecessor, both being literature studies, represents the listening of didactic andragogy. It has already been established that the follow up to listening in a lecture is done by an alternative receiver mode, that of reading. It is interesting, therefore, to note that distance learners, classic examples of a learning based upon reading as opposed to the listening of conventional contiguous learning, are urged to make opportunities to "hear themselves think" (de Munnik 1993:1). The orality language link is thus being recalled to duty as an internalised dialogue.

The rapid inclusion in distance teaching, also, of electronic aids is gradually introducing the human voice factor into distance education. These aids have the advantage of narrowing the distancing of students from their lecturers. The trend reaffirms the learner's need for a humanly didactic relationship. Initially, in both distance and contiguous teaching, information needs to be encoded, thus mediated, for the learner to receive. The learning mediator, who selects and transforms the information, needs to be "an intentioned, initiated and affectionate human being" (Van der Horst 1993:34). Specifically, human intervention alleviates the isolation so characteristic of lone study. The learner has a familiar voice with which to sound his acoustic memory as he studies. His learning experience has a similar distancing, whether at home alone or in a lecture environment. In both there is a humanistic reality. Above all, much of the receipt of information in either case is aural.

### 3.3. ORALIST LEARNING

Ausubel's dictum, how and what a learner learns depends upon what a learner already knows, has been quoted in the context of andragogy (Brown & Atkins 1988:151). At the Bulawayo Polytechnic, however, it has been learned, also, to determine how the students are accustomed to learning, and to build upon that knowledge as well. Many of these students have been accustomed to few learning facilities and have had to learn through listening and discussion. Their outlook still tends in many ways to their inherited orality. A mature agricultural-college lecturer trainee, once encountered, employed a verbatim-type learning approach. He was asked how he had recalled, so perfectly, the learning theories revised at the start of the lecture. The students had all been challenged to recall these theories for a relevant comparison to be made at the lecture's conclusion. His reply was, "I sang them"! A proportion of local school learners experience a similar pedagogical environment during their school lives, and they continue to use that approach in college.

Students in the Business Studies Department at the Bulawayo Polytechnic are often taught by literary approaches, which pre-suppose a familiarity with literary logic and form. Many students retain a learning approach derived from their already learned holist-oralist style of listening. Often they seem to grasp only the first part of the delivery. Then they slip away into their own individually dynamic mental creativity, instead of following the delivery further. They expect to be able to combine learned detail imaginatively, using their lecture-gleaned subject memory float of facts and phrases (Ong 1982:60), and not necessarily according to established logic. This is clear from experience of the patchwork attempts of a number of students to piece together facts in the listening exercise analysis stage.

In these patchwork attempts, although all facts the individual has noted are included, there is little sense but sometimes a recognisable theme. Moreover, it does not necessarily coincide with the theme of the original. A

more beneficial correction approach for this problem than the lecturer's oral explanation has been found to be written dialogue-type marking. Students are then able to compare notes, discuss and help each other according to the written comments. Their oralist leanings are thus served.

### 3.3.1. Primary Oralists as Learners

Anthropologists seem agreed that non-literate people, having oral history and traditions only, memorise these records of their past.

... we know how the bards learn; by listening for months and years to other bards who never sing the narrative the same way twice, but who use over and over again the standard formulas in connection with the standard themes.

(Ong 1982:60)

Further, listening by such primary oralists is considered to be to be closely entwined with the particular environment of the telling and the teller. Spoken words become modifications of an entire existential situation. Conventional phrases and imagery are used as a memory device. However, if these are transferred to a more literate environment, their charm is wasted. A writer, therefore, needs to strive for a freshness of expression and thought instead. Copying another's charming expression becomes plagiarism, and unforgivable, instead of a part of the information, which it is in oralist rhetoric.

Orality's psychodynamics were also classified, revealing its simplicity and ingenuity. An accumulation, instead of an analysis, characterises the plan of the content. The listener is consistently reminded of the context during skilled, repetitive oratory. The orator's freshness of approach lies in the order and choice of conventions, rather than in novelty of theme. Super realism captivates the listener's imagination and understanding. Introspective commentary is foreign to this serialisation of heroics with its larger than life accounts and characters. The listener is drawn to closely empathise with the



people and events. Were this not so, the traditional consciousness could not persist (Ong 1982:60-67).

Learning for an oralist, therefore, will implicate different uses of similar skills to those used by a literate learner. In the same way, his learning objectives, and their achievement, will be formed for allied, but not the same reasons. The aims of the lecturer must take this conflict of concepts into his teaching design, if his lecture is to reach the minds of all his students.

### 3.3.2. Some Degrees of Literacy

Although customary understanding of what literacy is relates to the ability to read and write, other kinds of literacy are now being named, related to any particular skill under consideration. The term media literacy is often encountered to describe conversancy in using and interpreting a particular medium. Jenkins and Ugboajah (1986:13), who seek to reveal intelligent communication skills in an emergent industrialising society, report that Ghanaian society embraces a range of literacies. One of the literacies they describe is the minute observational skill of certain Ghanaians of their experience when called as witnesses. This visual literacy is described in terms of visual memory, which, they assert, is a skill often lacking in Westerners.

Then they refer to oral literacy, again relating it to memory. A description is given of the accurate news-dissemination and oral message-delivery skills of the Ghanaian postman. The postman described is, himself, non-literate in conventional terms. They also point out that such non-literates have been found capable of operating computers. These differently named literacies reflect accuracy of input and recall, but not necessarily too of perception, which is also a component of this study's definition of listening.

### 3.3.3. On the Edge of Orality

As a Zimbabwean higher education facility, the Bulawayo Polytechnic

reflects current Zimbabwean society. The nature of this society was confirmed during a lecture quoting Birdwhistell's statistic, that an average person speaks ten or eleven minutes in a day (Pease 1981:8). Despite the students having been previously assured that the statistic would not be applicable locally, they greeted the information with astonishment and mirth! It was, obviously, not at all accurate from the students' experience of their own loquacious society.

Birdwhistell's statistic had been derived from first world contemporary modern society, which is generally considered to be mainly at a stage of high literacy. However, it has been commonly noted that, from the standpoint of any technological society semi-literate societies are considered to over-use rhetoric, and to inflate rhetoric's standing. Much of Zimbabwean public speaking can be recognised here. It is recognisable because public speaking in Zimbabwe is aimed at the expectation of the majority of listeners, who are still oralist.

Verbomotor is a term that was coined to describe the lifestyle of people who could be conventionally termed semi-literate. It describes people who know some writing and yet are still basically oral. They are essentially word-oriented, as opposed to being object-oriented, which the more literate so often are. The restricted literacy, or verbomotor, stage observed in these societies has been also observed to involve a certain craft literacy, in that one is able to hire out his ability to read or write. At times, a Bulawayo Polytechnic Business Studies Department student is still found to be required to assist an elder in this way.

Ong (1982:68,94,159) also reports that a multiple literacy society develops once individual members of it begin to become literate. An increased appreciation of the usefulness of written language develops. The inherent skills of orality related to cultural consciousness are often not retained during this onset of literacy. This same skill loss, too, is recognisable in members of

the Business Studies Department at the Bulawayo Polytechnic. It is reflected in a conscious exclusiveness, an awareness of difference. It can inhibit the individual student's ability to listen cooperatively during lectures. It also seems to inhibit lecturer initiative. The forum afforded during communication lectures provides a very suitable environment for alleviating, and even dissolving, such counter-productive divisiveness in a student group.

### 3.4. THE MEDIA USED

A well known British lecturer referred, ruefully, to the lack of smoothness in his own style of writing. The reason he gave for this was that members of the society in which he had grown up were orally, rather than reading biased (Hoggart 1972:33). It seems that different degrees of orality and literacy can influence the individual's choice of communicative medium. The preferred reception mode of highly literate societies has been compared with that of cultures retaining a degree of orality. The essential thesis of the comparison was centred upon what were considered hot and cold media. A hot medium was described as one in which data (detail) is excessive and in which one of the senses is implicated very much more fully than are the other four.

As far as this current study is concerned, the characteristic of a hot medium which is instructive, didactically, is that the learner is allowed less participation than he is allowed in a cool one. Cool media, like telephonic and face-to-face speech, deliver a meagre amount of information at one time. This is compared to the concentrated bundles of information delivered through print. Printed detail is often; also, abstract. Cool media, obviously, are preferred by less literate people because all the information is self-evident ( McLuhan 1964:22-23,31-32 ). Thus, anyone who is literate in a cool medium can readily internalise all of the information. Even a highly literate interpreter of the medium, however, would be hard-pressed to completely internalise a hot medium. Therefore, in the extreme case of a lecture being constructed in a hot medium, neither oralist nor literate is able

to internalise enough of its message. Detail is excessive. The listeners will then be forced to learn by alternative means.

#### 3.4.1. The Listener's Reaction

It can be seen that the participation of a listener who attends to one of the cool media cited above will comprise an active filling-in process. He will be completing the simply encoded message with what he knows already. This will occupy the lag time between thinking and the spoken word, referred to in section 2.5. When, however, he listens to a hot medium like radio news, his filling-in activity will get out of hand. Unfamiliar facts in serial profusion will accumulate, without permitting more than time for the registering and recording of the facts as presented. He has not time for full participation at such a pace and his concentration is severely strained. He becomes a passive listener. Stress rather than completion ensues, and the message can be only superficially internalised. It would be to the advantage of effective learning to avoid such listener stress during a lecture.

In comparison, should the same listener watch a cool medium, like a televised broadcast of the same newscast, he would be afforded a more humanised experience. The pace of oral delivery would be similar, but he would not be listening in isolation. There would be the talking face of the newscaster, and, perhaps, a good number of field reporters to see at the same time, as well as some audio-visual news clips of the events reported. This difference would allow someone who was preparing to drive to work on a busy highway to be able to see it almost at first hand. He could then assess for himself the reported traffic status or the satellite weather picture. In what could be termed the listener friendly cool medium, in fact, the listener is able to achieve a completion of the message.

Listener participation in a lecture environment will, therefore, be most effective if the medium employed is cool, according to his acculturation and

his degree of literacy in the teaching media employed.

### 3.4.2. Media Preferences in Oral and Literate People

McLuhan (1964:34) reminds of the familiar experience of being introduced to a person for the first time. Often listeners miss the name of the new acquaintance whilst observing attentively the visual appearance of the person. This is explained as the conversion to a preference for visual media. He explains that members of a highly literate culture tend to do this because most information is traditionally print-based. Instinctively, the visual clues are sought first. The preference oral societies have for cool media is then highlighted by a comparison between opposing views on how to secretly obtain confidential information. The two representative societies cited were Russia, having the more oral in tradition, and America, having the more literate tradition, at that time.

The Russian bugs rooms and spies by ear, finding this quite natural. He is outraged by our visual spying, however, finding this quite unnatural.

( McLuhan 1964:34 )

That non-literate people are very often more visually literate than Westerners (see 3.2.2), would seem to be contradicted here. However, reflection upon the earlier observations that the oralist's world extends to the total environment (see 3.2.1.) suggests differently. It may therefore be concluded that the total being is involved in the oralist's attention, whereas the literate person tends to focus more exclusively cognitively.

### 3.4.3. Cerebral Specialisation

Support for the aforementioned conclusion is suggested by a quotation from Kerkhove (Ong 1982:30). The quotation seems to suggest that if primary oralists are given phonetic alphabet based literacy, a schism in the characteristic oralist bicamerality occurs. Left hemispheric brain activity is

accentuated, fostering analytical thought. His later reference on similar lines reports the neuropsychological conclusions that writing helped bring about the breakdown of original bicamerality (Ong 1982:91). It is shown that a similarity of concluded characteristics in both of these sources links early and contemporary oralist cultures. Common oralist characteristics listed among these conclusions include a lacking of introspectivity, of analytic prowess, of concern with the will as such, and of a sense of difference between past and future.

If, as it would thus seem, the cultivation of phonetic written language does promote analytical left-brain, serial approaches to thinking, a need to concurrently promote a re-awakening of the gestalt-type, holistic right-brain thinking to ensure thinking equilibrium must be expected. The cultivation of lateral thinking (see 2.3.4.) is one of the methods which could be seen to do this.

It can be concluded that one who has the ability to entertain, and to intersperse at need, the thinking expertise of both cameral specialisations could be capable in all the media at the disposal of the lecturer. This bi-camerality, more recently termed whole-brained thinking, should enable a listener to truly perceive a lecturer's concept. He would be able to interpret, equally, oralist or literist presentations. A student of a practically-oriented discipline, such as business studies, really needs to be able to do this in order to tune in to the experts in the Business World.

### 3.5. THE RELATIONSHIP BETWEEN ORALITY AND LITERACY

That there is a gradually evolving human development from orality to literacy seems to be a logical inference. This development is even sarcastically termed "progress" by Dick (1994:21) in an article which explores the secondary orality of the electronic era. Although it is not specifically stated to be so by Ong, his tracing of the successive stages of

literacy specifies clearly identifiable characteristics of what appear to be discrete, developmental criteria. He isolates a continuum of gradual tranference from purely, oral through partially both, to entirely literate societies. Analysis of Ong's description of the stages of this continuum (Ong 1982:37-171) provides indicators of the characteristic beingness of individuals at each stage. The thinking of each successive stage, therefore, must influence the way that the members of that societal stage listen, and, therefore, learn. Individuals in the target group are to be studied to identify whether they fit the criteria of the various stages along this orality to literacy continuum are listed in Table 3.1. below.

**PRIMARY ORALITY:** Individuals speak a basic, simple structure of language, stringing together simple sentences or thoughts in an accumulated image as opposed to an elaborately reasoned one. Words are, however, woven (raphsodised) into a tastefully memorable poetic presentation. When students write such language its simplicity does not lend itself to encompassing the elaborate thought processes of academic thinking. Logic becomes simplified and rests on concrete imagery, reflecting a physicality of outlook. The thought sequences are slower than of those who are more literate and verbal memory is not supported by the articulately reasoned schema of literates. Verbal memory of oralists depends upon mnemonic-type formulae, patterned, often symbolic and adaptable to the particular circumstances. Listeners, therefore need a measure of repetition, concrete imagery and often the palpable support of the group's thinking.

**RESIDUAL PRIMARY ORALITY:** Individuals who are aware of the written form of language, but whose usage is still closely that of primary orality, display and seek formality of presentation. Their usage, particularly orally, resembles that of formal rhetoric, echoing its heroic usage and imagery. They tend to see people as types, not

individuals. Listeners of this kind need a dramatic presentation so that their imagination is stimulated to support their then activated memories.

**RESTRICTED LITERACY:** Learners who have limited conversancy with written language need time to readjust their thinking and awareness to the written conventions even if they are learning from listening. (This is also because, as was earlier established, reading written language releases the thinking pace, previously restricted to the speed of speech). Literateness uses reasoned development of ideas instead of aggregative development and the learner must become familiar with the new Chirographic Process.

**HIGH LITERACY:** Learners whose cultivated familiarity with not only personally handwritten language but also the impersonalness of print experience increased distancing from the writer (speaker). Individuals then become isolated from the source of the information contained in the writing. They tend, then, to transfer the consequent depersonalised attitude towards also spoken information which conforms to written organisational structure. Information then becomes totally "of the mind" and excludes reality. Oral performers then need to re-vitalise the information if learners are to identify with it.

**SECONDARY ORALITY:** Contrary to individuals who are highly literate, the delivery of information made possible by electronics media releases the secondary oralist learner from written conventions of thought to enable spontaneous unconstricted dynamics of imaginative thought. Suggestive symbols are immediately processed by the secondary oralist and their thinking's relation with written and printed language, which they readily accept as authoritative, is retrospective rather than totally inclusive. Memory for facts is no longer as significant as memory of processes and recognition of symbols.

TABLE 3.1. INDICATORS OF THE STAGES IN THE ORALITY - LITERACY CONTINUUM (ONG 1982 31-171)



It becomes necessary that it should be asked whether such strict classifications as these do occur in reality. Can individuals in a society fit totally into a set mould? Are all members of that society at exactly the same level? In the previous chapter the contention was noted that a person can move between different cognitive levels during thinking (see 2.3.3.1.). The concept could usefully entertained of a similar flexibility, that of literacy level instead of the cited cognitive level, in individuals in a given sample of a society. In fact, such a theory has been expressed. The detailed evidence which supports that theory is outlined below, showing conclusively that literacy is not culture-free. In other words literacy is not absolute as the adult literacy trainers which that theorist had observed seemed to believe (Street 1984:4,154).

### 3.5.1. Cultural Influences on Literacy

The literacies found by Street (1984:133-134) in 1970 in a North Eastern Iranian village reveal that children originally taught by the village's traditional religious mentor can achieve several different literacy proficiencies. Traditional learning is directed towards acquaintance with the contents of the Koran. In a strict sense, therefore, the society itself is not pre-literate because there is an awareness of written language. Some of the villagers had committed to memory the words of written passages by rote, others were even able to visually identify specific, familiar, learned passages by their appearance. We are familiar with this as the skill imparted to look-and-say reading learners who do not concurrently receive phonetic training. It would seem to deny the analytical nature of the language.

The significance of page organisation, as well as of the content itself, was appreciated by these same learners (Street 1984:133-134). Recognition of the fact that a written page could carry a list, or a legal agreement, had prepared them to sign their thumbprint when necessary in business life. Yet others had become simplistically literate, being able to recognise arabic

letters, and to apply them to the writing of their native Farsi dialect. These had developed a basic schema and ideology from which could later be established alternative interpretations of other ideologies. In didactic terms we would describe this as transfer of training.

Street (op cit,) also reported that each of these above described literacies, he reported, existed in adult villagers, as well as in the children at the new government school of the Iranian village. However, the literacy superimposed by the modern government school did not eradicate the earlier, traditionally learned skills as had been anticipated. Instead, it was modified by them. Their literacy became a combination of oral and literate modes (Street 1984:133,134 ). It is worth noting here that Dick (1994:22) points out that each mode has its own value, neither being superior. The concept of a mixture of literacies, rather than a homogenously literate society, is actualised in current Zimbabwe. The variety of individual differences in learning and teaching styles is consequently enhanced. It follows, too, that there will be further complication to what has been described as the student's cognitive style attunement (Van der Horst 1993:35), their adjustment to lecturer delivery. Appraisal of this adjustment will be central to the current study's research.

### 3.5.2. Cultural Assumptions Influence Interpretation

Cultural assumptions are the expectations which the particular culture perceives to be inferrable from events. Clinical psychiatry insists that for understanding to occur, the people involved need to share their perception (Slembek 1988:149-150). Criticism of anthropological interpretations of the influence of witchcraft beliefs on tribal politics refers to cultural influences on perception. That Western culture gives credence to a specified range of reality only limits interpretations. Erroneous anthropological interpretations of other cultures arise from the assumption that the range of realities of other cultures parallels the Western range of realities ( Douglas 1980:59 ).

It has been already clarified that between oralist and literate cultures there is a considerable gap in perception. To bring this concept of differing cultural perceptions into relief, it is necessary to consider the experience of an Englishman who had held a two-year UNESCO post in Paris. He comments upon how different one society's own inter-relationships can be from those of another society.

At the start, you have a strong feeling of distance from *any* society. You are so out of touch that you feel impalpable. You can't 'take for granted' ... you are nearly tone deaf... Much, even most, in French behaviour I still can't read.

( Hoggart 1972:45 )

A report on tutoring carries this difference in cultural perception right into the higher educational environment. Much of the report deals with the establishment of the researcher's Tutoring Interaction Code and is centered on turn-taking procedures. The evidence gathered did not support the customary belief that tutors guide the tutees to answers by asking skillful questions. The implication derived was that in tutorials the main initiatives and responsibilities are transferred from lecturer to student.

One disadvantage mentioned was that a tutor might not stop his own delivery to allow a student to explain. However, misunderstanding resulting from cultural differences was considered to be the most important of the disadvantages. This was because the affected students do not interrupt and take over an explanation (MacDonald 1991:10). This disadvantage rests upon the dilemma of the non-aculturated student in an inter-active listening environment. Equal responsibility for the interaction between lecturer and student listener (see 2.3.4.2.) would seem to apply here as well.

### 3.6. DIFFERENCES BETWEEN MEDIA

It has been established that oral communication in oral societies includes

record-celebrating and information-passing as well as inter personal commerce. Once written forms of the language are used, much more of the formal use of language becomes written, too. The conventions of expression, which were initially transferred from oral communication, gradually mutate. High literacy consciousness introspectively organises the content. Semantics and syntax control the pre-planned text. Instead of speeches and lectures being recorded for the benefit of future generations, speeches are found written, and, even, read, because the reader cannot allow himself to deviate from his prepared text. There is no oral interactivity in this form of oral communication. Such spoken language media cause distancing of listener from speaker.

### 3.6.1. The Electromagnetist

Today's informational modes seem to be mainly the visual and audio-visual media designed to exploit electronic development. Communication becomes impersonal. Attention is commanded by the magnetism of the receiver screens with which the need is to interface, rather than to humanly empathise. Reality is remote. Comment was made (Slombek 1988:147) that the electronic media we so often use preclude any need for interpersonal communication. Hearing she described as meaningless in this sight-dominated electromagnetism. Those who are so media- enthralled have, for this study, therefore, been termed electromagnetists.

Although first-world experience is described above, in the Business Studies Department at the Bulawayo Polytechnic we encounter many who exhibit this first-world reality. To them, often, we could attribute the same criticism: that hearing does not bear significance. The interpersonal link of sound-based empathy in interpersonal relations has become a skill which needs to be carefully cultivated, sometimes even to be learned or re-learned. Here, the training of listening has proved to improve attentiveness in many learners, although away from the actual learning events, attention and listening skills still fluctuate.

### 3.6.1.1. Electromagnetists' Listening Priorities

The difficulty in competing for the attention of certain companions with their compulsive response to hypnotic demand of a video or television programme is renowned. It is also recognised that that same companion will immediately transfer his attention if his name is mentioned, or an emotive factor emerges. Usually this break in subservience to the medium's tyranny is very brief. This phenomenon mirrors the instinctive environmental awareness of oralist oriented folk as experienced during the working day in the Business Studies Department of the Bulawayo Polytechnic.

Besides devotion to the issue at hand, the listening in classrooms, offices and walkways equally defers to social consciousness. Every newcomer's existence is required to be accorded recognition. The initial discussion can spontaneously be put on "hold", whilst the niceties of the health of relatives of a newcomer are verified. Return to the initial conversation is then resumed where it was left off. The unacculturated, who are not accustomed to such a vacillation of listening priorities, can lose touch with the original atmosphere, or become impatient. They sense that their importance to the other is diminished, which is not, in fact, the case. It is necessary to bear in mind that the social conscience is the primary reality for the majority who teach and learn in the Business Studies Department of the Bulawayo Polytechnic. Those who ignore it become outsiders.

The commanding of visual attention by visual media would seem to parallel the above noted power of social awareness. In the Business Studies Department of the Bulawayo Polytechnic it has been observed that there are both surface-level attention and deeper levels of attention displayed during the social interplay described above. The electromagnetists' tendency to dedicate their listening entirely to the media's tyranny exhibits a comparable holistic orientation, giving superficial accord to what are considered incidental peripheral listening events.

### 3.6.1.2. Electronic Media Qualities

The magnetic compulsion of electronic media has been related to the established precedence that visual attention factors take over auditory ones. Slembek (1988:151-153) points out in the same discussion that it is from hearing that abstract thought develops. She states that discussion, which implicates hearing, also promotes the development of an abstract concept. Human interaction of question and answer, combined with observation of non-verbal language forms, permits a penetration beyond the words articulated into the minds directing the intercourse. Visual attention alone holds, promotes recognition, whereas auditory attention promotes meaning connotations. Slembek seriously questions the integrity of some electronic media because of their directing of attention to superficial levels only, instead of deeper.

Electronic media can offer different opportunities to different cultures. It was referred to earlier that non-literates are capable of computer literacy (Jenkins 1986:13 ). Their advantage in the attainment of computer literacy is compared to the post-industrial literate's experience in gaining a similar skill. McLuhan (1964:27) adds that backward and non industrial cultures do not have the inhibitions of industrialised ones. He explains that their still oralist culture is all enveloping, rather like the electronic media's character is. Such unified "field" mentality, however, needs to be reconceived by members of highly literate society. In fact, it would seem that holist learners have the advantage in the use of electronic media. That advantage enables those on the edge of orality to circumvent the inhibition of having to become literate before becoming computer-literate!

### 3.6.2. Thinking Specialisations in Different Media

Earlier, reference was made to the conviction that polarisation of the two cerebral hemispheres must have occurred once phonetic alphabetical writing was cultivated by the Western world (see 3.3.2.). The term gestalt

has been used by kinesiologists to define what Ong (1982:29-30 ) describes as the pre-literate's meditative "voices of the gods". Both are identified as right hemispheric activity. They are contrasted with what were described as the left hemisphere's "so-called academic activities".

Eye positions are considered to indicate the use of the brain during a person's thinking whilst in discussion. Savage (1988:24-27) explained that if one turns one's eyes towards one side, the brain area of the opposite hemisphere receives increased bloodflow, which enables greater brain wave activity. Hemispheric specialisations are indicated. Six basic eye positions indicate the recall areas of the brain. These eye positions look towards high level, horizontal and low level directions. Two of these, the horizontals, show auditory recall. The mental activity enacted at these levels depends upon whether the eyes are turned towards the left or the right. The turning of the eyes leftwards indicates recalled constructs, whereas turning them towards the right indicates construction of images to incorporate the information being received. Thus, someone recalling a heard medium will turn his eyes leftward to the side. If he is creating recall images with which to assimilate new, heard information, Savage reports, he will turn his eyes to the right side.

A lecturer can find this knowledge instructive. It is helpful to know whether the listening student is building upon previously learned information, even if one does not know what it is. Questioning can reveal this. Particularly useful is the ability to observe whether a student is applying what he has just heard, as turning his eyes to the right should indicate. Of course, all this pre-supposes that the physiology of the individual is conventional. Experience at the Bulawayo Polytechnic has been that students having particularly difficult learning problems possibly do not have physiologically regular or conventional endowment. Examples will illustrate this later in the study.

It is further useful to be able to interpret observation of students as they write

a test. Using the above theory, one could conclude that, generally, a student who leans his head towards the left as he watches his writing will probably be recalling the sound of spoken text. Also, if he inclines his head to the right, he could be drawing a conclusion, or creating something more. Thus, one can often predict whether the answers will be a regurgitation or a thoughtful explication. Suitable remediation and alternative delivery could intervene or follow.

#### 3.6.2.1. The Auditory Medium of Thought

Although one cannot write a message to someone who cannot read, conversationally one can make communication on at least a concrete operational level. The use of the spoken language medium is common to all who can hear. Their recall of discussed information is similarly aural. The patently aural property of the aforementioned mental voices (see 3.5.2.) seems to parallel the sound of acoustic memory (see 2.2.). Listening itself could form a bridge between primary and secondary orality. Primary oralists tune-in to their social environment aurally, without knowledge of written language. They reconstruct their lifeworlds by reconciling with their established knowledge serially received aural experience. Their serialist and holist skills coordinate in the auditory thought medium.

It has already been established that secondary oralists can also tune-in to the environment aurally, but that they they use literately composed schemata. Their aural thinking medium must be more serially biased because, for them, language is the written version, which has as its units words, not concepts. Such mental preparedness for a wealth of possible cognitive inferences would seem to be obstructive to the uncluttered field involvement so characteristic of a primary oralist's attention. This preparedness would seem to promote inattentiveness to reality. The literistic, introverted imagination would be indulged, instead of the atmosphere being absorbed. Distancing of himself from reality must also isolate (alienate) the



individual from his society. Since, as Slembek (1988;154) explains, one develops one's social skills and responsibilities through listening, the listening medium would seem capable of linking humanity.

### 3.6.2.2. Media of Both Cerebral Areas Together

It has been considered to be common that a person specialises in a preferred medium. However, the human mind cannot be considered static and such specialisation need not necessarily persist or remain pure. It is conjectured that the most productive thinkers may simply be those who are capable of effective thought "on both sides of the dichotomy" (Harrison & Bramson 1982:176 ). Perhaps attainment of this bicamerality is the objective of de Bono (1970:297 ) in advocating the training of lateral thinking.

It is clearly an advantage for a lecturer to develop an understanding of the ways of thinking of all of his students. The students might be holist or serialist, or a mixture of the two. There might be oralist, literist and electromagnetist versions, as there seems to be in the Business Studies Department of the Bulawayo Polytechnic. Following an understanding of the variety of his student learners' thinking, the lecturer would then need the ability to build this into his teaching design. He would need to couch his lecture media in terms which make the content meaningful to all. That is, he will need to integrate into each lecture all possible provisions, media-wise and image-wise, for the intended concept development of his design. His orality in the lecture environment will need to concur with the range of oralities and literacies in the continuum (see Fig. 3.1.).

Figure 3.2. on the following page represents the possible bicamerality of listening. The figure combines the joint themes of both this chapter (three) and the previous chapter (two) and was created for this study for that purpose. At the beginning of chapter two (see 2.1.2.), it was noted that each ear specialises in different kinds of sounds. From the same research (Jeeves

1987:548) it was also reported that the left cerebral hemisphere specialises in the analysis of language and that the right hemisphere specialises in music. Further, Jeeves states that these specialisations are partial, not complete. He also states that information received by each ear has both hemispheres as its destination (Jeeves 1987:548). The possibility of Right Ear Advantage (Underwood 1976:46) is another contributory factor (see section 2.1.3.). In the original figure below, the left cerebral hemisphere is represented by a chequered elipsis (orderly storage) and the right hemisphere is represented by a waved elipsis (pragmatic storage).

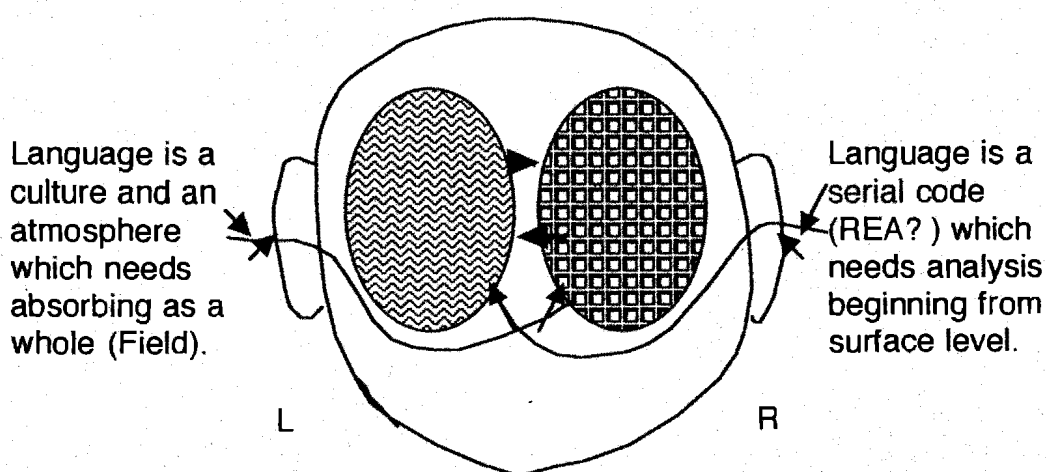


Figure. 3.2. THE INPUT INTO EACH EAR OF A SINGLE INDIVIDUAL SHOWING ALSO COGNITIVE INTERPLAY ( ANTERIOR ASPECT )

### 3.7. SOCIAL AND CAMERAL INFLUENCES ON LEARNING

Didactically, memorisation is the learner's responsibility. It follows his

interpretation of the information presented. His store of memory is the sounding board for new information. Lecturers need to call upon the learner's memory of previously taught information as a foundation for subsequent subject matter. In related research (Middleton & Edwards 1990:37), previously learned information has also been noted to be a talking point for the adjustment of misunderstandings in a teaching environment. Recall of a learning event provides a familiar, instructive example which can be analysed or re-structured. The remembering of what has been learned has been defined as organised social action. It involves perceptiveness, and is the discursive sharing of information as collective memory. Discursive learning theory is shown to totally contradict information processing theory's mechanicalness. There is no automatic processing of rigidly concrete bits of knowledge in this sociologically-founded discursive learning. Information grows through human interaction.

Discursiveness is the social norm. However, the formal atmosphere of many lectures prohibits any social interactivity. It could be considered to force upon student listeners the role described by information processing theory. The learner often has to verbalise in such circumstances. A listener who can concurrently mentally discuss with himself the lectured information will be partially released from the pressure to play such a role. Trainers of listening apply such techniques.

Sharing of information seems to be the basis of the discussion style of learning so popular with oralist-based learners at the Bulawayo Polytechnic. This collective experience-sharing is reminiscent of the mutual sharing of learning problems during study technique training. It is particularly applicable in the development of metacognition, in which learner memorisation techniques are isolated and trained (Brown and Atkins 1988:158). Social listening seems to be more of a basis for andragogical listening than is at first evident. The individual's variety of memory seems to be significant to this activity.

### 3.7.1. Some Socially Noted Memory Techniques

Three different memory techniques have been noted. They emerged during a survey of a series of publicised transcripts. The transcripts were of testimonies about the infamous Watergate debacle. These three memory techniques have been termed verbatim, gist and repisodic recall. Verbatim recall has already been considered in this study. It involves faithful word for word regurgitation and arises from verbalising. Gist recall, just remembering the main trend, has also already been considered. The noted characteristic of the gist form exhibited in the tapescripts is that there are detailed omissions and errors (Middleton & Edwards 1990:36). In effect, these latter two recall techniques are, respectively, closely allied to Pask's serialist and holist learning styles (Entwistle 1981:93).

The two cerebral hemispheres are implicated in the two outcomes of consciously directed listening listed above. They also compare closely to the outcomes of attentive, purposeful reading. In both we can also trace surface-level serialist and holist thinking, which are equally recognisable in such multiple choice reading comprehension tests as the EDL series (Stanford University). Serialists seem to recall every little detail but holists tend, rather, to obtain an overview.

The third memory technique, repisodic recall, is even more generalised than the gist form. It embraces the overall nature and implications of an event series. Despite numerous inaccuracies, the recaller is usually right at a deeper (insightful) level (Middleton 1990:36,37). This repisodic recall technique seems to parallel Pask's deeper, analytical thinking level but it includes the intuitiveness which is experienced in creative inspiration following a period of rest (Hudson 1987:171). Perhaps it could be said to reflect the memory of versatile, whole-brained thinking.

### 3.7.2. Learner Comprehension Reveals Camerality

Evidence of serialist and holist tendencies was one of the criteria used to match pairs in a previous study (O'Brien 1991:26). Results of an EDL Reading check were the data. Serialists very seldom identified the main idea and holists often overlooked some minor detail queried. In another study (Hill 1961:28.) some research is quoted which was carried out early this century. It showed that the more scholastic students were more proficient in reading comprehension, whereas members of the scholastically lowest quarter of the group were more proficient in oral comprehension. In addition, in instances when the content was more difficult, read information was far better comprehended than heard information was. These details were gleaned from children's work. They could be interpreted to represent better readers such as those graduating to formal operations. Oral comprehension proficiency would seem to indicate concrete operations. It could then be conjectured that those using oral media probably tended to prefer a right-brained learning style.

The researcher who quoted this detail (Hill 1961:42-49), later ensured that in his own research design all areas of understanding were embraced, so that it did not favour a totally serialist approach. In order to moderate what seemed a serialist bias in the Brown-Carlson reading test employed, he included testing of logical and numerical reasoning, of spatial relationships and of capacity for intellectual activity.

### 3.7.3. Differentiation Between Heard and Read Comprehension

There seem to be shades of difference between comprehension of the read word and comprehension of the written word. The differences in the process stem both from writing's provision of the opportunity to re-read, and from print-characterised distancing from environmental influences. Each bestows greater accuracy on the reader's eventual interpretation. The lesser accuracy of detail of the attentive listener reflects these differences. As long as the listener gets the essential message correct, and he recalls the related

reasoning, recall of every little detail is not generally considered vital when the material heard is difficult or complex. Similarly, afterwards, when he has had time to reflect, it is to be expected that his general impressions will predominate, and that, in trying to account for them, his memory of some of the minor details could falter.

Written notes, supporting handouts and advised reference material re-supply the details not absorbed during a lecture. Overall impressions and attitudes, derived during listening, are not so easy to re-simulate. They grow in the living oral atmosphere. This is the acknowledged advantage of a lecture and competent ambivalent orality is, therefore, demanded of those involved. It complements competent literacy. The three auditory learning recall techniques which are described earlier (Middleton 1990:36) seem to confirm this difference between comprehension of the heard and the read word. Perhaps a more accurate term for the "deep-level", used for reading, could be reflective-level listening. Reflective is the term used in the definition of listening which is to be found in the introductory notes to the Brown-Carlson Reading test (Hill 1961:2).

#### 3.7.4. Communicative Teaching and Learning

A comparison of the learning environments experienced in two different institutions has been made based upon audio-recorded science classroom events. The editors of the international publication in which the study appears query the representativeness of the samples of classroom information exchange used (Roger & Bull 1989:267). This query is understandable of international critics, unfamiliar with the norms of the society in question. However, at the commencement of that study it was clarified that two different learning contexts were exemplified and the conclusion admits that the samples do not offer true generalisations. The stated intention was to reflect the learning environment in each institution and its import relates to the nature of listening in learning.

The two different classroom contexts were of a white-pupil, Vista school room, and a black-pupil, Caritas school room. The socio-economic cultural backgrounds of each cultural group are reported. These backgrounds are explained as the reasons why science theory is taught predominantly verbally in black schools and why, in white schools, the odds allow that some white pupils (not all, it is inferred) really understand science itself. Rote learning, it is pointed out, is not a preferred way of learning but the only possible way for Caritas learning of science to be mounted, arising out of the culture group's socio-economic situatedness (Muller 1989:313-336). This reminds of the earlier mentioned forced information-processing role, often assumed during a formal lecture (see 3.6.).

The motivation of the argument cited above relates to how the classroom information exchanges are an inextricable product of the conventions of communication and of social mores. The knowledge outcomes, therefore, depend on the communication, and the understanding of the social situatedness, of the humans involved. Again we find that learning events are not just mental operations.

The very disparateness of the samples cited in the study by Muller, referred to above, in many ways serves to reflect an important underlying phenomenon. Not only did the students concerned use opposing cameral processing techniques, but both groups of learners seemed ready to entertain either technique, given a conducive learning environment. This is made clear by the reported interchanges between interviewer and both the scholars and the teachers. If this equal preparedness in children of both sectors is evidenced this once, perhaps there could also be such equal preparedness in other cases. In other words, perhaps social and cameral factors can be nurtured equally, given conducive learning conditions.

### 3.8. SUMMARY OF CHAPTER THREE

A human element is needed in a person's learning and this particularly

applies to learning through listening. A combination of oralist and more literate learners in the lecture group means greater variety of individual differences. This is because individual lifeworlds differ, on top of the fact that the usual range of individual differences can be found at any point on the continuum. As a learning input mode, listening also varies along the continuum. Listening is preferred as a learning medium by oralists and those exhibiting concrete operational cognivity. Yet aural learning is considered to give rise to abstract thought. Written language encourages analytical thinking. If one is capable in both of these thought spheres one should be able to use each to complement the other. This means that both cerebral hemispheres will come into play.

Culture also plays a part in perception, which is the human interpretive filter of any learned information. The interpretation attributed by an individual influences his response. This reflects in his reactivity and in his performance of learning exercises. Literacy in each learning medium begets characteristically related thinking. Graduation from one to another requires adjustment. Lecturers can enhance their teaching designs using this knowledge. The social aspect of listening involves empathy. This is stifled when no interaction takes place, such as in a strictly formal lecture. The composite, reflective style of listening allows maximum reaction, using optimum combined thinking. The individual preparedness of students to develop this ideal has been demonstrated. It has also been established that students adjust their learning according to what they conceive to be the expectation of their lecturer. The hope is that the required skill for the management of the learning environment can be more commonly achieved, so that student listeners can respond accordingly. Effective listening would take an integral part in such perfect, andragogical communication.



## CHAPTER FOUR

**EMPIRICAL RESEARCH : GATHERING AND EVALUATING  
THE INFORMATION ABOUT LISTENING IN ANDRAGOGY**

## 4.1. INTRODUCTORY COMMENT

It has been established in the preceding chapters that listening to a lecture in order to learn the lecture content requires more of the listening learner than being able to hear what is said. Chapter Two explored the theories of effective listening. Chapter Three reflected the influence on listened input of the range of individual differences of andragogical thinking. It was pointed out that this, in turn, is exacerbated by a range of oralness in a learning group. Therefore, the didactic principle around which this problem revolves is that perception, arising from individual lifeworld, filters the heard information so that it takes on the schema bias of the individual listener.

The aims of this consequent part of the study are, briefly, first to establish the nature of the andragogical didactic listening reality. Then, to establish the influences of perception and memory on listened inputs, and also to explore the effect on students' learning of their use of their preferred learning mode. The empirical research initially aims to give a nomothetic interpretation of the didactic andragogical listening of the target (Criterion) group. It aims to verify whether listening can be taught to the entire group successfully enough for each individual to have the chance to demonstrate his or her expertise in the subject, taught through lectures and tutorials, by passing the end of year examination. Any student who has been unsuccessful in doing this is to be isolated and ideographically described. For this reason, a comprehensive body of data was gathered in 1992 as a database from which the reconstruction of those as yet unidentified subjects can be made.

## 4.2. OVERVIEW OF THE RESEARCH DESIGN

The design of the empirical part of this research on Andragogical Listening entailed several stages. The essential objective was to delineate an ethnomethodological description of didactic listening in the andragogical environment of the Business Studies Department of the Bulawayo Polytechnic. This was to be done so that the composite listened learning of the lecture event was captured. The by-product of cameo-like case study descriptions of selected, individual listeners within the sample serve to amplify the description of andragogical didactic listening of the sample. These case studies represent notable features of the didactic listening environment. However, in order to identify the target listening environment's general status, a statistically based groundstructure was first outlined.

### 4.2.1. Stage 1. Statistical Groundstructure

The initial stage was empirical. It enabled the compilation of a concrete criterion from which evidence of possible trends and comparatives may be drawn. Taking the form of a communicativeness profile of the criterion group, it was formed from each individual's personal skill when tested after training. This accumulation of statistics extends from the initial event to the final event of the Business Communication one-year course of the criterion group (see 4.3.). The different steps, the instruments used, and the statistical verifications of the dependent variable, are enumerated below.

**a) Confirmation That Although the Delivery Mode for the Course Was Lectures, Supported by Tutorials, Students Were Able to Learn.**

This confirmation consists of a table of the analysis of the criterion group's end of year National Examination marks before the addition of the in-course assessment marks. An addition to the table is the analysis of the marks of a secondary group which had entered the

course in the second term, having Advanced level entry qualifications, and which had followed the identical course content, except the skills training, but had followed it in a classroom learning environment.

**b) Evidence of the Criterion Group's Maximised Communicativeness.**

A listed profile of each students' communicativeness skill achievement was compiled by awarding a ten-point rating for each of the skills tested, after it had been trained during the Business Communication Course. The evaluation instruments used for this purpose are discussed in section 4.4. Averages were drawn for each skill and standard deviations shown. However, because this is a list of individual, trained abilities, the individual ratings are considered valuable in their own right, and can be each compared only against the average student ability, but not combined, as is customary with course marks.

**c) Establishment of Whether the Learning Mode Preference for Listening, Stated by Criterion Group Students on Initially Entering the Business Communication Course, is Compatible With the Same Student's Achieved Listening Learning Skill During the Course.**

This was done by using the McNemar Test of Changes which is discussed in section 4.4.2.4.

**d) Ascertainment of Whether the Information Learned by Listening Was Retained and Used.**

A Complementary Evaluation Instrument was introduced for this purpose (see 4.4.2.2.). Verification was calculated by using the t- test

for two sets of related data, with the listening skill rating marks of the Listening Evaluation Instrument (see 4.4.2.1.), and the corresponding marks from the Complementary Listening Evaluation Instrument.

#### 4.2.2. Stages 2. and 3. Ethnomethodological Description

The second stage consisted of an ethnomethodologically obtained description of the criterion group. The students were observed as they listened, and their comments, as well as their observed activity, were recorded.

The lecturers in the department who lectured, or tutored, the criterion group were likewise observed. Their reactions and comments, which related to the learning environment of lectures, were similarly recorded. Questionnaires, some of which are related, were designed separately for filling by students or by lecturers. On significant occasions, both students and lecturers were also asked to provide relevant comments. Sometimes comments were oral, and very soon recorded, but comments were often sought in writing. All this descriptive detail was collated. Pertinent other detail was then recorded on these collations. Group information detail was recorded in the record of work done, as an additional commentary.

In stage three the individual records, secured during stage two, were scrutinised as personal biographies, but relative statistics were also to be drawn from them. Where trends emerged during this scrutiny, the records concerned were then re-considered, grouped together. Similarities and differences were traced and pursued. It had been anticipated that extreme examples of trends could be isolated. These examples were expected to provide some of the illustrative case studies which would constitute chapter six of this study. Other case studies were to be drawn from individual representatives of established stages which proved of interest. Case studies were to be either of individuals or of groups.

### 4.3. THE CONTEXT OF THE CRITERION GROUP

#### 4.3.1. Compilation

Variation of timetabling, and composition of student grouping, varies from year to year. In the Business Studies Department of the Bulawayo Polytechnic the entry of students has usually been a combination of both Advanced level and Ordinary Level students, with some students, also, entering on the basis of their National Certificates in Business Studies, and having just four Ordinary Level passes. For the purposes of this study, this same combination of qualifying students was alphabetically divided into three lecture groups, i.e. groups A, B and C. The Criterion Group of this study was Group C.

#### 4.3.2. Pre-arranged Groups for Lectures and Tutorials

The three lecture groups had each been divided into two classes of roughly 30 students each. There were to be two lectures weekly for each lecture group and three "tutorials", or supporting classes for each class. The formal timetable showed allocated "tutorial" lecturers, who were lecturers of alternate lecture groups, to tutor these classes in support of the lectures. Business Communication lecturers reversed this allocation so that they lectured and tutored the same students. One of their reasons for arranging this was that each year, since 1986, skills training had been undertaken in as experiential a form as possible by one of the three lecturers (the researcher), and that their differing approaches would have confused the students. The two classes constituting Group C, the study's Criterion Group, were classes 5 and 6. On the two class registers of the Criterion Group there were initially a total of 70 students but of these, only 64 stayed the course. However, the National Examination for the course at the end of that year was only written by 61 of the Criterion Group.

The Criterion Group consisted of 63 African students, for whom English was

a second language, and one European male student, whose first language was English. (This proportion is less than that of the national population, which is 91 Africans to 9 of European, or other, extraction.) There were, altogether, 21 young women and 43 young men in the criterion group. English is the medium of tuition. The majority were fluent in the speaking of English, but not as fluent in the writing of it. Qualification at entry has been previously found here to be an unreliable indicator of ability, some of the reasons being lack of financial support and minimal advanced educational facilities. Student ages varied from 18 years to 36 years, the average age being 22.14 years (this excluded one more mature businessman). Most students, however, were school leavers, but there were several married mothers as well as some men who had found it easier to study full-time, so had taken time off from their employment.

#### 4.3.3. Further Sub-division of the Criterion Group

Much of Business Communication is skill, and most students, regardless of school leaving level, indicated that English, being their second language, was difficult for them to write. Clearly their chances of personalised assistance in such large groups were poor. With the intention of reducing the lecturer-student ratio for the criterion group, the group was further sub-divided, again alphabetically, into six small tutorial groups of ten students. No attempt at specific grouping was made because each student was to be given optimum individual guidance and training opportunity. The skills laboratory, already accommodating an accumulation of previously gathered individual resource materials, was to be used by each tutorial group for a weekly tutorial.

#### 4.3.4. Timetable Arrangements

The Criterion Group's tutorial timetable was displayed both outside and inside the skills laboratory for easy access by all. These allocated times

were called "Formal Tutorials" and they provided individually oriented back up exercises in support of the week's lecture content. This arrangement left each individual with a further two periods at his disposal for completion of Business Communication assigned exercises, reading and research. All were made responsible to ensure that no weekly tutorial was missed and that the assigned number of students attended each session. They could thus responsibly interchange temporarily the times for their Formal Tutorials, needing only to clarify this as the register was marked. Students were encouraged to write notes to the lecturer with requests or information if they could not make a personal communication. Work to be done during each session, together with such related detail as page numbers, was displayed throughout the current week on the skills laboratory's notice board. Reference sources for each topic were similarly displayed on one side of the notice board.

#### 4.3.5. Additional Tutorial Time for Self-directed Development

Besides attending their formal tutorial, during their other two periods when other members of their class were in the skills laboratory, all the students in the criterion group were free to quietly use the back part of the laboratory, where reference and textbooks were available together with catalogued articles in some useful periodicals. The only proviso to this arrangement was that they had to arrive and leave with the Formal Group of the period. They were also at liberty to become observers of the tutorial session, without taking part as they were able to do during their own Formal Tutorial. For such informal attenders, also, written remedial exercises were made available. These were marked between sessions, so that the students concerned could receive back their work, marked and commented upon, when they returned informally. They could then work corrections and further advised exercises. All this was designed to enable students to develop their own autonomously controlled work patterns.

#### 4.4. SKILLS TRAINING OF THE CRITERION GROUP

Training of communicativeness skills formed an integral part of the Business Communication course. It serves to illustrate the encoding and de-coding acts, which are so central to human interaction, and which are a component of the formal course content (see Appendix 7.). The introductory topic for the Business Communication Course of this study was the Theory of Communication. It was described according to an original communication model (see Appendix 8. ) which closely resembles the adaptation by Curzon (1990: 115) of Shannon and Weaver's model. The main difference between the Curzon model and the one used in this study's course is in representation, and not in content. In this course's model, Curzon's straight line taken by the encoded message between sender and receiver has been represented dipped, to indicate the indirectness of many transmission channels. Also, transmission and feedback message directions indicate alternative channel possibilities to limit discrete interpretation .

During actual lectures, communication theory was related to the individual skills, which often formed the topic of the tutorial sessions. The skills awareness of this student lecture group was, therefore, particularly heightened. The mutually agreed intention of the lecturer and students in the subsequent skills training sessions was both to develop in each individual a personal best and to establish own learning potential. Self assessment was encouraged. The general approach taken was similar to that of the student self-teaching assistance texts on Study Skills, and how to learn from lectures, written by Harburton (1981), Sotiriou (1989) and de Munnik (1993). Evaluation of the skills levels achieved in this way enabled the construction of the stage one communicativeness profile of the criterion group.

##### 4.4.1. The Criterion Group's Communicativeness Skills Training

During training, practical guidance was given in the form of constructive



intervention, where needed. It was combined with written comments to students on their marked practice exercises, or delivery notes in the case of speech work, with advice on how to overcome assessed individual problems and weaknesses. The literature study in chapters two and three of this study has already confirmed that listening cannot be isolated from the other language skills of reading, writing and speaking, because they all involve thinking, perception and memory. Therefore, although the didactic andragogical use of listening is the focus of this study, evaluation of each of the relative skills has been also included in the communicativeness profile. Perception awareness was fostered during skills development, as was the desirability of versatile, logical thought. These latter qualities were considered to influence individual thinking and planning. Evidence of their influence was therefore expected to show in the speaking and writing ratings. It was also expected to be influential in student interpretation of heard and read language, therefore contributing to the reading and listening ratings.

Thus, the criterion group's profile of reading, speaking, listening and writing is a distillation of each student's developed thinking as this is evidenced in interactive performance after training. The profile reflects the individual's flexibility of thought, as well as the individual's executiveness. However, as established in the literature study, from a strictly cognitive aspect, the essential structuring of the four profile skills is similar, whether it analyses (Rx skill) or synthesises (Tx skill) the text content. On close examination, each of the skills seemed to consist of a slightly different balance of cognitive components. The suggested differences in the receiver skills of reading and listening (see 2.3.2. ; 3.5. & 3.5.2.1.) expose the more serial nature of read input. For the purpose of this study, therefore, a weighting balance of the components, both holist and serialist, of each skill was designed for use in the skills evaluation instruments. The Table 4.1. below represents this comparative weighting of skills content.

	Main Idea	Relationship of Facts	Facts
EDL Reading - (comprehension)	1	2	7
Listening (analysis)	2	4	4
Written (report)	5		5
Spoken (oral report)	6		4

TABLE 4.1. Comparative Weighting of Content of the Skills Ratings According to Each Skill's Own Particular Character

Although the complete skills profile is to be presented at the first stage of the results, it is the input process of listening which is the mainspring of this study. Therefore, the skill training, and subsequent evaluating of listening, are of primary interest here. Of secondary interest is the training and testing of reading, because it is also an input skill, and because it is used in many ways as the advance organiser for the development of listening skill. Of interest, also, are the influential roles played by the two support skills, memory and perception, but it was only the basic attribute of memory during learning which was evaluated and recorded. Like the student output skills of speaking and writing, it is useful to this study more for comparison. Detail of the depth of the training and assessment of these transmitter and support skills, therefore, will be indicated only where it seems pertinent.

#### 4.4.2. Listening Training and Evaluation

Since 1986, both the training of listening, and the listening evaluation instrument itself (see 4.4.2.1) have been developed for use in the business communication course in the Business Studies Department at the Bulawayo Polytechnic. There has been a consistently iterative adjustment of both after each use. Sometimes this adjustment has taken place several times in a year, when different courses and levels have needed to be trained. The

marking, especially, has been simplified, modified and adjusted to approximate, as closely as possible, to the listening skill required of a listener during a lecture (see Fig 4.1. ; 2.3.2. & 2.3.2.1.).

#### 4.4.2.1. Listening Training

The criterion group's listening training sessions were aimed to teach the individual student to listen effectively and to take useful notes, which they could later interpret as accurate records of the delivery. These notes also involved applying the analytical skill of recording information under headings, sub-headings, numbered points and sub-points. Instead of forming a title, students were asked to supply an outline sentence. Initially, an exercise in the categorising of listed written facts, for a report about a building site (See Little 1977:25,26), was worked by small groups of students during a class period. Then, out of class time, they each worked an information report, using that same classified material, which was handed in for marking, but as a report instead of as the sectioned exercise of the textbook (Little 1977:25,26). The alternative, but equally correct, ways of classifying the list were highlighted when the marked work was returned, and students urged to examine each other's efforts. Discussion was encouraged.

Written factual analyses of passages were subsequently worked by the students, to establish the desired setting out and selectivity. Particularly detailed, factual summary-type passages were selected for this written analysis. Students were advised to limit the main sections of their analysis to three only if possible. The same approach was then applied, in the next progressive stage, to the notes taken from a heard passage. This became the first of a series of practise listening exercises. In these listening exercises, the stages of hearing and then note-taking were immediately followed by the analysis stage. This was done so that memory of the heard details could supplement the notes taken, giving a relatively full recall during the analysis. Student work during these sessions was guided whilst in

progress but not formally marked. A suggested model was immediately afterwards displayed as a talking point if there were not suitable student attempts to refer to in the end of exercise summing up. Discussion at this stage again explored alternative analysis approaches.

#### 4.4.2.2. Listening Evaluation

The procedure followed was the same during practises as it had been during the administration of the evaluation instrument itself. Practice listening tests were constructed using a carefully chosen, factual, passage on a topical matter. Each passage had been analysed, beforehand, by the lecturer. Before beginning, any unfamiliar spelling had been first noted on the chalkboard, with the reminder of how the analysis should be set out. Students were asked to merely listen during the preliminary reading, without making any notes. They were instructed to isolate important ideas, to establish relationships between ideas, and then to distinguish whether or not items, which seemed to be examples, were integral to the reasoning, therefore to be noted as well. Phraseology during both first and second readings was as close to full sentences as was reasonably possible, so as to make the whole reading delivery meaningful. Brief pauses between sentences separated them, but prevented verbatim copying. Students took notes during the second, and closely similar, reading. Students had been reminded beforehand that editing should immediately follow the note-taking. The analysis was worked immediately afterwards.

This exercise fitted well into the fifty minutes of timetabled periods in the Business Studies Department at the Bulawayo Polytechnic. Detailed annotated marking subsequent in the early stages of training had often been necessary. However, it had been found to be more effective to check each student's work as he or she was analysing, instead of later. This allowed for suitable reasoning and classification to be promoted before individual inadequacies could be fixed.

#### 4.4.2.3. The Listening Evaluation Instrument

The item used as the evaluation instrument for the criterion group (see 5.2.3. ) had been used, and adjusted, for three previous successive years as a final listening test. It had also been used once before that, as a practice test. **Its mark out of ten forms the listening rating in the communicativeness profile (see Figure 5.3). It will also, therefore form the first dependent variable mark of individual student listening.** The edited article in Appendix 1. taken from Bulawayo's Sunday News, April 25, 1987 was used for the read text. It was read once to establish the ideas and their relationships. It was then read a second time, with brief pauses between sentences, to allow for note-taking but prevent verbatim copy. Then twenty-five minutes was allowed for the construction of a factual analysis of the content. The analysis was to be structured under the usual headings, sub-headings, numbered points and sub-points. Before the first reading, the following words from the passage were listed on the chalkboard, whilst queries and comments on them were encouraged.

Yemen	Sanla	Mr Bradley Martin
djambia	Mr Iryani	Grand Mufti
affadavit	Dubai	United Arab Emirates

(The headlined title of the passage had been HOPE FOR ENDANGERED BLACK RHINO COMES FROM NORTH YEMEN but this was not revealed at all throughout the entire exercise.)

Also, the following chalkboard guide as to the setting out of the answer's two parts was displayed thus ----

1. Write your analysis using headings,  
sub-headings,  
numbered point  
sub-points.

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(The headlined title of the passage had been HOPE FOR ENDANGERED BLACK RHINO COMES FROM NORTH YEMEN but this was not revealed at all throughout the entire exercise.)

Also, the following chalkboard guide as to the setting out of the answer's two parts was displayed thus ----

1. Write your analysis using headings,  
sub-headings,  
numbered point  
sub-points.

2. Construct a sentence outlining the content of the passage in not more than thirty words.

The newspaper article, the mark allocation and the model answer are given in Appendix 1.

#### 4.4.2.4. Verification and Follow-up Student Listening Awareness

Improvement of listening skill could have altered students' learning preference. Subsequently evidenced preferred (superior) receiver skill was therefore compared against their initially stated preference by the McNemar test of changes (Mulder 1987:163) in order to establish whether the dependent variable was indeed the target subjects' eventual learning preference.

The listening test itself had taken place mid-year, just after a listening awareness week. This awareness had included the tutorial instructions being given orally, instead of appearing on the notice board as was usual. Then, the lecture which followed that tutorial was prefaced by a short discussion of the results of the oral tutorial instructions. Students were asked to recall whether they had needed to ask others, to ask for further instructions, or to be assisted later by the lecturer, in order to be able to carry out the tasks as required. These details had been already recorded by the researcher, when making the subsequent notes on the tutorial, for use in stage two. During the lecture discussion it was stressed that poor listening, such as had thus been identified, would prejudice the amount of information gained during a lecture. Students who had experienced such problems were then advised to make support arrangements, even if this meant comparing lecture notes with their peers.

#### 4.4.3 A Complementary Listening Evaluation

the evaluation described above indicates only individual learning from auditory delivery. However, it does parallel the evaluation of individual learning from written delivery of the reading test. Both ratings, therefore, only indicate individual performance in perception, interpretation and evaluation during the clinically isolated test event. There is no reflection of what is done with the information gained, or how well it is used. It was considered that a follow-up exercise for the test itself would seem to compound the clinical artificiality. Therefore, follow-up to an audio-taped learning exercise, which had also been used over the years, and which was performed during revision, was chosen instead, in an attempt to determine whether the information received through listening was learned and was subsequently usable. This evaluation instrument, also constructed for use in the Communication course of the Business Studies Department of the Bulawayo Polytechnic, produced the second dependent variable mark for the criterion group.

The complementary listening evaluation instrument was a post-test of the researcher's audio-taped, self learning exercise. The exercise is revisionary and includes perspectives on all the applications of oral communication that occur during the course. Copies of previous student work, and of other locally relevant examples, illustrate the revision content. The first side of the tape concludes with ten true or false questions, the answers to which are supplied on the second side of the tape, together with a detailed, careful explanation of why each option is true or false. At this point, however, there is the limitation that not all individuals are as capable of learning to be effective audiotape listeners, or even such competent tape player users.

#### 4.4.3.1. The Complementary (Secondary) Listening Evaluation Instrument

The follow-up Listening Evaluation Instrument was administered a week after the completion of the working of the revisionary audio-tape, as a final stage of guided revision. This post test took the form of a written completion



sheet, on which were the same ten questions as those which had been posed at the end of the taped presentation. See Appendix 2. for a sample of the sheet. Previously, once they had worked through the tape, they had written down their answers to the ten questions. They had then compared their answers with the answers given at the beginning of the second side of the tape, and marked their own work accordingly. The solutions given at the beginning of the second side of the tape were each followed by an explanation designed to clarify why that particular answer was correct.

In the case of the Secondary Evaluation Instrument, the sheet provided to each student did not just require the student to indicate whether the statement was true or false. The true or false responses needed to be supported by an explanation of why the option had been selected, the original explanation was not specifically requested, however. Also, once having reached the end of the sheet, students were also requested to add their comments on whether they had found learning from taped presentations effective. This information provided material for stage two of the study. **This complementary evaluation instrument sheet was added to the student collations of personal details. Its mark out of ten became the second student listening variable (see 4.2.1.; 5.3.2. & Table 5.7.)**

#### 4.4.3.2. Justification of the Mark Allocation

The approach to the marking was taken in order to accommodate second language students who have sometimes been found to become confused by negatives and multiple choice answering, but are able to explain their meaning more clearly when using a worded explanation. Therefore, a full mark would seem to indicate a more literate student than a half mark would. In some cases, the half mark gained could have been considered to indicate a hazarded guess. However, it seemed fair to credit the true / false option of one which had no explanation, or had an inadequate explanation, because

memory for an explanation has been shown to be not inherent in learning by listening, even as far as to include an inaccurate recall of detail (see 3.6.1.; 3.6.3.). The marks attained in the evaluation instrument were therefore considered to indicate whether or not the responses revealed that the student had understood, remembered and could use the information which had been presented on the revision audio tape.

#### 4.4.4. The Reading Test as Advance Organiser for Parallel Listening Skill Development and as Goal Setting for Deeper Level Interpretation

##### 4.4.4.1. Administering the Test

Although both the memory test (see 4.5.5.) and the listening test, already described in 4.4.2.3., resemble other similarly used tests, it is only the reading test which has been standardised. The test was taken by the students in the criterion group subsequent to reading skill awareness development. This awareness and development took the form of a series of guided improvement exercises and some assisted self appraisal, once perception difference awareness had been promoted and other sub-skills like memory and analysis had been introduced. By the time the reading test was attempted, students had already calculated their own comfortable, carefully functional, reading rate. Their comfortable reading rate was the pace at which speed skill did not eclipse their comprehension expertise. It involves practically relating own reading rate to the already established, acknowledged average speeds of thinking and speaking (see 2.5.1.). This promotes greater concentration whilst reading and provides a criterion for listening concentration as well. This is one reason why reading testing occurred in the course much earlier than did listening testing.

The reading test used was **EDL's IJ-JI 4**, which is intended to be used in conjunction with controlled reader slotted projectors and readers. These additional resources have not been available for use in the study. The subject matter of the test's article is water pollution, a familiar topic of

concern to most Zimbabweans. The ten multiple choice comprehension questions which are set to be answered after pre-viewing, then reading the article, are given in Appendix 3. Students timed themselves, and recorded their mutual starting time according to the laboratory wall clock. They then recorded both their time of finishing reading the article, and their time of completing the multiple choice answers. Students were allowed to complete this exercise without interruption, in separated, booth-like desks, taking however long they needed. Time of reading was interpreted according to the built-in rate chart of the answer book to give a word per minute (WPM) rating. This rating allowed students to place themselves on the standardised scale. **The total comprehension mark obtained out of the possible ten yielded the reading score of the communicativeness profile (see Table 5.3.).**

#### 4.4.4.2. Feedback to Students Encouraging In-depth Understanding Towards the Overview Sought During Lecture Listening

An even more useful estimate per individual is also calculated, assessing the functionality status of individual reading skill. This estimate takes the form of an advisory comment written on the returned test sheet, aimed to assist the individual in his subsequent study reading. Assessment is made on whether, even if the reading is slow, it is effective, and, also, whether the comprehension time balances against the reading time. Ideally, it is considered that completion of the above-mentioned ten comprehension questions, in the most extreme cases, should not take longer than twice the passage reading time. The reading cannot have been functional (deep) if the answering of the questions takes so long, in fact student answering has often taken less than the time that the same testee has taken to read the original passage. Of course, there is the provision here, generally, that the questions themselves are clear, and that the answerer is able to make conclusive decisions. It is considered that this should have been possible in the particular test case in this study.

The advisory comment which was added on the students' standardised

reading test papers is estimated by taking into account the timing ratio and the kind of questions which have been incorrectly answered, whether they require more than pure recall or not. It is considered that insights into the individual's possible listening comprehension can also be tentatively derived from this assessment. Slow interpretation of questions, or the need to re-read the passage, could mean that the individual probably misses much of the purely auditory lecture content. Missing of the main idea (see question 10.) indicates lack of overview, whereas missing the two answers requiring interpretation (see questions 3. and 8.) reveals a surface-level, probably serialist, approach to understanding.

Students tested who managed to achieve an answer book rating, which meant they had completed the reading stage in under ten minutes, could be considered to have been able to break the "sound barrier" of silent reading. They were able to read faster than the pace of speech, and no longer needed to "hear" the words in their heads. This is the stage at which the training of speed reading is customarily begun. Speed reading is a skill which maximises factual intake, but which in this research is considered to hinder interpretation at a deeper level. It is for this reason that the training of the skill of reading for the criterion group emphasised the functional aspects of reading, where speed is balanced with depth comprehension. Perceptive interpretation, and not speed alone, was the set goal.

#### 4.4.5. SUPPORT SKILLS FOSTERING

Support skills were considered an essential grounding for the four main human communication skills, the marks of which comprised the student communicativeness profiles. It was reasoned that if a student understood how his or her ideas were received and developed during learning events, the consequent meta-cognition, and the effects of the use of the stages of memory as they received information, would enhance the individual receiver skills of listening, reading and general empathy. In fact, in order to

be able to apply the theory of communication effectively, they needed to be effective, experienced communicators themselves. In addition, this would also render them particularly able to offer valid comment on listening for this study.

#### 4.4.5.1. Perceptiveness

It was established in the literature study that any information received is subject to considerable filtering by initial perception, which is shaped according to the particular individual's lifeworld (see 2.4.). This idiosyncratic perception results in varying approximations to the intended interpretation (see Figure 1.). Therefore, perception's role in the accuracy of an individual's interpretation needed to be clarified for learners, and particularly where there is no chance of repeat of the information as a student listens during a lecture. For this reason, the support skill of perceptiveness was included in the skills training for the criterion group.

During lectures, the responsibility for correct interpretation of information by a reader and listener was stated to be equally as important as the correspondent responsibility to ensure clear, unambiguous encoding of the information by the sender. An illustrative experiential activity in the form of a perception awareness exercise was performed with each group. It played out the various stages of the communication model, using visual, as well as worded media, and was mutually assessed, incidentally, then during follow-up. The exercise entailed two teams, each of a pair of students. One person in each team (the transmitter) described a picture, which was concealed from the other, so that that second person in either team (the receiver) could attempt to reproduce a close representation of the original on the chalkboard. Coloured chalk was provided but students were reassured that there was no need to produce an elaborate work of art, since a simple sketch only was required to indicate the content of the original. This exercise ostensibly highlighted encoding and decoding expertise. However,

inevitably, perception's filtering role also emerged during the "post-mortem" stage when the rest of the tutorial group, who had all been watching and offering the describing partner (transmitter) advice, had also participated. It clarified, practically, for each student present, the theory just learned about the need to tailor each message's design and execution to the individual receiver's need and ability to interpret.

#### 4.4.5.2. Memory

Memory processes were explained during skills training, too. The value of consciously maximising their own use of short-term memory, both visually and auditorily, was discovered by students during experiential tach-type exercises. Combinations of combined symbols, including letters and number digits, were flashed onto a substitute screen (wall) for a few seconds' duration by means of an overhead projector. Students recorded what they saw, consciously employing their short-term memories, having been forewarned that the time that the combination was to be visible was brief. The value of this use of both echoic and short-term memory (see 2.2.) was then applied in reading efficiency development, to minimise regressing and promote confidence in word recognition.

A further memory exercise, on the lines of Kim's Game, was assessed both by the students themselves, and by the researcher, later, for use in stage two. Students committed to memory thirty unrelated, commonly used, familiar items which were set out on a table. The items were visible for a short time only. Students were allowed to memorise the items during two consecutive stages of observational conditions. Rules of the first memorising stage of four minutes permitted observers to touch, pick up and discuss the items to be recalled. Each item had to be returned to its exact original location after being picked up. The second stage of one minute did not allow any touching or comment at all. Students just observed, silent and still, committing the items to memory. Provision was thus made for the different

kinds of learning.

The memorised items were then recalled, and listed on a piece of paper, within five minutes. How each was remembered, and the individual processes of recall, were then noted down by each student. Then one of them read out the items personally recalled, and every item was checked by all. After the checking, students noted, on the same page, how the items had been committed to memory in the first place, and why they thought that they had forgotten the items that they did not recall. They then wrote a brief assessment of their own memory use during the exercise, compared with their memory performance during preparation for, and the writing of, the previous week's essay test. **The proportion of items recalled, reduced to a rating of up to ten, was later placed against the communicativeness profile (see Table 5.3.) to facilitate subsequent intimations at stage three.** Evaluation of the student written explanation, self-assessment and comment on these memory exercise sheets contributed to stage two. Each of the sheets themselves were attached to the rest of the individual details collected per student.

#### 4.5. STAGE 2. RECORDING OF VOICED, WRITTEN AND OBSERVED DETAIL

Qualitative information about aspects of didactic listening in the listening events of the criterion group's andragogy was obtained ethnomethodologically. This included written and spoken solicited and unsolicited comment of the lecturers as well as the students concerned, some as questionnaire responses or added to student exercises. It also included annotated biography - type recording of observed detail. These details covered the criterion group student and lecturer listening in the didactic andragogical context of the Business Studies Department of the Bulawayo Polytechnic.

Without any form of selectiveness, apart from the randomness of the presentation of the data, every incident during this stage was painstakingly noted, either whilst it was being enacted, or else immediately afterwards. Anything relating to listening, or to learning through listening, was considered useful data because although no significance was immediately obvious, it could prove contributory to a later perspective. Much of the time, stage two ran concurrently with stage one. This was because, having been supplying qualitative data, the experience of supplying that data was still fresh in the mind of the student, lecturer, researcher concerned and qualitative nuances could be fully exploited, observed, appreciated, noted. This approach also minimised any artificiality in raising a topic already closed.

The researcher was at one and the same time both participator in, and observer of, the department's andragogical environment, since she had been a contributive member of it over a number of years. This was particularly so as far as fellow lecturers were concerned. During those years, several problems with various levels of authority had been mutually shared and contested. Therefore empathetic relations had been well established, to mutual benefit. The research exercise was ancillary to continued, contributive membership, and it became a tribute to the members of the department as much as an academic enquiry.

#### 4.5.1. Student Details

Several instruments were used for collection of student data. The basic, relevant student detail was obtained by means of a filled form. It was the customary course entry information sheet, filled by each student during the first timetabled Communication period. This became the initial page of each individual personal details record. It requested all details required for the attendance register as well as useful background information. Entry qualification, school and date; reason for selecting the course; future study and work intentions; experience in a business environment; reading habits;



textbooks owned; preferred learning mode and a short thumbnail sketch including anything that the lecturer should know about the individual, covers the form's requests. A copy of this entry information sheet can be found in Appendix 4.

The filling of this form was done in the presence of the researcher, so that guidance could be given where necessary. Some of its routine detail was needed for the attendance registers, other for background knowledge for the lecturer, as well as for the study.

#### 4.5.2. Student Questionnaire

From the criterion group students, further detail was requested, mid-course, once the study skills and personal skills training had been completed. The instrument used was a structured questionnaire (see Appendix 5) designed to provide, inter alia, information which would mutually inter-support the information provided by a concurrently presented lecturer questionnaire (see questions 4 and 5).

The above-mentioned questionnaire aimed to obtain information on aspects of learning through the lecture-tutorial system which the students had been experiencing. They were asked to fill it to assist with the ongoing enquiry into the newly introduced system. A similar enquiry had been made the previous, introductory, year. Lecturers were still comparing the new system with the previous system, which had involved class teaching only. The reason for the change had been to accommodate increasing student to lecturer ratios.

From the students, this questionnaire solicited information on how they used their lectures, how their questions and answers were treated by their lecturers, and whether their own learning preferences were catered to. There were both closed and open questions. The closed questions

(questions 1-8, except the final parts of questions 1 & 4) provided discrete concrete factors, which could be isolated and quantified for comparison. Comparisons were made, both among the same questionnaire responses and with the responses to the lecturer questionnaire. The open questions (the final parts of questions 1 & 4 and question 9) were designed to provide anecdotal detail, both for the individual skeleton histories to be formed during stage three of this empirical research, and to render an overall summary of the group. Students were assured of anonymity. However, for the purpose of complementing individual detail, it was requested that the identity box, which was specifically isolated from the response area of the questionnaire, be filled. This identity box was to be removed from the sheets if they were later to be scrutinised by others than the researcher herself.

#### 4.5.3. Résumé of the Collection of Student Data

By the completion of the data collection exercise, at the close of the year's course, all individual details of students had been collated with the initial Business Communication course entry sheet. This was done so that a clearer picture, per individual, was made possible more readily, particularly when trend representations were traced. The instruments and exercises which yielded the student detail are described in Appendices 1. - 6.). The collected individual student detail included the following.

- a) Memory exercise sheet with student comment and self-assessment (see 4.4.5.2.)
- b) Audio tape listening post-test with student comments (see 4.4.3.)
- c) Filled questionnaire sheet (see 4.5.2.) on which questions 4 & 5 matched the lecturer questionnaire. This questionnaire was completed during a lecture period once student skills training had been covered.

- d) Personal communicativeness profile, which shows the individual comparative communicativeness rating of reading, speaking, listening and writing as summatively tested.
- e) Student preference for learning through a diagram or an analogue presentation, which had been noted incidentally
- f) Average reading speed and true reading comprehension score taken from the raw reading test scores and the given assessment on whether or not the reading was considered balanced.
- g) The live comment on the individual oral report to the tutorial group. Report delivery had been audio-taped whilst performance was observed. Written comment on non-verbal factors, and the deliverer's adjustment to the delivery circumstances at the time, had been noted during the live delivery. (The reports had been marked later, from the taped version, with reference, also, to both the live comment and the individual's delivery speech notes.)
- h) Attendance %, sex, Mock Examination Communication mark, National Examination marks for all subjects attempted, the in-course assessment marks for all subjects attempted, and, the National Communication Examination mark, re-adjusted to its raw % score before the addition of the in-course assessment mark.

In order to complete these individual student detail records, anecdotal notes were also made of the way in which each small group carried out the tutorial activities in the skills laboratory, and of individual activity during tutorials. Other listening, or listened learning information, regarding criterion group students during didactic andragogical events was likewise noted.

#### 4.5.4. Lecturer Details

Information about the lecture environment's listening aspects was needed from lecturers as well if a complete picture was to emerge. They were the initiators of the learning, during the listening oriented lecture events and had fresh in their minds an alternative, and not so exclusively listening confined

learning environment. The primary instrument used to obtain complementary relevant detail from the lecturers who were involved with teaching the criterion group was a matching questionnaire. It was designed so that the responses revealed information regarding student reactivity during lectures and tutorials. Information sought in the lecturers' questionnaire was related to the suitability of lecture-tutorial system for the teaching of their particular subject. From the point of view of subject teaching modes, the design of the questionnaire was eclectic, and respondents were requested to fill only those areas which applied to their own subject teaching area. This questionnaire, a copy of which is given in Appendix 6. was primarily aimed to be filled by lecturers who were teaching the criterion group. It was distributed during the same week that students filled their questionnaires during a lecture period.

#### 4.5.4.1. Lecturer Questionnaire

From the lecturers who were involved with teaching the criterion group, also towards the middle of the year, information regarding student reactivity during lectures and tutorials was solicited, again by questionnaire. The information sought in the lecturers' questionnaire related to the suitability of lecture-tutorial system for the teaching of their particular subject. It specifically asked lecturers to estimate the proportion of the group lectured or tutored which generally performed satisfactorily in -

- a) learning from practice exercises, spoken reasoning, taking notes from material projected by an overhead projector, chalkboard calculation or demonstration, diagrammatic explanation, discussion.
- b) interaction in the classroom in answering questions during tutorials, lectures also in asking questions during tutorials, lectures.
- c) evidenced learning in seeming to take notes, to read around the subject, interpreting the lectures and performing required work.

The lecturer questionnaire also asked for lecturer assessment of the proportion of student questions which were unclear, tangential, superfluous, repetitive of earlier ones, evaluative of the topic and those which were out of topic. From the point of view of subject teaching modes, the design of the questionnaire was eclectic, and respondents were requested to fill only those areas which applied to their own subject teaching area. It was primarily aimed to be filled by lecturers who were teaching the criterion group.

All of the responses to the first two questions in the lecturers' questionnaire could thus be quantified to compare with the relative student questionnaire responses.

#### 4.5.4.2. Non-criterion Group Lecturers of the Department

Several days after the lecturers who lectured or tutored the criterion group had been requested to complete the questionnaire, it became evident that some others in the department felt that they would also like to make their comment on the system in that way. Copies of the questionnaire were then distributed to all lecturers in the department for completion. The lecturers were requested to at least complete its qualitative, final section, on whether lectures were a suitable delivery mode for the brand of students who enrol for the Business Courses offered in the department.

#### 4.5.5. Secondary Instruments Employed

##### 4.5.5.1. Data Gathered From Similar, Non-criterion Group Students Following the Same Course

A class of Advanced Level, late entry students, who had covered the same course in two-thirds of the regular time allowance, in classes, instead of lectures, had caught up sufficiently in Communication to be able to join the

criterion group's lectures by the end of their first term (the criterion group's second term). They had received no formal skills training, but had had a higher level of schooling. Their lecturer, and tutor, who had also taught them during their first term, was also the lecturer and tutor of the criterion group. These students were also given the same student questionnaire, and the same taped listening post-test to complete, and to add their comments. Their response sheets, and their individual entry sheets, were retained. This was done with the thought of possibly describing one of these students in conjunction with selected criterion group students, in order to augment information on a seen trend. It was also considered a possibility that these questionnaire statistics might be contributory to a conclusion to be drawn from the questionnaire statistics of the criterion group. In a moderate way, therefore, these students could be considered a quasi-control group.

#### 4.5.5.2. Unstructured Interviews

Incidental comments from both students and lecturers were often solicited in the course of the daily events of the department. Sometimes spontaneous remarks and discussion also appeared to be relevant to the study. All were carefully recalled and noted, including non-verbal indicators. Interpretation was withheld at that stage, but where there seemed a clearly discernable inference, an indicative question or reference was added as a reminder to be reconsidered during the tracing of trends.

#### 4.5.6. Unsolicited Detail

##### 4.5.6.1. Lecturer Cooperativeness

Previously, it had been a lecturer tendency to avoid committing individual views to paper, partly because of the chore factor of the exercise, which is very onerous to oralists. There had been, also, reluctance towards self disclosure for such reasons as ethnographers report extensively of their

interviewing experience (Lummis 1987:127, Powney & Watts 1987:182 ). However, several lecturers' co-operative attitudes went as far as the inclusion of signatures, which had not even been suggested on the questionnaire. Even the ethnographical interviewee tendency to offer subsequent relevancies, and "off the record" confidences (Powney & Watts 1987:182), often produced salient indicators which could then be taken up. Conversely, a number of other lecturers, whose contributions would have been valued, remained unresponsive. Several lecturers had vaguely commented that they could not understand the questions, and one had actually asked to be guided through the questionnaire, which had been carefully done. All reaction, including non-reaction, was considered informative, and, therefore, was noted.

#### 4.5.6.2. Subsequent Events as Information Sources

Two further events seemed useful information sources. One was the giving of their national examination results to the 1992 students, and the processing of their subsequent 1993 enrollment into the next level. Because of bureaucratic procedures, and distances, the notices of results have usually not been received by students in early January when re-enrollment is done. Therefore the lists are made available when the exercise takes place. During the exercise, careful observation of the same lecturers and students who had been already under study was again promptly recorded. The second further useful source provided information on how some of the observed lecturers interact with students, and on their clericalness. This event was the enrollment of new students. It was done by a team of departmental lecturers, who undertook the sorting and selecting of large numbers of application letters, the interviewing of the shortlisted applicants and the recording of the selected applicants' details. These details were then supplied to the administration division, which processed application forms, sent them to the applicants and then accepted payment of fees.

Follow-up was necessary in the form of reserve-listed applicants being substituted for those who did not reply, which necessitated more interviewing and coordination with the administration. The requisite teamwork, paperwork and individual personal relations with other staff and prospective students, offered supplementary detail which would normally not have been available to a fellow lecturer. It simulated classroom activity, and was considered a particularly valuable additional source of insights into how those lecturers incurred the reactions during lectures and tutorials which had been reported by the students in their responses.

#### 4.6. RECORDED VISUAL FACTORS

Very often, indications of how the listener is receiving the information heard can be suggested by the appearance of the learner. Eye positions influence the movement of the head during recall (see 3.5.2.). It was possible to sketch some students' head positions during tests and examinations, whilst performing invigilation duties. These sketches offered an additional dimension of recorded detail for some of the students observed during the study.

#### 4.7. STAGE 3. ISOLATION OF THEMES AND IDENTIFICATION OF REPRESENTATIVE CASE STUDIES

The third listed aim of this study of andragogic listening is the exploration of the perception factor as it filters the learning content, and the evidence of learning as it reflects this perception-filtered content (see 1.3.). In the third stage of the research, it was intended to pinpoint the listening factors which emerged when the annotated biographies, student comment, lecturer comment and the observation notes were sifted and compared.

Stages one and two had been expected to produce a description of the listening factors which contributed to learning in the lecture- tutorial environment of the Business Studies Department of the Bulawayo



Polytechnic in 1992. The students in the criterion group, and their lecturers, composed a closely monitored microcosm of the whole department. This was to be scrutinised for amplification of trends suggested in the communicativeness profile. Because a part cannot be isolated from the whole, similarly experienced individuals adjacent to this microcosm were also considered to be of possible interest, where their views, or experiences, reflected or supported comparative listening features.

It was also reasoned that if listening for intended meaning of a topic can be evidenced by subsequent mastery of that topic, and that if performance of trained listeners can be compared with performance of untrained, but similar, listeners who have an equal opportunity, any advantages of trained listening should be revealed. These advantages could indicate the contributions to learning made by listening. Such a comparison could also, possibly, expose successful student strategies in overcoming poor listening skill or unsuitable learning mode. Specific questions about andragogical listening, which also encompassed the four listed aims of the study, were composed. It was considered that if the answers to these questions were to be found in the collected biographies, they ought to compositely provide a summary answer to the enquiry of this study. These questions are listed below.

- a) How do different literacies use their listening, especially in lectures?
- b) How do lecturers cater to the listening need of the different literacies?
- c) How do students cope in lectures, and afterwards, with possible agogical dissonance experienced during the lecture?
- d) How can lecturers identify any incongruency of their delivery style with student learning preference?
- e) How does listening contribute to learning from lectures?
- f) Does student listening influence lecture delivery?
- g) Does student listening influence the lecture support work done in tutorials; and if it does, how does it?

An independent, but parallel, information sifting procedure was also carried out. Closely related to questions a) and b), it was based upon the list of the range of oralist to literist and electromagnetist indicators which was compiled in chapter three (see Figure. 3.1.). Students and lecturers whose characteristics reflected these indicators were isolated and listed as likely case study subjects. Where the already established trends could also be recognised in these individuals, there was stronger likelihood of their becoming a case study subject.

The establishment of the effect of the students' freedom to learn in their most preferred way, having attained, through lecturer guidance, their personal best ability in that preference, was expected to be clarified in the individual progress and comments. Initially, each individual's preference was to be noted on the record file, compared against own results, and the resultant evaluation also recorded there. The individual skill attained in that preference was to be also checked, as a moderating influence, since learned disability could affect such achievement. These details would later be collated into lists, according to learning preference.

All the above listed information was intended to indicate the characteristics of andragogical listening, as it is found in the Business Studies Department of the Bulawayo Polytechnic. Chapter Five, which follows, records the results of this research. The individual and group case studies of Chapter Six illustrate these results. Chapter Seven concludes on the results.

#### 4.8. SUMMARY OF CHAPTER FOUR

The research fell into three stages. The first stage drew an empirically established communicativeness profile of the group selected to be the criterion group. The second stage elicited ethnomethodological descriptive detail of andragogical listening features, revealed by both the criterion group and its lecturers. The third stage sifted the detail of stage two, using the

statistical information from stage one, and the orality-literacy continuum characteristics from chapter three, as criteria from which to establish trends. To illustrate these trends, representative individuals or groups were to be identified and case studies of them would form Chapter Six. The criterion group was given the usual personal skills training in conjunction with the usual business communication course. These were especially enhanced by a listening awareness approach, since their solicited comments were designed to offer information about the newly introduced lecture-tutorial learning environment. The training of receiver skills of reading and listening were both described, since training of reading was used as a readiness foundation for the training of listening. Because there are some differences, in the ratio of the components of the two receiver skills, emphasis was given to deep-level understanding in order to fit the skill of reading fully as an introduction to the skill of listening. Listening skill needed to penetrate the detail of the delivery to determine the essential reasoning and gist. The use of material learned through listening was also assessed, since application of learned information reveals the effectiveness of listening in a lecture. The common components of memory and perceptiveness in all of the four personal communicative skills of reading, writing, listening and speaking were also fostered experientially.

The ethnomethodologically described data was obtained initially through a student questionnaire and a lecturer questionnaire. Two of the questions on the student questionnaire were designed to match the content of the lecturer questionnaire. Further data was obtained by oral enquiry, by observation and by other written responses. Both information, which emerged spontaneously, and useful relevant detail, encountered during several subsequent events, were noted. Some equivalent detail was also sought from lecturers who taught the same level, and from some students following the same course who were closely similar to the criterion group. It was thought that there might be some relevant comparison, or support for a trend, which could be obtained thus. The third stage, in which all detail was sifted,

involved checking the congruence of each individual's recorded detail with the same individual's questionnaire responses. It also involved an attempt to assess the individual's orality and literacy characteristics. These were expected to produce indications of trends in andragogical listening in the Business Studies Department of the Bulawayo Polytechnic. Those trends would be represented by relevant case studies after the results were presented.

## CHAPTER FIVE

### THE RESULTS OF THE RESEARCH

#### 5.1. MOTIVATION

This entire study has aimed to gather and evaluate comparative data on listening in tertiary didactics in the light of established information reported in the related literature. The target group, which includes the Criterion Group, was selected in the Business Studies Department of the Bulawayo Polytechnic. The data was gathered partly from the evaluative instruments used in the communicativeness skills training which was included in the Business Communication course. It was also collected from structured and unstructured questionnaires besides incidentally during the course. These sources yielded a statistical groundstructure and an ethnomethodological description. The empirical study fell into three sections, the statistical groundstructure, the ethnomethodological descriptive detail and the selection of representative case study subjects. The case studies are to form the next chapter, Chapter Six.

#### 5.2. STAGE ONE - STATISTICAL GROUNDSTRUCTURE

##### 5.2.1. Analysis of the 1992 National Examination Communication Marks of the Criterion Group

In order to establish whether or not subjects were able to learn from a predominantly listening learning environment, the end of year Business Communication National Examination raw results for the target group were appraised as shown below.

	Criterion Group		Late Entry "A" Level Group	
	N	%	N	%
75 - 100	0		0	
60 - 74	13	20,97	10	52,63
50 - 59	35	56,45	8	42,11
45 - 49	9	14,52	1	5,26
40 - 44	4	6,45	0	
35 - 39	1	1,61	0	
Group $\bar{x}$	53,193548		58,447368	
Group St. Dev.	6,1293134		7,1236982	

FIGURE 5.1 National Communication Mark Analysis for Target Group Without the Incorporation of In-course Assessment Marks

The above comparison highlights the fact that the target group was composed of subjects who either wanted a practical training, or whose learning had not achieved acceptable University entry standard. The relative, late-entry group, on the other hand, was composed of students who did not wish to wait a full academic year before continuing their studies.

### 5.2.2. Entry Learning Mode Preferences

Because students entering tertiary learning institutions are already experienced learners, although their learning might not be as effective as it could be, preferred modes of learning were established for the two groups. These were to be compared against the same individual's favourable learning mode after skills training to establish true individual preference. Below (Figure 5.2.) is an analysis of the learning modes preferred by the individuals in the target group.

Learning Mode	Group 1.	Group 2.	Both
Listening only	0 (0 %)	4 (12.9 %)	4 (6.25 %)
Reading only	5 (15.15 %)	8 (25.81 %)	13 (20.31%)
Discussion only	2 (6.06 %)	4 (12.9 %)	6 (9.38 %)
Listening and Reading	5 (15.15 %)	8 (25.81 %)	13 (20.31 %)
Listening and Discussing	7 (21.21 %)	1 (22.58 %)	8 (12.5 %)
Reading and Discussing	9 (27.27 %)	4 (12.9 %)	13 (20.31 %)
All Three	5 (15.15 %)	3 (9.68 %)	8 (12.5 %)

FIGURE 5.2. Analysis of Preferred Learning Modes of the Target Group

The preference for listening, including other modes as well, amounted to just over 39%. The target group's information delivery mode was essentially the listening dominated lectures and tutorials. However, the mean average mark attained in the National Communication Examination was 53,19 %. This, together with the Standard Deviation of 6,13 does indicate a fair general learning achievement for the target group. It also indicates that learning by alternative modes than listening must have been implicated.

The preference for reading as learning mode, however, can be seen to rate higher, generally, than the preference for listening, which was the target group's predominant given learning mode. Also to be noted is the fact that of the combined group learning preferences, although reading scores the highest, at 13, both the combinations of listening and reading, and reading and discussing, score 13 as well. In this particular sample, then, there is an equivalent proportion of subjects who prefer to learn by reading only, by the conventional lecture and reading follow-up or by reading the information for themselves and discussing, whether discussion is informally amongst themselves or in tutorials.

A comparison of the two groups reveals that the "A" level subjects, having had a further year of study in schools, had stronger reading preferences than those who left school at "O" level. The majority of the "O" level subjects who opted for reading seemed to also need to discuss, and the next most popular learning mode of listening and discussing also included discussion. There seemed, therefore, to be a higher proportion of oralist learning evidenced in the "O" levels group (Group 1) than in the "A" level group (Group 2). This could indicate their need for a less academic approach to the information delivery style than their seniors, even where the content was the same.

The established preference for reading would seem to confirm the literature sourced fact (see 1.3.2.) that although the initial lecture learning (by listening) might provide an overview of the topic, formulate attitudes and enthusiasm towards the topic, the individual learner's knowledge of the topic is subsequently completed through the reading of the detail and reasoning factors so well presented through the written word.

### 5.2.3. Communicativeness Profile of the Target Group

In order to promote in the "O" Level subjects both an awareness of their own skill potential and to ensure maximum individual listening learning ability, the personal communicativeness skills were trained. These were then evaluated and a profile of each individual was drawn. This served both to feedback relative achieved ability to the individual concerned and to establish a basis upon which to build comparisons between individual abilities. These comparisons could yield trend information, particularly about didactic andragogical listening.

Students who did not have the skill assessment mark for any one of the four skills are not included in the profile below, but they are included in the subsequent assessment. Those who have no memory assessment mark, however, have been included since the memory test has merely been added



	Name	Reading	Speaking	Listening	Writing	Memory	Listening Preference.
1.	Ros Jamb	8	6.5	8.5	4	4.5	D
2.	Ag Muku	6	4	2.5	3.5	5	L & D
3.	Ed Musar	8	5.5	4.5	5	4	All
4.	Merv Ndeb	6	7	3.5	4	5	R
5.	Del Ndhl	8	7.5	4.5	7.5	6.5	R & D
6.	Kwan Ndhl	9	7.5	7.5	4.5	6	i)D ii)L
7.	Sind Ndlh	9	9	6.5	4	6	All
8.	Taw Ndhl	7	8	7	4.5	5	R
9.	Rori Ndou	9	8.5	5.5	3	6	L & D
10.	Sifel Nhli	7	7	5.5	5	4.5	R & D
11.	Sifi Nhli	10	6	9.5	6	5	R & D
12.	Zvit Njay	10	8.5	4.5	9.5	5	R & D
13.	Jabu Nkal	7	7	5.5	5.5	6	R
14.	Then Ntin	9	6	6.5	3.5	6	R & D
15.	Ros Ntul	8	7.5	3.5	5	-	R & D
16.	Itay Nyam	8	4	5	4.5	7	All
17.	Sehl Nyat	8	6.5	8.5	3.5	-	L & R
18.	Char Nyik	8	5	4	3.5	7	L & D
19.	Conr Nyon	9	6.5	7	8.5	6	L & D
20.	Phat Nyon	7	4.5	6	7	6	R
21.	Harm Pamb	9	6	4.5	4.5	7	All
22.	Sand Pili	8	9	7	2.5	7	L & D
23.	Ali Sith	10	7	6.5	7	7	L & R
24.	Hobs Mato	6	7.5	4.5	7	6.5	L & R
25.	Phat Ntin	9	8.5	7	7	6	L
26.	Fara Sadz	8	7	7.5	4	5.5	All
27.	Then Siba	7	6.5	3.5	5	6	L
28.	Just Sigo	10	9.5	7	8.5	6	R & L
29.	Sija Sime	8	8	5.5	4	5	R
30.	Lino Sith	10	7.5	4	3	6	L & R
31.	Amos Svov	10	9	5.5	4	6	R
32.	Tshe Tsum	9	8.5	5	9	5	R
33.	Samu Tund	8	9.5	9.5	7	5.5	R & D
34.	Paul Utet	9	7	8	8	6	R
35.	Sibo Vund	6	6	5	5.5	4	L & R
36.	Oste What	4	8	6	5.5	6	R & D
37.	Clem What	10	9	6.5	9	5	R
38.	Rumb Zemu	3	6	6	7	6	R & L
39.	Anna Zhou	8	8.5	6.5	4	5	L & D
40.	Norm Zimb	6	7	4	3	4	L & R
41.	Inno Zimb	9	9.5	4.5	4.5	5.5	R & D
42.	Coll Zulu	9	6	6	3.5	5	R
Average to 2 places		8.02	7.2	5.83	5.33	5.64	by ClarisWorks
Standard Deviation		1.6	1.45	1.67	1.9	0.84	by ClarisWorks
*full original group average was		8.06	7.12	5.56	6.36	5.63	by pocket calculator originally to give average by which all could measure this detail also informs
*those who missed tests		13	5	8	0	4	

TABLE 5.3. Communicativeness Profile of Target Group

as a comparative to extend the informativeness of the profile. In all, thirteen students missed the reading evaluation instrument (see Appendix 3), five did not deliver an oral report, eight missed the listening evaluation instrument (see Appendix 1) and all wrote the investigation report. The Communicativeness Profile of the target group is set out above in Table 5.3..

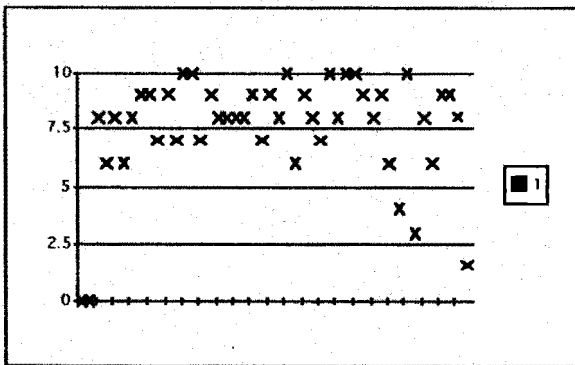
#### 5.2.4. Relative Receptiveness

The above table contains the full range of each individual's trained communicativeness. However, this study isolates the oral aspects of the individual's communicative ability, particularly the receiver ability of listening. Comparison of the two receiver abilities of the individuals as a group, that is comparison of the average reading rate with the average listening rate, reveals a marked superiority in reading skill by more than two of the ten points ( $8.02 - 5.83 = 2.19$ ). The following two scatter charts represent the comparative attained skill level for each receiver skill. They are dispersed at different levels of the normal dispersion, despite the similar standard deviation of the two skills for the recorded profiles. (Individual cases are to be appraised later). Skill content differences need to be borne in mind in interpreting the above data (see Table 4.1.), a reminder of it follows:

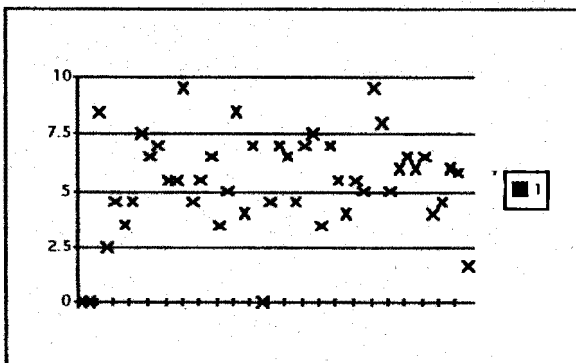
	Main Idea	Relationship of Facts	Facts
EDL Reading - (comprehension)	1	2	7
Listening (analysis)	2	4	4

FIGURE 5.4. Extract From Figure 4.1.

Both scatter charts below are based upon the communicativeness profile shown as Figure 5.3.



a) Reading Rates Scatter Chart.



b) Listening Rates Scatter Chart.

FIGURE 5.5. Reading and Listening Rate Scatter Charts Showing Skill Dispersion for Each in the Group

The content difference established in 4.3.1. and Figure 4.1. shows that skill required for the listening test demands a greater depth of interpretation of content, generally, than does the more surface-level biased test for reading. The same standard deviation for both would indicate a relativeness of skill in the group members. However, the .07 difference of standard deviation in favour of reading in these group scores could indicate the comparativeness of the two skills, content-wise, rather than a difference of student ability per se.

**A comparison of these reading rate and listening rate charts, therefore, confirms that it is easier to obtain total content by reading than by listening, which is the already acknowledged reason why students are encouraged to follow up listening in lectures by subsequent reading up of the topic in reference sources.**

#### 5.2.5. Relative Performance

The four communicativeness rates of the profile in Figure 5.3. can be compared to indicate relative strengths and weaknesses in the trained student group. For instance, it is evident that the students score better at reading than at any other skill, unless we take into account the content of each skill. Reading and listening ability have already been noted to be comparative when the skill content moderates the scores attained (see 5.1.4.).

The second highest score achieved by the group as a whole is that of speaking (giving an oral report). Since speaking is the primary mode of human communicativeness, we could have anticipated that it would feature high in comparison with other communicativeness skills. This is supported by the fact that the standard deviation for the speaking testing was the narrowest, being 1.45. By the same token, it is not surprising that both the

listening and the writing scores average between 50 % and 60 %, as does, also, the memory test average, since they all depend considerably upon memory. The increasing standard deviations (listening 1.67 and writing 1.9 ) reveal, however, that there was less trained heterogeneity of ability in these two skills. This increase in individual variation occurs, despite the comparatively similar memory ability shown by the memory test's standard deviation of 0.84.

For a comparison of spoken and written performance, which could also indicate learning preference, the two transmitter skills for all 58 students who had attempted both were matched. Of these only 15,51 % wrote better reports than they were able to deliver orally. Those whose oral reports were better than their written ones were the majority, being 77,58 %. The few who performed equally well at both constituted just 6,9 %. This comparison revealed a predominance of oral preference learners who ought, therefore, to be capable listeners. The entry stated preferences for the target group showed only just over 39 % preferring listening, whether alone or combined with another mode, but this relates to lecture listening mainly. If the preferences for discussion, both alone and combined with reading, being 29,69 %, are also included in the preferences for listening, a more compatible figure of 68,75 % results. It could mean that students do indeed use oral modes for learning but that these are both with the lecturer and with each other outside lectures.

The study's use of the communicativeness profile itself is intended as a basic, statistical groundstructure, from which subsequent consideration of the individuals within the target (Criterion) group can be undertaken. The credibility of the profile rests on the training of the criterion group's communicativeness skills (see 4.3. - 4.3.4.2.). The qualitative, descriptive, results of the second stage of the research, which follow here, are later to be related to the above quantitative data of the profile in stage three.

### 5.3. LISTENING : THE DEPENDENT VARIABLE OF THE STUDY

#### 5.3.1. Verification Whether Stated Learning Preference was Indeed Listening

Improvement of listening skill could have altered a subject's learning preference. The subjects' subsequently evidenced preferred (superior) receiver skill was compared against their initially stated preference by the McNemar test of changes (Mulder 1987:163), to establish whether the dependent variable was indeed the target subjects' eventual learning preference.

Null hypothesis :

There was no anomaly in the statement of learning preference for listening, made by each student before listening skill training, and own preferred learning mode, evidenced in the attainment of a communication profile receiver rating for listening equal to, or better than, the communication profile receiver rating for reading.

Nuisance Variables :

It was considered possible that some of the subjects might have interpreted "preference" on the initial entry form as "possible way to learn", or might have been unaccustomed to assessing their learning for themselves.

In Table 5.6.a. below,

"yes" or "no" in the before treatment column indicates whether or not the subject preferred listening as a learning mode;

"yes" in the after treatment column indicates that the subject's skill mark in listening is as high as, or higher than, the same subject's skill mark in reading; "no" indicates that it is lower than the same subject's skill mark in reading.

In the final column a comparison of the two previous columns is

Evidenced Preference for Listening			
Student	Before Treatment	After Treatment	Both Compared
A	No	Yes	D
B	Yes	No	A
C	Yes	No	A
D	No	No	C
E	No	No	C
F	Yes	No	A
G	Yes	No	A
H	No	Yes	D
I	Yes	No	A
J	No	No	C
K	No	Yes	D
L	No	No	C
M	No	No	C
N	No	No	C
O	No	No	C
P	Yes	No	A
Q	Yes	Yes	B
R	Yes	No	A
S	Yes	No	A
T	No	No	C
U	Yes	No	A
V	Yes	No	A
W	Yes	No	A
X	Yes	No	A
Y	Yes	No	A
Z	Yes	No	A
AA	Yes	No	A
BB	No	No	C
CC	Yes	No	A
DD	Yes	No	A
EE	No	No	C
FF	Yes	No	A
GG	No	No	C
HH	Yes	No	A
II	No	Yes	D
JJ	No	No	C
KK	Yes	No	A
LL	No	Yes	
MM	No	No	C
NN	Yes	Yes	B
OO	Yes	No	A
PP	Yes	No	A
QQ	No	No	C
RR	No	No	C
Totals	Yes 24 No 20	Yes 7 No 37	(see Table 5.4.b)

TABLE 5.6.a. Evidenced Listening Preference for the Target Group

The above data is summarised below.

Preference after training				
Preference before Training		No (A)	Yes (B)	Total
	Yes	22	2	24
	No	(C) 15	(D) 4	19
	Total	37	6	43

TABLE 5.6.b. Summary of Data in Table 5.6.a.

represented thus

A = Preferred before but evidenced no after treatment

B = Yes both before and after

C = No both before and after treatment

D = Not preferred before but evidenced yes after treatment



Given formula

$$\begin{aligned}
 \chi^2 &= \frac{(IA - DI - 1)^2}{A + D} \\
 &= \frac{(122 - 41 - 1)^2}{22 + 4} \\
 &= \frac{172}{26} \\
 &= \frac{289}{26} \\
 &= 11,115385
 \end{aligned}$$

$$\text{Degrees of freedom} = (R - 1) (C - 1)$$

$$\text{df} = (2 - 1) (2 - 1) = 1$$

According to the Chi square distribution table (Mulder 1987:240), the critical Chi square values for a two-tailed test with one degree of freedom is 3,84 (5 % level) and 6,64 (1 % level).

Since the above calculated value of 11,115385 is greater than each of the two critical values, the null hypothesis must be rejected. It can be stated with 99% confidence that the students' stated preference for listening made before listening skill training did not indicate their potential listening ability, evidenced in the communicativeness profile, which was established after their listening skill training and which was compared against the same individual's other receiver skill of reading (whether as good as or better than). In other words, students could not be expected to be able to select listening as their own best learning mode before training in the mode of listening had been undertaken. The didactic inference here is that if lectures are to be the mode of delivery, some form of listening skill development needs to be available to the learners prior to commencement of, and concurrent with, the course of lectures.

### 5.3.2. Verification of Evaluation of Dependent Variable

In order to confirm the evaluation of the dependent variable (see Listening

column in Table 5.3.) a further and different evaluation instrument was constructed (see Appendix 2) and the resultant scores of the subjects was compared with the scores of the first instrument (see Appendix 1).

Only 52 of the subjects also attempted the Secondary Listening Evaluation, which aimed to establish whether a learner could retain, and use, information delivered by oral delivery. A comparison was made by means of the t-Test for two sets of related data (Mulder 1987:145) between the immediate listened learning of the listening test, and the more long term listened learning of an oral delivery, evaluated for understanding a week later, which could indicate the learning value of lectures as opposed to the clinically obtained evaluation of listening by the listening test.

Null Hypothesis :

There is no significant difference between the listening mark gained by the criterion group in their listening skill evaluation test and the mark attained by the same students in their audio-tape post-test, written a week subsequent to the working of the taped exercise.

Intervening variable :

It was earlier established that learning from audio-print, the listened learning from audio media, requires additionally accustomed tuning-in. Although the students concerned were conversant with the use of their own taped music listening, it is not certain that taped voice, which is input predominantly by the alternate ear, had become as familiar to them.

Nuisance Variable :

A number of the students attempting the audio tape post-test answered only

the True or False option so that they were not eligible for the full mark allotted. Their marks were, therefore, unusable and so are omitted.

Student	L.S. test	A.T.P-t	Diff (AT-LS)	Diff Squared
A	4,5	6,25	1,75	3,0625
B	3,5	3,5	0	0
C	7,5	7,5	0	0
D	4,5	5,75	1,25	1,5625
E	4,5	7	2,5	6,25
F	6,5	9	2,5	6,25
G	7	7	0	0
H	5,5	9,5	4	1
I	9,5	7,5	2	4
J	4,5	8,75	4,25	18,0625
K	5,5	8	2,5	6,25
L	3	4	1	1
M	3,5	8,25	4,75	22,5625
N	5	5,75	0,75	0,5625
O	4	4,25	0,25	0,0625
P	7	5,75	1,25	1,5625
Q	6	6,75	0,75	0,5625
R	6,5	8	1,5	2,25
S	2,5	4	1,5	2,25
T	7,5	5,5	2	4
U	3	4	1	1
V	3,5	7,5	4	16
W	5,5	4,75	0,75	0,5625
X	4,5	6,75	2,25	5,0625
Y	4	6,75	2,75	7,5625
Z	5,5	6,25	0,75	0,5625
AA	5,5	7,25	1,75	3,0625
BB	5	8	3	9
CC	9,5	7,75	1,75	3,0625
DD	8	6,75	1,25	1,5625
EE	6	7,5	1,5	2,2
FF	6,5	6,5	0	0
GG	6	6	0	0
HH	4	4,25	0,25	0,0625
II	4,5	4,75	0,25	0,0625
JJ	6	7,75	1,75	3,0625
KK	5,5	7,5	2	4
37 (N)			41,5 ( $\Sigma D$ )	153,6875 ( $\Sigma D^2$ )

TABLE 5.7. Marks and Their differences for the Two Listening Tests Taken by the Criterion Group

In Table 5.7. above are tabled the ten-point scores of the 37 students in the criterion group who wrote both the listening skill test (see Appendix 1) and the audio-tape post-test (see Appendix 2).

$$\begin{aligned}
 t &= \frac{\sqrt{(N-1) \sum D}}{\sqrt{N \sum D^2 - (\sum D)^2}} \\
 &= \frac{\sqrt{(36 \times 41,5)}}{\sqrt{(37 \times 153,6875 - 41,5^2)}} \\
 &= \frac{\sqrt{1494}}{\sqrt{5686,4375 - 1722,25}} \\
 &= \frac{38,652296}{62,961794} \\
 &= 0,6139008
 \end{aligned}$$

Number of degrees of freedom:

$$\begin{aligned}
 df &= N - 1 \text{ ( where } N = \text{ number of students )} \\
 &= 37 - 1 \\
 &= 36
 \end{aligned}$$

The critical  $t$  value for a two-tailed test with 36 degrees of freedom is not shown in table C (Mulder 1987:236) but the  $t$  values for 30 and 40 degrees of freedom are. They are -

30 df 2,042 (5%) and 2,750 (1%)

40 df 2,021 (5%) and 2,704 (1%)

Because the t value calculated above is well below all of the critical t values, the null hypothesis cannot be rejected. This infers that the means of the two listening tests are not significantly different and the communicativeness profile's listening rating can be accepted as a representation of listened learning, whether from lectures or from audio print.

A further indicator occurs when the six students whose mark for the audio tape post-test is lower than that of the listening test are isolated. Of the six, two had indicated preference for reading only, two had indicated preference equally for both reading and discussion, one was ambivalent and the sixth, a 36 year-old male student, considered his preference was for listening and discussion. Only one of the six had attained a rating of 10 (balanced) for reading, the alternative receiver skill tested. These students are obviously less able learners from audio media than from live oral delivery and emerge, individually and severally, as possible trend information sources. They are possible candidates for the representative case studies which form Chapter Six of this study.

#### 5.4. STAGE TWO

The vast amount of individual descriptive detail amassed on the human constituent components of the andragogic triangle, enacted in the Business Studies Department of the Bulawayo Polytechnic, precludes total, itemised recording here. Instead, descriptive outlines of the relevant responses will be offered section by section using the original wording as far as possible. However, total reports of representative samples will be drawn from the detailed records of the individuals selected to represent trends and levels in the case studies of Chapter Six of this study.

### 5.4.1. Solicited Information From Students

#### 5.4.1.1. Student Questionnaire Responses

In order to establish information from the target student group about aspects of their listened learning a structured questionnaire was designed (see Appendix 5). This questionnaire solicited from the students information on how they used their lectures, how their questions and answers were treated by their lecturers, and whether their own learning preferences were catered to.

There were both closed and open questions. The closed questions (questions 1-8, except the final parts of questions 1 & 4) provided discrete concrete factors, which could be isolated and quantified for comparison. Comparisons were made, both among the same questionnaire responses and with the responses to the lecturer questionnaire. The open questions (the final parts of questions 1 & 4 and question 9) were designed to provide anecdotal detail, both for the individual skeleton histories to be formed during stage three of the empirical research, and to render an overall summary of the group. Students were assured of anonymity. Since the questionnaire was completed during lecture time, 57 completed response sheets were returned. Some students interpreted it as an enquiry into communication work only and others realised that it applied to all subjects. However, the following of the completion instructions varied, so that the questionnaire responses were filled in the following proportions:

1,75438 % all indiscriminately, therefore invalidated  
85,964912 % selectively  
40,350877 % graded

The table below lists the responses to the quantitative questions of the student questionnaire:

Question	Response	Percentage
1	Preferred lectures	31,57894
	Preferred tutorials	70,175439
	Liked both together	0,350877
4	Lecturer's question:	
	can understand	82,45614
	can understand at times	3,5087719
	cannot understand	10
	Student's reply	
	understood	64,912281
	sometimes understood	5,2631579
	No response returned	26,315789
5	(Every possible combination of the five lecture activities was represented as preferred by at least one respondent)	
	Favoured all combined	26,315789
6	Supplement lectures by	
	a) Reading	8,7719298
	b) Reading another's notes	1,75438
	c) Discussing with another	1,75438
	d) Tutorial work	1,75438
	(most used several methods)	
	combination of all	17,534386
a), c) & d)	19,298246	
	a) & d)	28,070175
7	Comparison of lecture notes	
	any difference	14,035088
	little difference	73,684211
	no difference	5,263159
	subject does not compare	1,75438
	no response	3,50877
8	Prefer to read up information	
	after lecture	54,385965
	before lecture	42,105263
	before and after	3,508719

TABLE 5.8. Table of Quantitative Responses to Student Questionnaire

#### 5.4.1.2. Qualitative Responses to Student Questionnaire

##### Question 1. Why prefer lectures

The general consensus was that lectures gave the necessary basics / skeleton so that notes could be taken and learners then “add flesh” / more detail.

Others appreciated that much evaluated, detailed information was delivered over a short period, “90% of which was new to the listener”. The consequent notes were a guide to the learner later studying on his, or her, own.

Some Individual Views on preference for lectures were

“You just have to take what is given to you.”

“I like listening in a large group because if I miss some facts I can forward my problem to other students.”

“Lectures make me sleep.”



"Lectures are time-consuming and I can understand better reading alone."

" ... so many students in a lecture I am shy to ask when I have problems."

"In lectures I always get problems which won't be paid attention to."

#### Why prefer tutorials

Generally, students appreciated the individual attention / close communication which lecturers afforded and the fact that plenty of time was allowed to ask questions. Many commented that they understood better from "lessons" / from "working exercises" / from "spoken explanations which are discussed".

#### Some Individual Views on Tutorials:

"I don't like discussing."

"I concentrate well in a small group."

"They help me to understand what is done in a lecture and I'm up to date."

" ...useful to see how much I know."

"Work is done immediately, not put aside until everyone is present."

" .. ideas from a large number of people."

#### Question 2. Aim When Listening in Lectures

The general consensus was to "understand" / "master" / "gain" the content and make as many notes as possible. However, a number modified this by isolating their intention to obtain guidelines and then study the topic further on their own / to utilise in tutorials / to ascertain examination requirement.

#### Some Individual Comments

" ...to write down every word."

" ...to visualise the situation."

"...to get points I'm unlikely to get in my reading."

"...comprehend as much as I can and view it critically."

### Question 3. What prevents concentration in lectures?

Two main factors cited to prevent concentration were:

- a) speedy delivery of facts
- b) extraneous sounds from other students / outside the lecture room

Another cause commonly mentioned was not tuning in to / being given the introduction to the topic, therefore not grasping the gist. A fair number denied that they were prevented from concentrating and a few cited mechanical factors like poor hearing or poor voice production of lecturers. One commented that he could not understand lectures.

### What Assists Concentration in Lectures?

Common assistance factors listed were the taking of notes, lecturer questions, lecturer stressing of salient points, lecturer eloquence, recognisable examples, familiarity of topic, explaining of terms. A few commented that the way that the lecture was conducted, their peers' behaviour and the silent atmosphere helped them. Use of diagrams and aids was mentioned as helpful. Some stated that the conscious effort to ignore others, or sounds, and the intention to listen carefully aided concentration.

### Question 4. Found answering difficult, uncomfortable

Several main factors emerged, these were:

- a) unclarity of / poor / partial interpretation of question
- b) newness of the information / not read up beforehand
- c) fear / dislike of answering in a large group which therefore causes either poor understanding or muddled reply.

Individual Comments:

"Questions not always clear so speculative answers given."

"Often lecturers want things said in their own way."

"Yes, difficult, uncomfortable but it helps me in sorting out my weakness."

#### Question 9. Comments on Present Teaching / Lecturing system etc.

Apart from the many comments which corroborated already recorded facts, there was a general complaint that tutorials were not being used for practice / follow-up of lectures ( "not for the lecturer to mark the register" / "display his knowledge" / "direct students to read up the topic"). The fact that lectures were a new delivery mode, necessitating a new style of learning, was pointed out by many. Practical subjects like Quantitative Methods, Accounting and Communication were considered to be better taught in tutorials.

#### Some Individual Comments:

"I struggle to take notes and also understand what I am writing down."

"The framework would not have been built, therefore the whole process of trying to learn is fruitless." (i.e. no initial overview)

"System does not work - teaching only would have been preferred."

"Very good but need more time to read instead of having tutorials in the afternoon."

"Students should be given more time to study on their own."

"Good - it allows most students to work at their own speed."

"We're free to join other groups for extra work."

"I would prefer to learn one subject a month then move on to a different subject."

"It would assist greatly if lecturers did not use examples that are worked out in the textbook because I can read the textbook for myself."

"I would rather do calculations than be shown them on the board."

## 5.4.1.3. Comment at the End of the AudioTape Post Test

It has been established in the literature study that individual learners with a right ear advantage (REA) are able to hear spoken language more easily (see 2.1.2.). Also, the conclusion drawn from the literature study was that although left brain dominant learners were serial language oriented, right brain dominant learners had a more holistic, environmental reception of language (see 3.6.2.2. and Figure 3.2.). It had been observed during the collection of data for this study that some students who had an obvious REA had difficulty in being able to hear audio taped information satisfactorily. On one particular occasion, when the relative group was listening to the audio tape revision exercise upon which the post test was based, one bright learner who did not evidence REA was listening easily to the exercise as he stood close to two REA students, both of whom complained that they could not hear even although they were sitting crouched over the player. He was heard to comment that if even **he** could hear it, there must be something wrong with **their** hearing!

In order to establish whether there was a preference for learning by hearing the live spoken word or by hearing the recorded spoken word (audio print) space for a follow-up comment was provided at the end of the Audio Tape Post Test. Students were invited to comment about whether they preferred to learn from lectures or from tapes. Opinion varied among the 21 responses made as follows:

Either or both        1

“In some cases (like interviews) the tape is ideal but for some topics it is better to have lectures and read.”

Prefer tape        6

“...and read up (related) leaflets and files.” / “...easier to re-wind and re-play than to ask the lecturer.” / “...can understand easily / interestingly...”

Prefer Lecture        14

“...immediate response to query...” / “...find tape listening boring / sometimes lose concentration...” / “Although I can re-wind, I

cannot hear clearly." / "...can take notes in a lecture..."

#### 5.4.1.4. Self Appraisal Remarks About Own Memory

Input categories : 23 were claimed to have been used. Each claim was counted, although some students claimed more than one or two categories.

These were:

Familiar / in daily use	19
Visual (colour, appearance, position, size)	18
Touched	9
Association	6
Rehearsed name	6
Grouped / classified / sequenced	6
Notable / interesting / unusual	5

Reasons for Unsuccessful Output : 19 reasons were claimed. Each was counted.

Too (so) many items / too many for the time	15
Common, therefore took for granted would remember but didn't	9

Diverse Other Claimed Input / Output Factors :

uses, relevance, importance  
others talked / joked about, somebody picked up  
imagined uses / made up a story about  
identified / asked about / counted  
first did the one most likely to forget  
consciously concentrated upon / paid attention to  
incompletely memorised / blank shapes / relation only / almost

took time to recall

time pressure distracted

gave less concentration than to more interesting others

An outline follows of student comment on how own memory served as compared to its performance in the end of first term essay test, which had been written four days earlier and for which the mean average was 42,166667 % (the standard deviation was 13,387215 and the range 23 %-73 %).

Many expressed surprise, or inability to perform well enough, because the essay topic required interpretation of learned information and not just reproduction:

"The essay did not need more from the notes but it needed immediate (sic) thinking"

"...could not express what I knew in (good) order."

"... too (so) many things learnt ... so many almost similar so it was difficult to fish out the correct notes relevant to the essay."

"...need time to release / organise when writing down something."

"...cannot remember a lot in a very short time."

Other factors in recall for the essay test which are not a corroboration of already included detail are the styles used - recall of the original activity of hearing and or taking notes, and visualisation of the notes themselves.

"...faded before fixed in my mind although I remembered it at first."

"...know now that I need to work hard at remembering new things."

".. could not remember some of the things I learned the night before."

"...remembered half way through."

"...forgot the most important things."

## 5.4.2. Unsolicited Detail From Students

## 5.4.2.1. Observation of Individual Speech Delivery

The factors noted about each speaker were summarised by dividing them into three different sets of characteristics, representing their shown evidence indicative of being oralist, literist or a combination of the two (see Table 3.1.) An attempt at a thorough weighing of the characteristics was made. Difficulty arose where it was uncertain whether the tendency to read prepared wording evidenced shyness, lack of confidence in ability to recall detail or because the speaker was so literary-minded that there was no recognition of the need to make contact with the audience. Scrutiny of other factors evidenced often revealed support for a conclusion. Care also needed to be taken that rhetoric was not confused with oralness. The categories compiled were:

- a) Literate speakers
  - restricted gesture
  - close reading of notes or rigidly textual style which even caused overtime
  - lack of interpretiveness for audience, solemnity
  - pencil gesture
- b) Oral speakers
  - omission of conclusion
  - swinging movements
  - not meeting the eyes of the audience despite own interpretive facial expression or gesture, whether reading or not
  - restlessness, impatience
- c) Combined features of orality and literacy
  - relaxed
  - notes as guide but not inhibitor
  - both introduction and conclusion
  - both ad libbed and followed notes as guide
  - high mark awarded

The quantitative result was that of the 59 students who delivered their five-minute oral reports,

10 evidenced literacy i.e. 16,95 %

32 evidenced oralist tendencies, i.e. 54,24 %

17 evidenced a combined style, i.e. 28,8 %

It was also noted that when a subjects' speech rating was higher than the same subject's writing rating, indicating that speaking was preferred to writing,

47,17% of the target group also evidenced oralist tendencies

5,66% evidenced equal ability in both

35,85% evidenced both oralist and literate leanings

(5,66% evidenced literateness and preferred writing)

This latter set of comparisons would seem to corroborate the former set.

#### 5.4.2.2. Observation of Student Activity During Tutorials

There was evidence of both autonomous learners and learners who needed either constant guidance or limited guidance. Some learners were unable to mark their own answers from answer sheets if the answers given were qualitative. Some did not follow instructions correctly. Many seemed to need the moral support of peers, others were confident and self assured but these features did not necessarily indicate academic ability of individuals concerned. Most utilised all facilities offered with increasing expertise.

#### 5.4 3. Solicited Detail From Lecturers

##### 5.4.3.1. Lecturer Questionnaire

Information from the students alone offered an isolated perspective of andragogical didactic listening. It was the lecturers who had initiated the learning events and in the case of this study they were still comparing the less listening- dependant, and recently experienced, teaching learning environment with the newly introduced lecture-tutorial learning environment. It was, therefore, necessary to solicit information also from the lecturers. The



primary instrument used to obtain complementary relevant detail from the lecturers who were involved with teaching the criterion group was a matching questionnaire. It was designed so that the responses revealed information regarding student reactivity during lectures and tutorials. Information sought in the lecturers' questionnaire was related to the suitability of lecture-tutorial system for the teaching of their particular subject. From the point of view of subject teaching modes, the design of the questionnaire was eclectic, and respondents were requested to fill only those areas which applied to their own subject teaching area. This questionnaire, a copy of which is given in Appendix 6. was distributed during the same week that students had filled their questionnaires during a lecture period. The responses to the first two questions of the lecturer questionnaire can be quantified and compared to the relevant student questionnaire responses. Of the eight lecturers who returned completed questionnaires

- 2 did not lecture the criterion group
- 1 lectured the criterion group (economics)
- 2 lectured and tutored some of the criterion group (Quantitative Methods and Management)
- 2 tutored the criterion group (Quantitative Methods and Accounts)
- 1 Tutored some criterion group students (Quantitative Methods)
- Three signed their response sheets although it was not asked that they should sign them.

(It needs to be noted that not all lecturers were expected to complete all sections because some of the sections were not applicable to them.) Table 5.9. below tables the quantitative responses to the lecturer questionnaire.

Question	Response	Percentage (with standard deviation)
1. a)	students who learn satisfactorily from: i) practice exercises	75 (s = 23,24)
	ii) spoken reasoning	58,75 (s = 14,36)
	iii) from OHP notes taking	82 (s = 17,5)
	iv) from calculations demonstrated	83,75 (s = 19,74)
	v) from diagrammatic explanation	77 (s = 14,4)
	iv) from discussion	71,67 (s = 15,71)
	1. b)	students who interact in class by answering questions in lectures
in tutorials		62,5 (s = 6,12)
asking questions in allowed time during lectures		44 (s = 8,94)
tutorials		71 (s = 17,45)
1. c)	students who evidence learning by seeming to take notes	86,67 (s = 20,66)
	seeming to read around the lecture topic	59 (s = 15,17)
	performing the required assignments	83,33 (s = 12,91)
2.	student questions which are unclear	50 (s = 10,95)
	tangential	45 (s = 0)
	superfluous	45 (s = 0)
	repetitive of earlier ones	48,75 (s = 10,95)
	evaluative of the topic	48,75 (s = 10,95)
	out of topic	45 (s = 10)

TABLE 5.9. Table of the Quantitative Responses of the Lecturer Questionnaire.

Requested comments offered at the end of the questionnaire were:

- \* "The lecture-tutorial method is essential for Quantitative Methods but would be more effective if each lecturer followed up his group for lectures."
- \* "...always understood lectures being solely to give as much information to students as one can manage to give. Any questions, discussion, or indeed participation of any sort by students is in tutorials...only take NIDC for lectures but they strike me as...contribute a lot towards their learning..."
- \* "...very satisfied with the lecture-tutorial system but I am aware that there are other systems also...would like to see movement reduced further (students and lecturers move from room to room)...planned assignment setting so that one at a time is worked by students, and the same for tests other than end- of-term tests."
- \* "Sound background is essential if students are to succeed at higher levels, viz - accounting should be taught by people who specialise in that area... participation in setting and marking eats away valuable lecturing time which is never compensated for...(students) spend half the year without the necessary textbooks and supplementary learning resources."

#### 5.4.3.2. Unsolicited Lecturer Detail

Much informal lecturer enquiry and comment regarding the questionnaire content and related information revealed that the lecturers were concerned that the information that they intended to be received by students was, in fact, received by the students. However, there emerged considerable evidence that there were two distinct lecturer viewpoints. Some lecturers considered that students ought to follow cooperative, sometimes submissive, patterns of learning behaviour according to the conventions that the lecturers themselves had had to observe as students. The second viewpoint was that students were adults who wanted to take responsibility for their own learning

and that, therefore, they should behave and be treated accordingly. Here, however, the cultural conventions of behaviour expected of different age groups inevitably intervened, so that societal precepts obstructed andragogic didactic objectives. This phenomenon tended to prevent the actualisation of the second viewpoint, theoretically held by most lecturers. In practice, therefore, the authoritativeness of senior generations of oralists, and their requirement of "respect" from their juniors, was totally incompatible with the democratic attitudes needed for andragogy.

Intervening in the implementation of these two views were the two opposing conventionalities of literateness and oralness in the activities of teaching by and learning from lectures. Literate-type listening anticipated that the delivery be organised according to the intricately planned written organisational conventions. Orality-type listening required repetitiveness of fact and thought in progressively comprehensive detail so that rhetoric and visualness contributed to the overview. Many variations arising from a mixing of literateness and oralness, in order to deliver what is predominantly literate information, characterised the lecturers observed. Their committedness to their students' learning was exhibited, therefore, in contradictory ways according to the individual, but was, nevertheless, genuine. Similarities of characteristics to the already established characteristics of students were, therefore, noted in lecturers.

#### 5.4.3.3. Match of Student and Lecturer Responses

Although student preference was predominantly for tutorials as a mode of learning, the comments by lecturers seemed to indicate that their preference was for lectures as a mode of information delivery. Also, lecturer responses indicated their roughly estimated 75 % success of learning in the various lecture activities specified. However, it was confirmed by lecturers that students took part more in tutorials (71 %) than in lectures (44 %) and

answered questions more in tutorials (62 %) than in lectures (52 %).

From the student responses it was claimed that most (82 %) of lecturer questions they understood, whereas lecturers only understood 64 % of the student replies. Lecturers estimated high percentages of student learning through the listed lecture activities but lecturers estimated the students' interpretation of the lectures at around only 66 %, and student reading up of topic studied they estimated a little lower (59 %). They estimated the pertinence of student questions to be between 40 % and 50 %. Students, on the other hand evidenced a wide range of lecture follow-up activities, none of which were more than 28 % popular, and although the 54 % of student responses showed that they read up after lectures (lecturers had estimated 59 %) 42 % indicated that they would prefer to read it up before the lecture.

#### 5.4.4. Visual Evidence : Students Observed Whilst Writing Tests

It was established in the literature study (see 3.5.2.) that during recall of information, eye positions influence the head movement. This indication of recall style, therefore, could be observed (see 4.6.) and compared (see the case studies in Chapter Six) against other thinking and recall style data of any given individual. Where congruence could be established, there was a stronger likelihood that the indication was significant. It has already been agreed that the writing of assessment tests involves, for the individual student, interpretation of the questions set so that knowledge recalled can be used to formulate answers. In the planning and writing of these assessment test answers, the implication of own memory and thinking style will be aimed to produce the required answer, according to the learned expectation of the form of that answer. Whilst invigilation duties were performed, some sketches were made of the head positions of some of the target group students as they sat among the others, writing both the end of first term essay test and several end of year National Examinations. The following two figures show copies of some of these sketches.

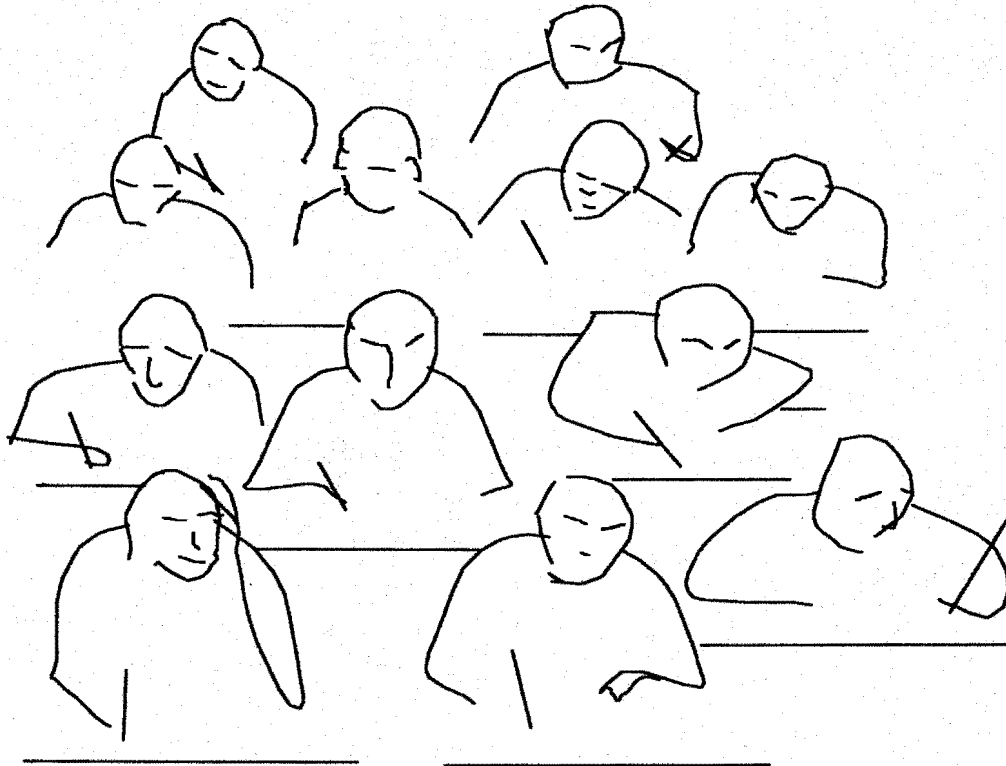
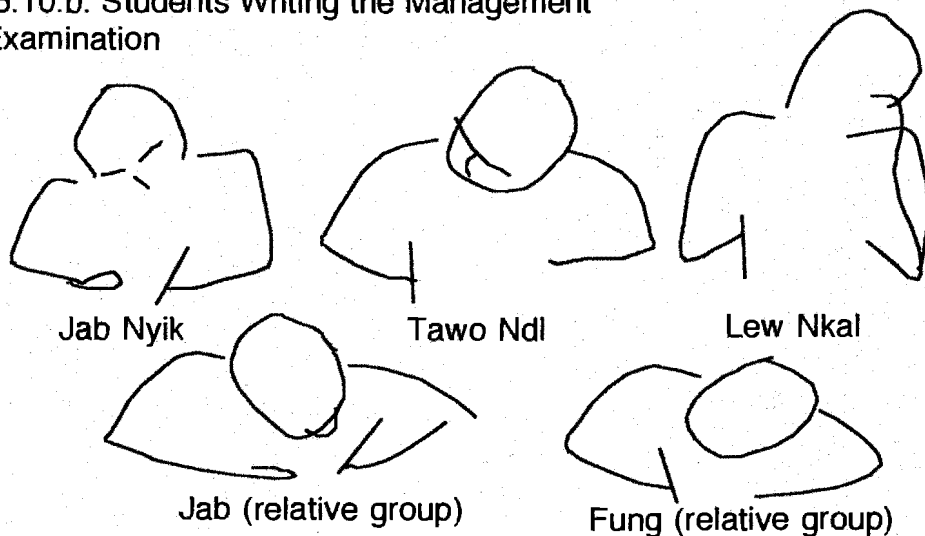


Figure 5.10.a. Students in the Target Group as They Were Writing the End of First Term Essay Answer Test Which Required Interpretation of Theory Recalled.

NB Their Postures do not evidence the usual preponderance of recall position (see sketches below) and there was much stopping to think, turn head, blink as they reasoned. This collection of positions was sketched as they wrote because it was unexpected and indicative of recall mode, therefore, possibly of learning mode.

Figure 5.10.b. Students Writing the Management Mock Examination



Of the two groups of sketches above, the identities of only the subjects in Figure 5.10.b. were recorded. The sketches of Figure 5.10.a. had been made during the single class period allowed for writing the end of first term essay by the target group and time was, therefore, very limited. At that stage, also, identities had not seemed as pertinent, since all seemed to be weighing their words rather than just recalling. They looked more like previous student examination candidates who had been observed as they had calculated figurework than those who had been observed writing their business communication, or other content subject, answers.

The sketches shown in Figure 5.10.b. were made with more time to spare. Students were arranged in a large hall as if the Management Mock Examination that they were writing was the National Examination itself. The members of the target group were widely dispersed. Some of the case study subjects were also sketched and theirs will be placed in the relevant case study. One feature of the sketches of Figure 5.10.b. is the different postures of left handers and right handers. It could be assumed that there was complete crossing of left cerebral areas to right brain in these left handers and this assumption was supported by the individual's work. Jab Nyik and Tawo Ndl both seemed to be listening to inner voiced recall as they wrote, in fact Jab's comment on his recall of items was that he only remembered the items which had been discussed. On the other hand Jab and Fung, both members of the known relative group, seemed to be recalling seen information, which could reflect the fact that they did not attend lectures for Management, having standard classes instead.

The fifth subject, a member of the target group, Lew Nkal, however, seemed to struggle with his recall. The fact that his head tilted to the left as a right hander could be interpreted to indicate that he was recalling heard information. On attempting to corroborate this possibility with further detail from his file it was found that his listening rating was only 3 and that his end of first term business communication essay, for which he attained 30%, was

an uninterpretive theoretical outline which only partially answered the question set. Further appraisal revealed that he had obtained 55% for a written factual analysis of a read passage so that he was tolerably able in interpreting what he read. It was also known that he was a mature student who was also holding down a full time job. He himself wrote of his memory that he could only learn meaningful information and that in recall he would "try to create a situation in my mind ( i.e. try to guess) if possible". This could interpret his posture to be a mental discussion.

#### 5.4.5. Notes made on Students

Many of the details noted were observed during tutorials. It was particularly noticeable that many students followed the laboratory notice board instructions for the session carefully, especially where textbook page reading was concerned and where sequences of tasks were advised. Prior oral instructions, given the lecture beforehand, were followed better than expected but not by as large a majority. Listening to playback of their speeches indicated the variety of student individuality. A tutorial period was allocated during which only one of the set tasks had been to listen to own speech as its turn arose while the entire tutorial group's speeches were quietly played in a corner. In some groups all students listened right through and in others no students listened. Often this was covertly done because other work was overtly in progress. Most sessions revealed listening oriented or reading oriented learners following their preference uninfluenced by the majority.

This tendency to indulge in own preferred learning mode was even more obvious during the two sessions per group assigned to the audio-taped revision of oral communication. During those sessions, other revision material was also available and the mock examination date was known. Students had to share a player between two or three of them, and to play at a moderate level, because many players were unusable and spare parts



could not be supplied. During the first week all listened but few attempted to write down their tentative answers to the questions at the end of the tape, although the answers on the reverse side were also played. In some sessions peaceful attentive listening was noted whilst in others there was constant discussion, stopping of players, more discussion, replaying of the tape. Many made notes on the tape content. When asked during her first listening if she was going to attempt the answers, a student responded that she was "listening", which seemed to be the approach of many others, too. During the second week numerous listeners had players to themselves as others did other revision, but several would have used a player by the end of the session. Alternatively small groups worked the answers together, or listened together but worked alone but discussed together as well. Many more seemed to work the answers the second week and many more also did alternative revision work that week, too.

An oral comprehension exercise using the laboratory's copies of Peter Little's Comprehension 9 (Little 1970:319) was attempted one week. Again, the student variety was recorded as follows.

"...answers of a few very clear-sighted and gave simplification without the reasoning which was too fast for many serialists in the group..."

"...and nearly whole period explaining - step-by-step forced / needed."

It was obvious that although each was able to gain something from the responses of the others, those whose thinking was dominated by a serialist approach were unable to take a meaningful part in holistic answer discussion and vice-versa. The tutor was constantly extended to ensure that both ways of thinking were serviced. It became evident that dominance in either was advantaged by attempts to entertain or use the approach of the other dominance.

A quantitative piece of evidence supporting the fact that target group students who felt the need made the most of the opportunity to use the

tutorial system offered to them is in the attendance figures. For the first two terms, attendance beyond the formal sessions was not recorded. However, at the third terms' five post mock examination tutorial sessions, all attendance was recorded.

Tutorials Attendance		
Period	Percentage Attendance	Range
All Three Terms	86,59 (S= 4,41481)	
Third Term	60,98 (S= 1,63734)	20% - 160%

Figure 5.11. Comparative Attendance at Tutorials Showing Voluntary Extra Attendance in the Third Term Which Yielded Percentage Attendance at Above 100 % in a Number of Cases.

#### 5.4.6. Notes Made on Lecturers

A number of lecturers who did not respond to the questionnaire did, however, present incidental evidence of their understanding of student listening, or of their own listening. As with the students, there were symptoms of both cerebral dominancies, of at least one versatile thinker, of oralists and literate individuals and of at least five whose seeming early literacy could be better described as emergent literacy because the individuals seemed to be striving towards a more literate state and making conscious progress. Again, as with the students, every possible combination of tendencies and dominance occurred except that no lecturer of the thirteen observed evidenced a combination of both oralist and literate tendencies combined with right brain dominance. It could, therefore, be considered that the learning style needs of many students were empathetically met, although,

perhaps, not overtly.

Lecturers generally tried to take a concrete, rather than an abstract approach to the theory they taught. For instance, one lecturer based his law lectures upon "stories" (cases), and in most subjects student written answers giving concrete explication, as opposed to theoretical reasoning, were enabled to attain equivalent marks by the relevant adjustment of marking schemes.

Two of the three Business Communication lecturers, however, both equally language oriented, and both possibly serialists, exhibited a different teaching style. Both women are born Zimbabweans, one black and one white, and both evidenced left brain dominance so that left brain dominant students, who seem to be the majority, had an advantage in their lectures. That one lecturer evidenced emergent literacy and the other evidenced literacy (high) did not seem to disadvantage left brain dominant students. There was no clear evidence of how right brain students fared during these lecturers' lectures apart from sporadic adverse complaints.

Neither of these two Business Communication lecturers was prepared to attempt experiential teaching techniques because these techniques did not seem to them to be academic enough. Both were subject oriented and took an authoritarian approach, as did some other lecturers. Their students were "taught" the syllabus content. The literate Business Communication lecturer was recorded to often not be able to interpret the meaning of right brain-type student examination answers, and, when using the common model answer, would simplify it to a series of concrete factors which could be credited quickly at surface level. This was done particularly for précis and comprehension answers, the latter's responses being accepted in the original wording, too. This lecturer was also recorded to have expressed disbelief that students needed guidance in logical presentation of information. Chance observation also revealed a dogmatic instruction to "think of suitable facts for your Findings section" whilst the students concerned were "correcting" their inadequate mid-year examination reports.

Although the emergingly literate Business Communication lecturer tended to

prefer seemingly similar, simplified, surface level comprehension responses, these were, however, required to be in the wording of the candidate, not the original. She had not seen the need to explain civic procedures before setting an assignment exercise which presupposed such knowledge in the students, and then had deprecated the fact that "they don't seem to know anything!" Neither of the comparative attitudes of the two lecturers took into account the "field" approach needed by holist learners, so that both lecturers were recorded to need to explain the topic in detail again to some students retrospectively. The literate lecturer's reason for not employing a simplistic overview was that it was "below standard", whereas the emergently literate lecturer's reason was that the students did not need to know the whole at that stage. She would then teach it as a separate topic later. Holist students were again disadvantaged, although the serialists could benefit in their own preferred delivery mode.

An insight into how some of the holist learners might have combatted such disadvantage was also recorded when five lecturers were discussing the end of 1992 results which they were studying. A repetitive comment was

"He did so well and yet he did not attend classes much!"

Then one lecturer said of one of those surprisingly successful students,

"...but he's bright!"

This remark was then, knowingly, supported by the departmental head's statement that

"They all miss(lectures) because we cannot understand them. They are too clever for us."

She then went on to clarify by saying that because the lecturer "cannot deal with the student, he becomes downtrodden and passive" and that the result was that he was not extended if he remained in that environment. This conclusion was tantamount to support of such students missing lectures. Student absence from lectures for such reasons has already been observed to be a tendency. In fact, much of the evidence established in the research of this study combines coherently in mutual supportiveness.

## 5.5. STAGE THREE : SYNTHESIS OF RESULTS

Reviewing the accumulation of information and rationalising the differently sourced detail revealed similarities and differences in the way listening contributed to the predominantly oral learning of the target group. Some case study content has already been indicated, but from the more latterly mentioned comparisons further case studies will be drawn, thus completing the micro sample of the whole target listened learning environment. Some of the trends (themes) arise from written sources, others from observation, but mosly they arise from a combination of the two.

### 5.5.1. Recurrent Themes Noted

#### 5.5.1.1. The Concept Complex

Both lecturers and students often seemed to have the conviction that facts, whether events or knowledge, were absolute. There was a strongly held view that there is only one true account, answer, explanation, solution. This concept obstructed the understanding of the principles of research in that it did not permit the entertaining of alternative viewpoints or perceptions. Such rigidity, therefore, could have also limited the possibility of interpretation. Students have demonstrated this when researching a topic in the limited research material available, which usually pre-dated the lecture content or conflicted with it. The same kind of rigidity regarding interpreted discreteness of information affected student receptiveness. A lecturer was recorded to have stated, "Certain students who already know a certain amount cannot be taught anything more." That very same critic of student rigidity had also, himself, commented in conversation that the body of scientific knowledge taught in Western academic circles was unchanging, which he personally found a stabilising influence. It is possible that he had intended his listener to understand that in describing the particular physics law to which he was

referring, it was more the consistency than the facts of the discipline itself which he meant was unchanging.

#### 5.5.1.2. Age and Age-group Conventions

Primary group consciousness of the seniority of one individual compared to another was found to interfere with secondary group procedure and practice. Interpersonal relations between lecturer and student groups, both among themselves and with each other, were sometimes retarded or, even, distorted. Convention demanded "that younger members of (Zimbabwe's African) society voluntarily perform small tasks for their elders as a mark of recognition of the elders' sharing of their (greater) experience" often interferes with hierarchal responsibility and with confidentiality maintenance.

This factor has caused considerable distortion of intended lecturer- student relations. One lecturer's comment which was recorded described students as having closed minds in reaction to his (authoritarian) lecture behaviour, thus retarding his expectations of them. Many students were recorded to have asserted that they were unable to learn from him. A further record is of a senior lecturer who considered that lecturers should not apologise to students. Another lecturer was recorded to have been unable to accept formal assessment of her teaching by her students (for "they are my children!"). Relations between each of these lecturers and their students were, therefore authority influenced, which seemed to limit deeper level student interpretation of their lecture content, and promoted uncritical student acceptance of knowledge delivered.

#### 5.5.1.3. Drive to Move Onward Without Interruption or Deflection

The drive to continue, rather than consolidate or confirm was often noted. In lecturers it took the form of wanting to "hold the floor" in order to complete the explanation or argument without allowing interruption in the form of

questions, justificatory interjections or being prepared to re-word. In students it took the form of working an exercise protractedly without stopping to review or take a revised approach. This included listening right through a tape presentation, without stopping to work the exercises contained in it, and a précis passage or examination-type question step-by-step, instead of reading right through first for an overview. It was also evidenced by students' desire for lecture and tutorial content to be fresh and interesting.

#### 5.5.1.4. Concrete Operational Level Limitation

The inability of many students to deduce principles from examples was often encountered. Lecturers often found an example interpreted as a further point or principle. Many students did not distinguish the abstract theoretical fact from a practical example of it. They identified each as unrelated facts and noted down both during the lecture. During note-taking training this difficulty was commonplace and required protracted reasoned discussion. The inability of a number of students to mark their own work from sample answers on an answer sheet, which was often noted, seems to arise from a further manifestation of the same inability to identify the example with the principle concerned.

The complementary inability to identify a fact when it was described in theoretical simplicity, instead of in the analytical detail that had been previously noted during a lecture, was equally often encountered. Two different student oral answers to a question which they had been discussing in small groups during a lecture period are a case in point. The question had been, Why is there need for a leader if there is already a job description? The first answer given was succinct, explaining the need to motivate the individual. A student from a second group insisted that this answer was not acceptable. Instead she found it necessary to enumerate the leadership skills of the leader / manager, which she did in a self-congratulatory and corrective manner, as opposed to supplying additional information to the first

answer, which the lecturer had suggested might be possible!

These two opposing approaches to a concept were also noted in some lecturer comments. It had been noted that in discussion certain national examination questions had been several times criticized as being "unfair" because they were couched in wording which did not coincide with that of the textbook. This inability to transfer the conceptualisation between abstract and concrete form was also evidenced as an unawareness of the need to provide for a more distant time than the immediate future. It was evidenced by both students and lecturers. Some students were often seen on the day before the due date desperately trying to complete a whole fortnight's assignment which had been set well in advance. A lecturer, too, was recorded to have had to write up on the limited chalkboard the end of term Economics Test for a lecture group of more than sixty students. The reason that individual copies had not been made was given as the fact that the copying room had run out of ink the day before! When asked if he could read the question, one of the test candidates seated near the back responded that he could see enough to know what it was about. If the question had required more than reproduction of notes taken, he, and others in his position, would have been at a disadvantage because of the lack of lecturer forethought.

#### 5.5.1 5. Orality or Literacy Differences

The intermixed numbers of oralists and literists in the target group's learning environment promoted individual preparedness to compensate where a familiar convention's expectation was not met. An example of this making of provision for difference occurred where a listener was not able to understand because of a semantic custom being different from that of the lecturer's. Other students of the group were noted to have given explanation or support during the event in the lecture. They would intercede, or explain, to either the student or the lecturer. The experience of group support was found to be



both sought after by peers and advised by lecturers as a lecture follow-up activity.

The differences between oralists and literists was often manifested in student ability to express and entertain views on a topic under study during a learning event. It was noted that those who were able to exhibit conversancy with the topic orally often did not seem to understand it very much at all when they wrote about it. Their written answers were off the point, incomplete, or a distorted overview. Similarly, most of the students who were accomplished writers on a topic were unable to give an equally acceptable answer orally. Either they could not reason clearly, or their answer was cryptic. Very few were able in both oral and written media as was noted earlier in a quantitative context (see 5.2.5.).

#### 5.5.1.6. Work Progress Doldrums Susceptibility

It was often noted that some lecturers and students were so severely affected by environmental stress (mood dominance) that they were unable to continue an activity. Lecturers were noted to move about restlessly and complain that they just could not work owing to, for instance, a new, unreasonable-seeming directive or student demonstration. Students, on the other hand, were noted to give themselves up completely to a mood derived from influence by events or relationships. It was evidenced either by freezing or by withdrawal. Quite obviously the doldrums state manifests as inattention, but it is far more profound and mood-related than the incidental bouts of inattentiveness which can be combated in the course of a lecture by the lecturer. Often the facial expression of the "sufferer" can even be described as sullen in a person who would not be expected to behave sullenly. The "sullenness" seems to mask internal conflict and that debilitating state can last for several days.

These above described themes will influence the establishment of suitable

case study subjects in Stage Three. There seems to be an indication that serialist learning arises from the logical presentation of material, especially information from written sources or by the traditionally left brained, reading people. It also seems to be the case that right brained, more oralist learners, especially effective listeners, have considerable difficulty in adjusting to a serialist delivery of information. Where learners' dominant learning mode is not that of the delivery of the information, problems are initially encountered. From the evidence arising from this research it would seem that most students find ways of supporting their problem. However, it is the students who are unsuccessful at finding support approaches, even though they might have much potential to contribute to society, who depend heavily upon the lecturer's expertise in integrating the needs of all learning modes into a consciously eclectic, student oriented delivery.

#### 5.6. FINAL STAGE : ESTABLISHMENT OF CRITERIA FOR THE SELECTION OF CASE STUDY SUBJECTS

Case study subjects were intended to complement the nomothetic description of the didactic andragogic listening of the target group. General features of listened learning, which have so far been recognised as composite qualities, need an individual context if they are to be truly relevant. It had been intended that the ideographic descriptions of the case studies would be drawn from the individual detail files compiled on andragogic didactic listening detail during the empirical research. These would then reveal actual listening situations. The finally selected individuals for the case studies are listed below.

- a) Versatile Learner
- b) Emergent Literist
- c) Predominantly Discussion Mode
- d) Predominantly Serialist who struggled to cope in the listening learning environment (two)

- e) Predominantly Reading Mode (group)
- f) Identical male twins, one being predominantly left-brained and the other predominantly right-brained.

## 5.7. SUMMARY OF CHAPTER FIVE

It was established first that the target group students were average, but less academically inclined than were local university students. Their learning preferences were widely dispersed but reading, listening and reading, and reading and discussing were the most preferred, being each just over twenty percent of the target group's student number. Listening, and listening plus other preferences, were stated to be preferred by almost forty percent of the whole target group and yet their average National Examination mark was 53% with the wide standard deviation of just over six. This means that somehow, although less than half of the group preferred to learn by other than listening delivery modes, they managed to employ alternative learning modes fairly successfully. After relevant skills training, the target group's Communicativeness Profiles were listed with the related memory rating and claimed learning mode preferences added. Highlighted is the similarity of dispersion of the two receiver skills but the differing level, indicating the more serial-type content of read work compared with listened work. Almost 78% of the target group's rating for oral reporting was superior to their rating for written reports, indicating a preponderance of oralness, which includes listening, although the listening seemed to take place both in lectures and among students themselves.

The fact that student indication of learning preference before training was an unreliable indicator was confirmed by the McNemar test of changes. Students who are to learn through listening would seem to need listening skill orientation for maximum learning achievement. The dependent variable's Communicativeness Profile rating was verified by the t- test for two related scores, involving a secondary evaluation instrument. The above

statistical groundstructure formed the foundation for ethnomethodological detail in the second stage of the research, which expanded the statistics into actual descriptive detail. Responses by 57 students to their questionnaire revealed their varied ways of supporting listened information, none of the ways predominating by as much as thirty percent. The reasons given for their choices aligned closely to the objectives of effective listening. Self-appraisal of own memory use revealed further evidence of individual learning preference, as also did written observation notes on student oral delivery and sketches of students writing tests.

Lecturer views on student learning from listening were obtained from a questionnaire. Although lecturers preferred lecture delivery because they could cover the content uninterrupted, students preferred tutorial learning modes because didactic interaction was greater in tutorials. Student attendance of the business communication tutorials revealed that although some did not find need to attend more than their minimum number of sessions, many attended as many tutorials as possible, using a variety of learning activities. Their differing learning preferences were thus being calculatedly exploited. Both in students and in lecturers evidence of orality and, or, literacy tendencies had been recorded. These details also combined with evidence of cerebral dominance on either side of the brain, and sometimes both sides together (versatile learners). There was, therefore, the possibility overall of all learning preferences being met by all delivery modes, whether contrivedly or empathetically. Students learned to adjust to lecturer individuality and lecturers made allowance for student individuality where they could. The majority of students, being serialists either by left brainedness or by learning experience, were thus more often catered for from the point of view of lecturer delivery by the greater number of serialist delivery modes that they experienced. Non-serialists' absencing themselves from disadvantageous learning delivery was recorded to be a student tendency. The main trends which emerged from the rationalising of the gathered evidence included a conviction that knowledge was absolute, a

tendency for the rigid customary seniority considerations to eclipse the learning environment's requirement, the urgency to progress without consolidation, the large number of individuals who retained concrete operational levels, differences between orality and literacy and the influence of mood on listening. The selection of the subjects of the case studies discussed in Chapter Six was influenced by learning expertise, dependency on lecturer expertise, learning preferences and thinking styles. It was also influenced by the need to display student learning by listening and the support method employed by those students of the target group.

This chapter has described the results of the empirical research of this study from a collective stance. However, much of the detail gathered rests upon individual abilities and attributes. It is inadequately justified in such a generalisation so that the case study series which follow in the next chapter, Chapter Six, are a necessary adjunct to the results.

## CHAPTER SIX

**ILLUSTRATIVE CASE STUDIES**

## 6.1. THE CASE STUDIES

The results shown in the previous chapter, Chapter Five, offer a description of andragogic didactic listening. The description encompasses both a quantitative, statistical groundstructure and a qualitative, ethnomethodological outline of the listening of the target group during didactic andragogic events. However, although Chapter Five describes the composite listenership, it does not fully identify individual listening. The case studies of this chapter attempt a reconstruction of such individual listening.

## 6.1.1. The Subjects Selected for the Case Studies

The case studies subjects are selected so that comprehensive samples of individual listening can be appraised. Also included among the case studies are some subjects who did not attempt all of the skills tests, therefore, had to be omitted from the full Communicativeness Profiles. Relevant evidence for each subject is extracted from the composite description of the target group and combined with other noted relevant detail to reconstruct the individual case. Thus, each subject's learning by listening expertise, whether lecturer-dependent or autonomous, is gradually established according to the following system: The starting point is the claimed individual learning preference, which is then compared to the evidenced individual learning preference, or stronger shown ability. Next, individual thinking style and pace are established (see 6.1.1.1.). To these are then added the evidenced dimensions of thinking levels and orality or literacy tendencies. The data so gathered does include other than listening detail but this is necessary in order to contextualise the ultimate description of the individual's didactic

andragogic listening.

#### 6.1.1.1. Thinking Style

The thinking style evidence is mainly drawn from notes made on the first essay answers presented in the study. The first essay had been set to consolidate and assess student learning of the first topic, which had been the theory of human communication, especially when applied to the business environment. The notes had been made in an attempt to identify holist and serialist pathologies according to the characteristics set out by Entwistle (1981:264). A breakdown of the analytical ability of the subjects was made from their performance in an early written analysis exercise (see Table 6.1. below ).

This written analysis breakdown, which is tabled below, also reveals individual thinking ability in a receiver application. The breakdown shows the percentage of the allocated mark obtained for main ideas (headings), subsidiary ideas (subheadings) and basic facts (points) as well as for a sentence giving the overview (outline). It also shows in which of the two classes of the lecture group the subject learned. The breakdowns for these two classes, and for the entire lecture group are also shown. These class breakdowns reveal, also, the individual difference of groups, which is why standard deviations for the group only, and not for the population, are shown throughout this study.

Subject	Headings	Subheadings	Points	Outline	Total %
<b>Class 5</b>					
Ag Muku	66,6	25	36	6,6	37,5
Sifel Nhliz	33,3	50	60	26,6	43
Sifi Nhliz	93,3	100	52	40	77,5
<b>Class 6</b>					
Conr Nyon	50	100	48	60	64
Fara Sadz	33,3	100	28	43,3	46,5
Then Siba	50	75	60	36,6	52,5
Widz Siba	33,3	75	44	40	45
Ndum Sim	33,3	100	72	46,6	54
Sija Sim	-	100	68	26,6	45,5
Jabu Sith	33,3	100	76	40	61
Lino Sith	33,3	100	52	20	50,5
Sibo Vund	50	100	80	-	61,5
Rumb Zemu	-	50	-	26,6	14
Class 5 $\bar{x}$	68,85	60,63	65,88	29,8	51,16
Class 6 $\bar{x}$ (the "intellectuals" of 6.7. are all in group 6)	42,4	72,8	61,1	30	58,6
All Group $\bar{x}$	55,63	66,72	63,47	29,9	54,9
All Group S	9,6	6,7	4	2,6	14,74

Table 6.1. Early Application of Individual Thinking Style in Written Analysis, Showing How Each Individual Performed Compared with Lecture Group as a Whole and with own Class (Tutorial Group).

NB The two classes of Lecture Group C were appreciably different, indicating the individual difference of the groups, as well as of the subjects.

The breakdown for the individual subjects in Table 6. reflects a commonly noted fact, both before and during the study, that most students are able to establish the subsidiary factors but few are able to establish overviews and



main ideas. Also, although more students, generally, are able to identify individual points, they are not as many as those who are able to establish the subsidiary factors. This observation, itself, points to a greater number of left brained thinkers in groups, generally. Further evidence of individual thinking style which was also considered had been noted during a tutorial devoted to oral comprehension of a set passage (see 5.3.5.).

As well, an informal supporting indicator of serialness inclination is included. This indicator, the formation of an individual's writing, had also been found to be spontaneously recognised by several other markers during marking of the 1991 National Intermediate Diploma Business Communication Examination scripts. A marker had commented that he could identify female candidates by their very neat, well formed handwriting. He was asked by other markers there if that clerical manual dexterity was always indicative of a female writer. His response was that although it was generally the case, there were sometimes males with such writing and sometimes females with untidy writing. He had then amended his comment to state that he always associated that neat handwriting with secretarial students.

The handwriting indicator isolated above had been repeatedly evidenced both before and after the discussion recorded above. During this study it has been found that such clerical dexterity is usually an attribute of the predominantly left brained subjects of the target group. However, those left brained subjects are not all right handed, and, therefore, seemingly, not always directly cerebrally crossed (see section 3.6.2.2. and sketch below). Handwriting specialist, Margaret Gullan-Whurr (1984:47), recorded this incidence, explaining that the brain flow which directs the movement of the writing does not seem to differ between left preferred and right preferred hands. During this study's research there was repeated indication of a positive relationship between left brainedness and clerically neat, well formed writing but there was no concurrent connection shown with the sex of the writer. The complementary, untidy-seeming writing consistently

presented by subjects exhibiting right-brainedness seemed to consolidate this indication. The handwriting of the case study subjects is, therefore, often described as an additional informal comparative in the case studies but not used as a formal indicator. Below is a copy of the sketch made of a comparable non-target-group student writing the National Intermediate Economics Examination. This subject is a high mark earner and he writes very neatly, using well formed letters. The cerebral crossing of this left handed writer appears to be complete.

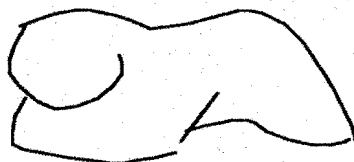


Figure 6.2. Student Evidencing Possible Complete Cerebral Crossing as he Writes the National Intermediate Economics Examination

#### 6.1.1.2. Thinking Pace

Thinking pace is estimated for this study by a comparison of several data. These data are, firstly, reading pace, secondly the oral-literary indicator, assessed on individual oral report delivery, and, thirdly, individuals' evidenced superiority of spoken or written transmitter ability. During this study it has been considered that the subject's thinking pace would indicate whether the subject customarily listened at a speed compatible with spoken, but literarily based delivery during a lecture ( see 3.6.2.1.). In addition, the fact that a subject preferred to read up topics before the lecture was considered to possibly indicate recognition of own inability to keep pace unless already familiar with the content. This preference could also indicate that the individual's listening pace was influenced by own residual primary orality. As has already been established, primary oral delivery does not have literate schema around which to build its logic as does the secondary

orality delivery of regular tertiary lectures.

### 6.1.2. Subjects' Compatibility with the Aims of the Study

Not all the case study subjects were effective learners. Some emerged as obvious cases because they did not conform to the average abilities established. There were also occasions where a subject did not conform to the trend of several compared abilities, as did three of the subjects included. The six categories used as case study headings (also listed in Section 5.5.) self-evidently clarify the subjects' *raison d'être* as case studies.

Attempts are made as far as possible to account for the aims of the study as each subject's case study is described. The aims embrace how students and their lecturers accommodate, how the teaching and learning styles do contribute to learning by listening in lectures, students' strategies in seeking to accommodate their individual learning styles to their lecturer's delivery styles, the influence of the roles played by perception and memory in learning by listening and the effect on student learning of conditional freedom to learn in their most preferred way. Quite obviously, each subject contributes different evidence, but it is anticipated that overall there should be sufficient evidence to match the aims. A schematic comparison of the case study subjects is offered once all of the case studies have been given. The findings detail of these mainly non-conforming individuals should supply the non-conforming andragogical didactic listening detail that was not available in the generalised findings of the previous chapter.

### 6.2. CASE STUDY ONE: VERSATILE LEARNER

Conr Nyon seems to be a versatile learner, employing both holist and serialist strategies at need (Entwistle1981:94). However, he more often seems to think on a concrete operational level, which, although not positively stated to be unusual in the Gothenburg researchers' reporting (op cit), does strike an unexpected note since the research upon which the

reports were based was on comprehension of written passages of formal operational content. Conr Nyon was a thirty-six year old member of the target group who wanted to have a second career on reaching his imminent retirement, and who had already had, in his own words, "responsibility over men and material". Also in his own words, he was a "reserved and conservative (person) who looks mature with tough experiences", and he evidenced an effective combination of both serialist and holist tendencies. He claimed to prefer listening and discussing modes of learning, although he gave evidence in tutorials of also considerable use of reading as follow-up of lecture learning. That he always moved in a group of mostly younger, all male students who often sought his comment, would seem to consolidate his discursive tendency.

His first essay included headed lists and was close to book theory. This positive analytical presentation was logically researched and insightful, although expressed in concrete operational terms. Thus he gave evidence of practical left and right brain thinking. This evidence was supported by a 90 % reading accuracy, not missing any deep level responses and at an EDL rating of 240 (roughly words per minute). The rather longer time he took to complete his responses to the comprehension reading test confirmed his memory comment that "it takes time (for him) to record and contain unfamiliar ideas". Being a mature person who was studying after a period of active business life, it is to be expected that his reactivity would be closer to practice than to theory. A comparison of his transmitter skills reveals a superiority of written ability (8.5 : 6.5), which opposed that of most of his colleagues. His simplistic but accurately reasoned oral comprehension responsiveness, however, did indicate an interpretive combination of holist and serialist thinking. When advised on a working approach, as, for instance to refer to his lecture notes as he worked a follow-up exercise on letter writing, he followed that advice and had handed in the completed work for marking within 30 minutes, well before most others. It seems, therefore, that his speed of thought was that of a literate, and probably a secondary, oralist.

During tutorials Conr Nyon selected reading and information recording activities in preference to engaging in further audio tape listening than the minimum set. His reason was that "listening without observing made ... (him) feel alienated from the whole message being put across". Perhaps this could account for the fact that he did 12,5 % better in the first listening test than in the audio tape follow-up test, again in contrast with the majority of the target group. When he himself delivered his own oral report he evidenced full oral and human communicativeness but needed to state his noted headings, too. This again points to literate or secondary oralist thinking. His handwriting, too, although having an overall consistent neatness of size and shape, was characterised by imperfectly formed individual letters, not entirely accountable to a maturely developed style.

This subject coped adequately with the course, obtaining a credit for his National Intermediate Business Communication Examination and, overall, a full diploma. He had been among the first ten of the target group to hand in his mock examination paper. His preferences for lecture activity were spoken reasoning and the following of both calculations and diagrammatic explanations, all being internalised activities. In line with a listening pace which was compatible with literate orality, he recorded that he preferred to read up on topics after the lecture, rather than beforehand, and that he supplemented lecture content with reading the textbooks and reference material. He commented, however, that students needed "more time to study on their own rather than listening", which was borne out by the fact that during his 100 % attendance in tutorials his time was judiciously occupied by notemaking and follow up reading whenever he had the choice. Even as a versatile learner whose listening pace could match oral delivery of literately organised information, Conr Nyon seemed to require more reading time which seemed to be in order to reconcile his tendency towards concrete operational thinking.

### 6.3. CASE STUDY TWO: EMERGENT LITERIST

Sibo Vund, a 24 year old wife and mother was an ambitiously dedicated member of the target group. Her attendance, at only 93,3 %, included some extra voluntary attendance. Her preferred learning mode she acknowledged to be listening, "thereafter I read on my own". However, although her reading pace was just outside the EDL boundary, being 11 minutes to read a ten-minute maximum passage, her subsequent comprehension of it in twelve minutes was only six out of ten, missing the main idea and one of the interpretive answers. She had been aware of this kind of inaccuracy even at entry and wrote then that she needed to read with understanding. During the study she was noted for her concentration on reading and making notes from written, as well as audio-taped, material.

By the time she had attempted the written analysis exercise for which she received 61,5 %, her assiduous attentiveness had improved her interpretativeness of written information. There was a similar marked improvement during the period between her first and second essay, (28%: 62,5 %), the first evidencing poor language use, repetitiveness and more overview than detail. In tutorial work generally Sibbo Vund revealed strongly holist thinking and yet she worked hard to develop serialist skills of language and reasoning. Her answers evidenced considerable difficulty in penetrating the meaning of written questions, even in the questionnaire and audio-tape post-test. However, she herself considered that she understood lecturer questions but that the lecturers only partially understood her replies. It could be that her perception was still oralist and even vernacular, which in turn could perpetrate dissonant schemata upon which she built the concepts of the delivered information.

Despite these non-literist tendencies, when she delivered her oral report, her delivery style indicated a predominantly literary approach although it exceeded the time limit. To complete this picture of a holist learning to be a literist, too, Sibbo Vund's transmitter abilities of writing and speaking vary by only half a mark in favour of speaking. That she stated the preference to read

after lectures, too, would also seem to tie in with her probable approaching of a literate listening pace. Her below average memory seems both aural and visual, which indicates a right brained tendency, like her holistness. Like most subjects, she followed up lectures by reading and tutorial work. She preferred lectures to take the form of practice exercises and explanation by diagram, indicating positive involvement in her learning. She is one of the few members of the target group to do better on the listening test than on the audio-tape post-test, which could support the abovementioned view that her perception had not entirely adjusted to a literate mode.

Another reason for better performance in the listening test could also be that she was unpractised in the interpretation of taped delivery, since, once she had been introduced to the mode, she persisted and even pointed out that she "would prefer it to lectures for interviews which I (sic) understood very well in the tape", although for other topics she considered that "lectures followed by written notes were more suitable". Since written notes were not provided as handouts after business communication lectures, this latter comment has been interpreted to mean the periods of explanation during which no notes were to be taken, and interaction was encouraged during the lecture, followed by guided, sometimes dictated, outline notes which were to be expanded during follow-up reading. She did explain that her aim during a lecture was "to have the outline information, to assist me in areas to study". However, she preferred tutorial learning to lectures because "there is closer attention given and there is much practice given in written exercises".

Sibo Vund's handwriting is unjoined, well-formed, small lettered script which is clearly quickly executed. Her year's work achieved the mark of 53 % for her National Intermediate Diploma Business Communication Paper, although she did not attain a full diploma, having to rewrite the Management paper as did many that year. Through the year she had developed from a more oralist thinker to a more literate thinker, also becoming deep thinking and tolerably versatile as a learner.

#### 6.4. CASE STUDY THREE: DISCUSSION MODE LEARNER

Twenty-year-old Fara Sadz was a member of the target group who very early drew attention to himself during lectures. He had a persistent tendency to talk to his neighbours and showed restlessness, interspersed by intense, seemingly very interpretive attention. Very early on, he was reprimanded for interrupting the concentration of peers during lecture delivery. In this context his revealing comment on why he preferred tutorials to lectures was that "In lectures I always get problems which won't (sic) get paid attention to". He even commented that what interrupted his concentration during lectures was "complications which are denied attention". He claimed to learn by all three alternatives, listening, reading and discussing. In fact, there is only half a mark between his reading and his listening ratings in favour of reading ( 8 : 7,5 ), which supports that part of his claim. His takativeness, and the reason that he gives for it, would seem to support the balance of his claim.

Fara Sadz's oral report delivery indicated that he was a very effective oral communicator. It was very interpretive, although the report was without conclusion but with numerous pauses while he referred to his notes. Also, his oral report rating (7) was considerably superior to his written report rating (4), which seems to confirm his predominant orality. He must have read at a deep level in his reading test because although it took him twelve minutes to read the ten minute minimum set passage, he had completed his responses to the subsequent comprehension questions within a further four minutes only, and had missed neither interpretive nor main idea answers. His memory, which he indicated needed meaningful input, is rated at the target group's average, but he was dissatisfied with its performance as he wrote his essay test. He deduced that "I need a lot of concentration (when committing to memory ) ... not just taking the minor items for granted ... forgetting is one thing which wants to be attended to because I have encountered problems of this nature before".

That his mind worked quickly, as evidenced by his rapid responses noted



above, is supported by the fact that he had completed his mock examination three-hour paper in just over two hours, although, earning only 43 %. As a lecture delivery mode, he indicated a preference only for reading overhead projected material, marking all the other options with crosses. Comparative students who had orally indicated their information delivery preferences during lecture discussion time had complained that Overhead Projector delivery was tiresomely slow. A show of hands had shown four in favour, four against and the rest of the nineteen had abstained! If Fara Sadz's reason for the preference for overhead projected information was also that oral delivery was too speedy, which his stated preference for reading up beforehand could support, it would seem that, overall, he still listened at an oralist thinking pace. His listening post-test mark, too, was one of the six in the entire target group to be lower than the listening test (5,5 : 7,5).

Fara Sadz's orality status was further revealed when, in reporting his memory, he indicated remembered social incidents such as others whispering the name of an item or a colleague "marvelling" at a diary, as his means of recall. Slower listening could be the reason why he found it so necessary to orally verify new information so often. He was also quick to resort to a suitable reference text during a tutorial when his group were discussing a point about report writing. They had been clarifying the point before commencing to listen to the oral communication revision tape in their formal tutorial the week prior to the hand in date of their research reports. Noticeboard advice had been given that report guidance and reference material were available during that tutorial period as well as the set taped listening exercise, which was to be available the following week as well.

In his written analysis exercise Fara Sadz's mark was a disappointing 46.5 %, strong on subsidiary factors but poor at establishing the points and the main ideas (see Table 6.1.). This could also explain his rejection of spoken reasoning as a preferred lecture delivery mode and his poorer showing on written work (above). His first essay showed holist globetrotting

tendencies and inaccuracy of language, besides a tendency to the theoretical. His handwriting was generally of uniform size and letters were individually carefully formed but often the impression given was of hastiness. It could be that his school learning ideal of good handwriting was smothering his holist tendency. It is even a possibility that deliberate spoken delivery pace, common in schools teaching, might have locked his listening into the speed of carefully spoken language. There is no doubt that his thinking was faster than his listening. His listening pace would seem to be probably oralist.

With an attendance figure for tutorials of 109,68 % (see Table 5.11.), Fara Sadz obviously set out to learn, commenting at the start that he "hope(d) to contribute a lot to this year's work". He did obtain 50 % for his Business Communication National Intermediate Diploma paper but overall he was two subjects away from a full diploma.

#### 6.5. CASE STUDY FOUR: PREDOMINANTLY SERIALIST WHO STRUGGLED TO COPE IN THE LISTENING LEARNING ENVIRONMENT

Nineteen-year-old Then Siba evidenced a better memory than most and indicated that her preferred learning mode was listening. On her listening test itself her rating was low at 3,5 but in the audio-tape post-test she did a great deal better with 7.5, which does not fully indicate her almost total accuracy of reasoning (serialist) in the written answers because her multiple choice answers were inappropriate. Also, according to the positive delivery of her oral report, Then Siba evidenced oralist tendencies. Her speaking rating for the oral report was above her written report rating (6,5: 5) which was also below the target group's average. Her oral preference was also borne out in her reading test, where she seemed to read at surface level, although only one minute outside the limit. She missed both interpretive answers and the main idea, taking a long eighteen minutes to complete them. However, her first essay gave further clear evidence of serialist

thinking. It attempted to answer each topic that was to have been included as a separate sequential entity, covering communication breakdown and business application particularly well to obtain 50 % for it all, despite its not obtaining the allocated structural marks. Her comment on the writing of the essay was that she "knew what the question was talking about but I (sic) couldn't see exactly how I should have put it down on paper".

Then Siba's writing was always very neat, even and well formed and she indicated that she enjoyed all of the five modes of lecture delivery listed in the questionnaire, merely numbering her preference grading. She also indicated that she used all four methods of lecture follow-up listed, following reading and tutorial work with discussion with another who was there, then reading another's notes. Whereas most respondents indicated that their aim in listening to a lecture was to obtain a skeleton outline of the topic, Then Siba's aim was "to get (sic) clearly what is being said so that I won't have difficulties when I read". She aimed to listen step-by-step. This approach was charmingly acted out when she was studying the exhibition of advertising material, meetings documents and conference packages. She had followed up the invitation to handle and study the spaciouly displayed items but had not noted their arrangement. When she had moved on, all similar items had been neatly piled together and needed to be re-displayed!

Although she had indicated that she wanted to be clear about lecture content in order to understand when she read it, Then Siba selected the preference to read up a topic before the lecture. This was not as anomalous as it had at first seemed because she wrote, "I think in order for me to remember, I have to read over that particular thing three or four times because if I do that, I usually do not forget". Her tutorial attendance was 103,33 % (see Table 5.11.) and she indicated her appreciation of the fact that "one can go and read in the skills laboratory during spare time and are (sic) free to join other groups for extra work". Her tutorial work was executed within a shorter time than the average and it seems that her listening pace

was probably approaching that of literates, but that she needed to use all possible methods in order to succeed. She did pass all her subjects, obtaining her National Intermediate Diploma, and gaining 58 % for Business Communication. It is notable that a similar surface female serialist 22 year old in the target group, Agn Muku's working style, attributes and abilities closely paralleled those of Then Siba, but she was less conscientious.

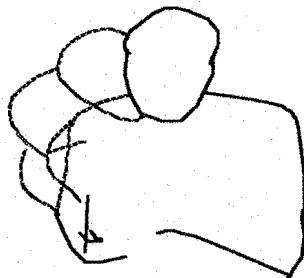


Figure 6.3. Ag Muku Writing the National Intermediate Diploma Economics Paper.

Her written analysis revealed strength in main ideas but considerable weakness in establishing subsidiary facts and detail, which Then Siba did not. She did not obtain a full diploma but she did pass the Business Communication paper with 53 %, although her attentiveness during lectures was short spanned and her tutorials attendance was only 74,2 %. Her only preference for lecture delivery was the working of practice exercises and her almost average memory seemed to be visual and aural. The above Figure 6.2. is a copy of the sketch made of Agn Muku as she wrote the National Intermediate Diploma Economics paper, for which she obtained 44 %. It shows the constant movement of her head, even dropping it far over to the right, perhaps to inspan holist factors into her thinking.

#### 6.6. CASE STUDY FIVE: PREDOMINANTLY READING MODE

There were two groups of students in the target group who obviously used reading a great deal in their studying. The larger, amorphous group

consisted of capable learners of both sexes, a number even tending to be "intellectual", which lent an aura of eliteness to that group that was clearly obvious to the entire target group. Another gang of four young men moved about together, also read a great deal, but seemed less confident. These four distinguished themselves by considerable reticence regarding taking an oral part in even tutorials, but were usually seated together, almost at the front, during lectures. Two were brothers (20 years and 24 years) and the other two (21 years and 22 years) were related, the elder having been raised and schooled in far distant Mutare. The three locally educated ones had been drawn together by the brothers but had all had attended different schools. These four are the subjects of this case study, together with another more mature, 29 year-old man who was a "loner", and a 19 year-old girl who mutely hovered on the perimeter of the intellectuals' activities .

Of the four member gang, Lino and Jabu Sith were consummate readers, being balanced readers according to the assessment of this study. Both read only a minute outside the ten minute limit, the former completing the subsequent comprehension in eight minutes and the latter in five minutes. However, the former evidenced globetrotting tendencies in his essay, whereas the latter evidenced a serialist presentation of the facts following an effective overview. Of the other two gang members, Ndum Sime with 7/10 (times not detailed) , and Sija Sime with 8/10 (one minute over the limit) both missed only one of the two interpretation answers and neither missed the main idea. Their essay evidence, however, revealed that the former did not answer to the point despite creating a relevant title, and the latter's very repetitive answer was so serialistic as to be consistently improvident. Each individual of the gang, therefore, read slightly differently but had varying thinking modes.

Although all four of them responded to most of the lecture delivery modes, the four gang members also varied in their tutorial attendance.

- \* Sija Sime attended 90 %, which was the most, followed up lectures with just reading and tutorials and enjoyed all but spoken reasoning as lecture delivery modes. His listening rate is estimated to be probably almost literate, being a literate deliverer of his oral report.
- \* Ndum Sime, on the other hand, attended only 73 % of tutorials, enjoyed all lecture delivery modes except diagrammatic explanation and followed up his lectures first by discussing the topic with others who were there, then by reading and tutorials. One of the few who could not bring themselves to voluntarily attempt to deliver their oral reports, he is the only one of the four who stated the preference to read on the topic concerned only after the lecture, and also whose learning memory was distinctly aural. His listening pace is assessed to be probably oralist.
- \* Besides being a balanced reader, Jabu Sith seems to be the one of the four whose literary schema were the most developed, since for his written analysis he gained 61%, well above Ndum's 54%, Lino's 50,1% and Sija's 45%. He attended 80% of tutorials, also followed up his lectures just by reading and tutorial work and could not bring himself to deliver his oral report. Because he was the only one in the tutorial who later listened right through the playback of the tutorial group's speeches, sitting beside the player, it is suspected that he might have delivered it had the audience been just the other three, and not the five others. It is estimated that he, too, listened probably at almost a literate pace.
- \* Lino Sith attended 86.6 % of tutorials. He was often the gang's informal spokesman, being responsive to both lecturer questions and environmental variations such as lack of notice board instructions in the tutorial of the "listening awareness" week. That day he was notable as being the first to stop halfway to his desk, folder in hand, looking towards the empty notice board and seeming to be wondering

exactly what he was meant to be doing.

Normally Lino Sith would have listened to instructions, confident that he could confirm them by reading the notice board, which many often did. A balanced reader, he was also a very interpretive deliverer of his oral report, and who in that case additionally needed to resist the emotionally disruptive empathy of the other gang members as he spoke. It seems that Lino Sith was a multi mode learner. This assessment is further supported by his follow up of lectures, which, initially, took the form of reading and then tutorials but then included both discussing with, and reading of the notes of, another who had also attended the lecture. His choice of lecture delivery was firstly practice exercises and reading overhead projected material but these were then followed by listening to spoken reasoning. Lino Sith's listening pace was estimated to be probably almost literate.

Of the four, only Jab Sith preferred to learn by lectures and he was the most literate of the "gang". The others preferred the opportunity to read other books and help understand the lecture content, although Lino Sith pointed out that he was too shy to ask his questions during the lectures which were attended by such a large number. All four were revealed by their written analysis exercise to be very strong on subsidiary factors, well above average in establishing points (except Lino Sith, who was only average) and below average in establishing main ideas, which Sij Sime did not even attempt. The most literate, Jab Sith, also gained the highest percentage of allocated mark for detail of all the case study subjects.

Of the two non-gang members of this case study, Widz Sib exhibited a similar reticence, and more confidence but less cognitive development, generally, than the gang of four. His reading was slower, at fifteen minutes, and of his seven correct subsequent comprehension answers, the main idea and one of the two interpretation answers had been missed. In his memory

testing, which was above the target group's average, he mentally dramatised his itemisation by imagining that he was guessing the identity of each wrapped item and "saw them being donated" to him as gifts. This, combined with his essays' concrete illustrative examples seemed to indicate that his cognitivity was at a concrete operational level. He was another of the six whose listening test was better done than his audio-tape post test. His written analysis mark was 45 %, being stronger in subsidiary factors than main ideas or points but generally weak in establishing any factors at all. His essay content, too, was sparsely holist. All three of these areas indicate slower, holist but oralist thinking. This oralist thinking was particularly marked in his very communicative facial and bodily expressions as he leaned over the desk, as lectern, towards his audience, during his oral report delivery. He spoke almost without reference to notes but when he did need to refer to them, this need caused him to lose his temper and at the end he gave no conclusion, both also oralist pointers. Although his lettering must have been carefully formed earlier on in his life, most letters were distorted with haste and his initial form he filled by printing his responses. He seemed to need more time to do most things than was generally provided.

His tutorial attendance was 87 % and although he usually attended lectures, he commented that he found them "time-consuming". "I understand better reading by myself", he wrote. He accepted all lecture delivery modes ambivalently, explaining that it was "my first time to be introduced to such kind of lecturing (sic). I think it's OK since I am used to attending lessons at a secondary school". Similarly, although he preferred to learn by reading only, he claimed to follow up lectures using all four methods listed. He also preferred to read up topics before the lecture because "usually when I have not read ahead I come across problems". It would seem that Widz Sib had an oralist's listening pace. He passed all his National Intermediate Diploma Examination papers except Business Communication, for which he obtained 47 % and had to rewrite it.

Rumb Zemu, on the other hand, seemed to have an uncertain literacy. Her



first essay (41 %) was over theoretical, interspersed with some concrete examples, vague, over-long and clearly globetrotting. Her second essay was better (57,5 %). She handed in her three hour mock examination paper after just after two hours, gaining 50 %, but failed all but one of the national examinations, getting only 39 % for Business Communication. For the Law paper, which requires considerable memory work, she obtained 42 % and was awarded a re-write. Her memory mark was above the target group average. What she recorded of her strategy for committing items to memory seemed associative, for she matched items and recalled colleagues' comments about other items. Her comment on her memory during the writing of her essay test was that she "had a problem in analysing what to write in the given time". Similarly, in her early written analysis attempts, she wrote simply headed paragraphs, not isolating points at all. She was very weak at identifying any of the factors (see Table 6.1.). In the early days of the target group's course, therefore, she seemed to have retained the oralist's holist view of language, not having realised that it could be a series of units.

Both Rumb Zemu's reading and the analysis based upon read passages were very poor and yet her very neat, careful writing could seem to indicate a left brained individual. Her reading test was done quickly, achieving an EDL rating of 236 (roughly words per minute) but she only got three of her subsequent comprehension responses right, none of which were the interpretive or the main idea ones. Similarly, she only got 14 % for her written analysis, and yet for her listening test, which required the same kind of analysis, although delivered orally, her rating was six, the equivalent of 60%. She was evidently an above average listener with an equally above average memory, who had managed to accommodate a literate style of thinking (analytical, partially serialist) and who claimed to prefer both reading and listening information delivery modes. She preferred, too, to read up about the lecture topic prior to the lecture "if the topic is given". Also, her oral report delivery revealed both oralist and literate speaker characteristics, such as beginning with a quotation and ending without any conclusion.

Evidence gathered would seem to indicate both holist and serialist skills if the reading evidence is ignored. It is considered possible that Rumb Zemu is customarily locked into an over fast reading pace which does not permit deep level comprehension. Although the conflicting evidence available cannot indicate her listening pace, her association with literate thinkers and her listening test rating would seem to point to a quicker than oralist thinker who is capable of deep level thinking when informed aurally.

There are several pieces of evidence which would seem to support this conclusion. She indicated her lecture delivery preference to be for only spoken reasoning and her lecture follow-up to be only tutorial work, although she explained that the only times when she found answering lecturer questions difficult or uncomfortable was when "sometimes I may not have read what is asked". It seems that reading learning did feature in her studies, even if her reading was not very efficient. She wrote, "my main aim in lectures is to know what is required in examinations" and that although nothing prevented her from concentrating during lectures, "working in groups" assisted her concentration at those times. It was noted, too, that she avoided paper self-marking exercises, but listened right through the audio taped exercise and was one of the minority who wrote down her answers to its questions, marking them according to the answers given. She did not attend the post-test session, so that mark which was not available.

This sample of six readers includes a wide range of competencies, some far less literate than others. All professed to prefer the learning mode of reading, whether alone or in combination with other learning modes. Closer study of their own comparative individual communicative abilities has revealed how each has been able attempt to overcome learning by listening problems. They have used own preferred learning and lecture follow-up modes, as have the previous case study subjects, to ensure learning.

### 6.7. CASE STUDY SIX: IDENTICAL TWINS : ONE LEFT BRAINED AND THE OTHER RIGHT BRAINED

Two twenty-year-old identical male twins were also members of the target group. It was clear from the information that each gave on his entry sheet that although they both selected both reading and listening as their learning modes, and the other information given about their school achievements and habits was identical in content, their presentation, which also revealed their thinking, differed. They were obviously also fully aware of their different potentials because Sifi, suitably, had chosen to become an accountant, whereas Sifel, equally suitably, wanted to specialise in marketing management. Specialisation commenced at the subsequent National Diploma level. In carefully written handwriting, Sifi had given precise details of his O Level results, whereas Sifel had merely stated in block lettering that he held the O Level certificate. This initial difference of approach to the same facts was to be extended during the year's Business Communication course which they followed with the rest of the target group. It is useful to be able to compare the two individuals with such closely similar backgrounds as they developed during the course, and how each was able to learn in the target group's listening dominated lecture learning environment.

Sifi attained a rating of six for both the reading and writing ratings, and the evidence of both oralist and literary characteristics in his oral report delivery would seem to support his claim that he learned by both modes. Sifi was identified as a balanced reader in this study, taking fourteen minutes to read the passage and fifteen minutes to answer correctly all of the subsequent comprehension questions. He did not do this as quickly as those who managed to meet the ten minute reading deadline, but he was consistent and accurate. His comparative slowness of thinking could account for his being one of the few to achieve better in the listening test than the audio-tape post-test (9,5 : 8). However, it is possible that although he tuned in to the live human voice accurately, he was not as accurate, or comfortable interpreting the reproduced, recorded human voice. This was supported by

the fact that he and his selected audio-tape listening partner spent a considerable time on the revision audio-tape listening time in discussing its content. He also was the only one of his tutorial group who did not listen to the entire playback of the oral reports, reading while he waited to hear his own report, then returning to his reading again once it was over. His first essay mark of 64 % and his subsequent, but also early, written analysis mark of 77,5 % would seem to confirm his advanced, deep level serial thinking, even at what would seem to be the pace of oralist listening.

One of the subjects in the "elite reader group" mentioned in the previous case study, Pau Utet , exhibited almost parallel characteristics, even to performing better as an analyser of spoken than of audio-taped information. Pau Utet actually claimed that he needed more time in order to perform his best. His reading rating of nine was achieved within the EDL limit at the rate of 184 and his comprehension answers took him only six minutes, so that even so his thinking was faster than Sifi's. However, in his written analysis exercise he was not able to identify subsidiary factors, for which Sifi had obtained full marks. In appraising the breakdown of his written analysis, it was informative to note that that Pau Utet had indicated on completing the exercise that he could have done better, had more time been allowed. The breakdown showed full marks for main idea, 80 % of the marks for points, and he did not even attempt either the subsidiary factors or the overview but his total mark was 60 %. He, obviously, was accustomed to taking deliberate care to attempt total accuracy, which his work often approached, particularly if there was no time limit. By the time that he wrote his mock examination in Business Communication, however, he had speeded up so that he was able to hand in his three hour paper, for which his mark was 75 %, in two hours and ten minutes. Sifi almost matched this achievement, handing in his mock examination Business Communication paper in two hours and twenty five minutes and gaining 74 %.

Mid-course, without reference to his notes, and using his slightly less than the target group's average memory, Sifi had, in 33 minutes, completed the

writing of the tutorial letter exercise which applied previous lecture content. This revealed that his written working pace was already above the average, despite a more deliberate listening and reading input pace. This was confirmed by his consistent early handing in of assignments and his completion of the three hour mock examination within two and a half hours. Sifi's work is detail-oriented and he prefers to read up the topic before the lecture, following it up with reading, discussing with others who were there and tutorial work. His lecture delivery mode preferences are for spoken reasoning and diagrammatic explanation only. His memory input rests upon association, rejecting unlinked items. In using it for recall of lecture content for his essay, he explained that he

“recalled the main headings followed by the subheadings and then tried to develop the subheadings under the limits of the main heading. It was easy to develop the subheadings to facts which fall under it. It acted as my guideline”.

( twin Sifi Nhliz)

However, he was unhappy about the developmental nature of many of the Business Communication tutorials, feeling a need for more writing exercises than some of the immediate feedback one-word answer exercises.

Nevertheless, his inaccurate language use did, in fact, improve considerably during his 103,3 % tutorial attendance (see Table 5.11.) and he attained his diploma, passing his National Intermediate Business Communication paper with 57 %.

Of the twin brothers, Sifi's work matured in the same direction as his thinking development had originally been moving. Sifel's development, however, was dynamic and rapid, so that whereas his more conventionally academic left brained twin's work had been gaining the higher marks at first, by mid year he was very competitive, more animated and confident. It was noted that, contrary to the preference of his twin, he preferred to read up on topics after the lecture, preferred to have his lecture information delivered both by

reading overhead projected material and by working practice exercises and then followed up lectures by reading only. However, as a predominantly right brained thinker, he commented that he would have liked to have had more than the one weekly formal tutorial. It is assumed that his reason, here, was to cater to his previously minimally tapped, dominant right cerebral hemisphere as well as to improve his left hemispheric language work and logic. His tutorial attendance was recorded at 106,5 % (see Table 5.11.). Unlike his twin, he listened to the entire replay of the oral report delivery and was equally as stimulated and as animated as the rest of the group as they all left the session.

Also unlike his twin, Sifel's first essay exhibited right brained holist globetrotting tendencies in an insightful analysis of communication skills, but only gained 33 % because it did not fully answer the question. He explained that his "approach... and planning of the essay (had been) poor as a result of the shock essay question". He had obviously anticipated a pure recall essay as did many. His reading of the test passage was only a minute outside the ten minute limit. However, he then needed to take the same fifteen minutes as his twin to answer the subsequent comprehension questions, missing both of the interpretive answers and a recall answer, but identifying the main idea. The early written analysis exercise revealed only moderate identification of factors. There was no follow-up written analysis exercise which could have shown any possible change in this ability. His memory input rested upon understanding and association but recall was blocked by attitudes like dislike, or inability to identify with the item, for instance if it was "not my favourite sport (or) not associated with men". He preferred tutorials because they offered "easy contact", whereas his twin preferred lectures because "we cover many things in a short period of time" allowing him to "grasp what is being said and relate it to normal situations". Sifel, himself, however, who preferred tutorial learning, just wanted "to get the essential facts" when listening to lectures. He seemed to be a quicker listener, probably at almost a literate listening pace, and was an

equally speedy, but a more holist, written worker than his twin.

Both twins had worked as individuals during the year's tutorials and although, had both attended extra tutorial informal sessions but neither regularly nor together. Their handwriting was very similar but Sifel's letters were not as meticulously formed. It was noted, too, that they soon began to consort with different others, although between the two of them there was regular, eye contact. Their glances seemed to particularly evidence mutual comparison of own reactions during lectures and tutorials, even when not seated together. When the target group wrote their Business Communication Mock Examination in the lecture room the twins arrived early and selected desks at extreme ends of the mid- distant row . They were similarly seated for the writing of the Management October pre-examination test when sketches of the two were made (see Figure 6.4. below).

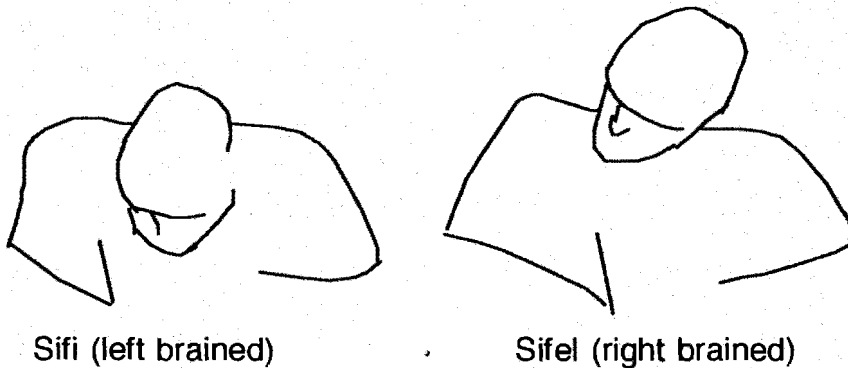


Figure 6.4. The Twins Writing the October Management Pre-examination Test, the Questions of Which Required, Essentially, Recall.

## 6.8. RECAPITULATION: CASE STUDIES' LISTENING EVIDENCE

Although some of the evidence appraised in this chapter's case studies has

been other than of andragogical didactic listening, much of it enables the assessment of individual's listening receiver ability. It particularly establishes whether the subject can be considered to be able to tune-in to the delivery pace and depth of the secondary oralist lecturer's delivery. For instance, those who have not broken the "sound barrier" of reading (still hear the words as they read) probably listen at a slower speed, particularly if their lifeworld is oralistic. They, therefore, will need to use the other receiver skill of reading as a backup mode. The more literate learners, on the other hand, will have developed literately formal operational schema upon which to graft the orally delivered, but usually literate, information.

In first appraising the individual's claimed information delivery mode preference, preliminary to establishing the same individual's evidenced information receiving custom, it has been possible to identify the true learning mode as well as individual adjustment and follow-up strategies. Consideration of the accumulated individual evidence has allowed for estimation of each subject's probable listening pace.

Since the case study subjects have emerged mainly through their failure to conform within the limits of the established trends and comparative norms of Chapter Five, it would seem that they represent the exceptional examples of andragogical didactic listening. The more conventional examples of andragogical didactic listening have already been outlined in Chapter Five's descriptive results. Table 6.5. analyses the reasoning factors leading to each case study subject's listening learning. It includes claimed, and actual delivery preference as well as follow-up strategy. Separately listed are, first, those subjects who preferred to read before the lecture and then those subjects who preferred to read after the lecture. It also indicates the four target group subjects who did less well in their audio-tape post-test than in their listening test. Table 6.5. on the next page also shows in brackets the evidenced actual preference after the listed claimed preference.



Subject	Claimed Preferences		Rx Skill		Listening Pace
	Delivery	Lect. foll-up	L	R	
Read Before					
Fara Sadz*	All (yes)	All	7,5	8	Oralist
Then Siba	L (no)	a d c b	3,5	7	Approaching Literate
Lino Sith	L & R (R)	c & b, a & d	4	10	Approaching Literate
Jabu Sith	All (R)	a & d	4	10	Approaching Literate
Sija Sime	R (yes)	a & d	5,5	8	Approaching Literate
Widz Siba*	R (yes)	All	5,5	7	Oralist
Rumb Zemu	L & R (L)	d	6	3	Literate
Sifi Nhli *	R & D (R)	a c & d	9,5	10	Oralist
Read After					
Agna Muku	L & D (R)	a d	2,5	6	Literate
Conr Nyon *	L & D (R)	a d	7	9	Literate
Sibo Vund	L (R)	a d	5	6	Approaching Literate
Ndum Sime	All (R)	c a & d	4	7	Oralist
Sifel Nhli	R & D (R)	a	5,5	7	Approaching Literate

Where a = reading textbooks and references  
 b = reading someone else's notes  
 c = discussing with another who was there  
 d = tutorial work

\* = The only four in target group whose listening test mark exceeded their audio tape post-test mark.

Table 6.5. ESTABLISHMENT OF INDIVIDUAL RATE OF LISTENING

Consequent to the establishment of each case-study subject's listening pace, an analysis of how well each was able to learn from lectures was attempted (see Table 6.6.). The results obtained in the National Intermediate Diploma Business Communication Examination were used as a measure. According to this study, the abilities to memorise and to analyse information are essential to learning. An average has, therefore, been taken of each subject's written analysis mark and memory mark to represent individual shown potential because all but one of the case study subjects, Rum Zemu, in reality learn better from reading than from listening, and because the examination paper itself was in written form. Also taken into account are the established listening pace and the individual's orality or otherwise in oral report delivery (speaking). Estimated camerality, drawn from the accumulated evidence, is also taken into account in Table 6.5. in the column headed Cognitive Bias.

Subject	Potential	Nat. Exam %	Listening	Speaking	Cognitive Bias
Conr Nyon	6,2	61	-> Lit	O	V
Sibo Vund	5,1	50	-> Lit	L	H
Fara Sadz	5,1	50	Oralist	O	H
Then Siba	5,6	61	-> Lit	O	H serial trained
Agna Muku	4,4	56	Literate	L	H serial trained
Lino Sith	5,5	50	-> Lit	O	H serial trained
Ndum Sime	5,5	60	Oralist	?	S
Jabu Sith	6,5	54	-> Lit	?	S
Sija Sime	4,8	50	-> Lit	L	S
Widz Siba	5,5	47	Oralist	O	? serial trained
Rumb Zemu	3,7	36	Lit?	O	H
Sifi Nhliz	6,4	54	Oralist	L & O	S advanced
Sifel Nhliz	4,4	51	-> Lit	O	H

Table 6.6. Evidenced Learning Modes of Case Study Subjects Compared with Memory and Analytical Skill (Potential) and National Examination Mark

Table 6.6. above aims to set out the analysis of the subjects' achieved and potential andragogical didactic listening, the information for the course having been delivered primarily through lectures and tutorials.

The comparatives shown in Table 6.6. reveal the variety of contributing factors which make up individual learning by listening. It seems that even in one individual there are varying stages in development between orality and literacy as well as between holist and serialist bias. According to this study, serialist learning requires detailed information, whereas holist learning requires overviews. There does seem to be a common overlapping area between the holists and the serialists indicated by the written analysis mark breakdown (see Table 6.1.). That breakdown of ancillary mark areas showed that most subjects could identify the subsidiary factors, even when they were not able to establish main ideas or facts. This points to the concept that thinking combines the cognivity of both cerebral areas established in the related literature (see 3.6.2.2). However, it was also established in the literature study that listening inputs immediate interpretation of perceived information and, therefore, orally presented information can be designed to include both oralist and literist thinking modes as well as to harness both serialist and holist learning expertise. Further, in this study's results there is evidence to show that when some serialist subjects listen, they still seek detail, even although the lecture delivery mode objective is customarily to give the gist. Similarly, when some holist subjects read, it has been noted during this study that they usually read for overview of content. Individuals like Lino Sith were observed to select for informal tutorial reading the textbook advised to be more suitable for revision or over-viewing a topic. It would seem, then, that both serialists and holists often employ their instinctive strategies, regardless of the delivery mode's style. This was noted to be done by several evidenced semi-orallists, like Sibon Vund, who selected the deep-level textbook for her tutorial reading because she did not have her own personal copy.

Usual right brain listening has been shown in this study to be holistic,

hearing language as environmental, whereas usual left brain listening has been shown in this study to be a code to be interpreted, thus more literary. Such mindsets as cognitive bias did not always seem to coincide with the same individual's orality and they, therefore, contributed a further learning factor which did not retard the versatile Conr Nyon but could have accounted for Sifi Nhliz's not realizing his potential in the examination. On the other hand, subjects revealing some of both cameral tendencies, like Then Siba and Sifel Nhliz seem to do better than their potential. A subject who practised as she learned, like Sibo Vund, however, maximised her potential, whereas one who did not, like Widz Siba underperformed. Rumb Zemu, who had been advised to practise her reading so that it could become as functional as her good listening, floundered in the medium of her weakness which was used for the examination questions. Had she been examined orally, as in the listening test, for which her rating was six, she might have fared better.

#### 6.9. SUMMARY OF CHAPTER SIX

Chapter Six describes individual andragogic listening. It complements the general description provided in the results of Chapter Five. This individualised description is achieved by isolating and scrutinising the data collected for each case study subject. Firstly, it is confirmed whether each subject's learning preference is as it had been claimed. Next, individual thinking and listening paces are established. Then are added serialist or holist thinking levels and orality-literacy tendencies. The detail gathered needs to extend beyond listening characteristics in order to appraise the whole individual as an andragogic didactic listener. Numerous criterion indicators for the above factors are identified and applied.

The case study subjects form an extension of the results and, therefore, also contribute to the realisation of the study's aims. Included among the case studies is a mature and versatile learner whose concrete operational

approach is attributable to his having been active in business, therefore remote from academic theory. His listening is considered to be able to keep pace with secondary oralist delivery. Another case study is of a young wife and mother who was continuing her education. She made considerable progress from initial holist thinking to integration of it into it a degree of serialism. She is also considered to be able to keep pace with the secondary oralist delivery of lectures.

A primary oralist listener learner is also the subject of a case study. He was an actively positive discussion learner but tried all learning modes offered and consciously catered to his own strengths and weaknesses. The next case study is of a hard working serialist learner whose underlying holist tendency was allowed to take a part in her progress towards what seemed to be approaching literate listening. A small group of subjects who seemed to be reading oriented is the subject of the next case study. Close scrutiny revealed graduations of literacy and most were serialist thinkers but one of them was the only predominantly listening learner of all of the case study subjects.

The final case study was of a pair of twins. These two subjects offered the opportunity to appraise closely similar individuals who had opposing cameral dominance but who had both claimed to learn by reading and discussion. One, the superior reader, evidenced an oralist listening pace like the discussion learner of an earlier case study, whereas the other seemed to be almost able to keep pace with secondary oralist delivery. The chapter concludes with a schematic summary of the subject detail used to establish individual listening rate. It is followed by a comparative analysis of learning modes, individual learning potential and National Examination mark for Business Communication.

The case study content, conclusions and subsequently established inferences serve to confirm and consolidate, by their individual instances,

the generalised conclusions to this study contained in Chapter Five. They also offer both concrete evidence to meet the aims of this study and details to assist in the ensurance of more meaningful learning through didactic andragogical listening. These are to be clarified in the next chapter, Chapter Seven.

## CHAPTER SEVEN

### CONCLUSION

#### 7.1. THIS STUDY'S RESEARCH INTO DIDACTIC ANDRAGOGIC LISTENING

The foregoing study has appraised Zimbabwean andragogic didactic listening as it was observed in the Business Studies Department of the Bulawayo Polytechnic. It had been noted over a number of years that many students there seemed to need to take a verbalised, instead of a meaningful, approach to their learning. This noted verbalisation became more pronounced after the recent conversion of information delivery mode from classes to lectures and tutorials, thus accentuating the weaknesses in didactic andragogical listening .

##### 7.1.1. In Zimbabwe

A pilot study was undertaken which had anticipated that the reason for this verbalisation tendency would be found to be a mismatch of learning and teaching styles. However, it became evident during the pilot study that, in fact, the great majority of the students did consider that they were able to understand their lecturers' oral delivery. Well above half of the students also thought that the lecturers understood them, too. The same view was not reciprocated by the lecturers who, generally, held a critical view of student listening ability, not only from experience in lectures but also based upon subsequent poor student performance in assignments. This anomaly highlighted the unsatisfactory mutual inability to accurately assess the other's thinking arising from their listening during lectures. Offered student comment on lectures made it clear that the students themselves were actively compensating for what they realised was imperfect didactic

communication during lectures. This meant that where potential mismatch of their learning styles was being threatened by the lecture delivery style, the students themselves were taking accommodative action.

It was therefore realised that if a detailed analysis of such student compensating strategies could be made, the students' didactic listening problems could probably be established. Study of these problems could indicate future remediation strategies towards more widespread meaningful learning from lectures. It was considered that the necessary data for such an analysis would include individual student abilities and evidence of individual student learning by listening.

#### 7.1.2. In the Relevant Literature

A study of the relevant literature confirmed that in the past it had been taken for granted that one who hears can learn from orally delivered information. It also confirmed that this assumption differed from the facts. The literature showed that there are considerable barriers to listened learning and that these include the individual differences arising from camerality and literacy as well as from cultural situatedness. Many of the factors so clarified by the literature also seemed to emerge during the study of the target group's data, except that there was not enough use of electronic technology by the subjects during the study for sufficient data to be gathered about electromagnetic trends.

### 7.2. SOLUTION OF THE STUDY'S PROBLEM AND THE MEETING OF ITS AIMS

#### 7.2.1. The Problem Solved

It was clearly established that an individual's choice of learning from listened input was, in fact, often not the individual's most effective learning mode (see



5.2.1.), and especially not if learning mode sophistication by means of skills training was then received. It was confirmed during the study that didactic andragogical listening is, indeed, very varied, seldom perfect and often needs follow-up and consolidation by reading and or discussion. Abundant evidence was established of the, often, joint influences over individually developing perceptiveness of both brain dominance and state of graduation along the Orality-Literacy Continuum (see Figures 3.1. & 3.2.). These influences were shown to modify perception in cognivity, comparative abilities of listening and reading, levels of thinking, achieved memory, use of auditory memory and in approaches to learning. More detail emerging at the case study stage clarified, also, their influence upon individual achievement and work progress, a point of original concern (see 1.3.5.3. and Figure 1.).

## 7.2.2. Answering the Aims of the Study

It can be broadly claimed that the aims of this study have been met whilst the problem of the unreliability of listening in didactic andragogy was being carefully appraised.

### 7.2.2.1. Match of Teaching and Learning Styles

In the target group, serialist teaching and learning styles were found to be both predominant and compatible. Holist learners were shown to be disadvantaged by a serialist teaching style, particularly if they were also poorer readers, which was often a holist learner weakness. It was established that serialists who were learning from a holist delivery needed to work extra hard to adjust and to read up considerably. Some serialist learners, however, who even became advanced serialists, able to establish overview factors, were still less ultimately creatively achieving than their predominantly holist counterparts. Versatile learners seemed comfortable with either oral teaching style but learned most comfortably from versatile secondary oralist delivery.

#### 7.2.2.2. Lecture Follow-up Ability and Communication During Lectures

Many holist learners needed the learning facility of discussion, both among themselves and with, or guided by, the lecturer. It was less common to find good readers among the holist learners and there were no "balanced readers" among the holist learners of the target group. Serialist learners were not all good listeners and only some of them seemed to have the right ear advantage, but their requirement from lecture delivery was for specific relative detail and their follow-up of lectures was copious reading. Where a student was fortunate enough to be taught by a lecturer of a similar grading along the orality-literacy continuum to his own, so that there was a relatively mutual perception potential, didactic communication was comfortable. More determinable incompatibility occurred when learner and lecturer were of widely differing orality-literacy graduation stages. However, reasonable accommodation to each other's perception occurred at adjacent graduations and, sometimes, even where learner's and lecturer's graduations were more widely separated.

#### 7.2.2.3. Perception and Memory

Perception seemed to dominate all didactic listening communication but the evidence obtained of accurate, spontaneous, self-trained memory was that this was proportionately small, as compared to the apparent learning achievement. Awareness of the need for accurate memorisation was expressed, but it seemed that vague approximations and consistent corrections were the norm. The need for these corrective replacements could be attributable to a residual oralist approach to listening (see 3.5.). It seemed that a proportion of the learners were lacking in confidence in their memories and were prepared to take a pragmatically "imaginative" approach once their recall had failed them, whether the topic was of a content subject or of a numerical subject.

#### 7.2.2.4. Adjustments for Learning and Teaching

Students' activity during tutorials, and their choices of lecture follow-up mode and preferred learning mode, revealed that most had clear cut and individualistic ways of ensuring their learning. Some were even noted to discover and pursue previously unfamiliar learning modes. Many went out of their way to satisfy their own learning needs independent of their peers.

It would seem that the student unreliability in learning from listening was self-corrected in the majority of cases in response to the individual's realisation of incompatibility of learning and delivery modes or of ineffective learning where incompatibility was unrecognised. Whether the lecturer contribution to student learning by listening can be said to have been effective seems to be entailed. It would seem to depend more heavily upon each's ability to overcome own situatedness along the orality-literacy continuum, in order to provide for all orality-literacy graduations in the student group concerned. Although a number of the lecturers were eligible as case study material, their observed characteristics usually coincided with those observed in corresponding students, so there are no lecturer subjects among the case studies. Both parties in the didactic learning, however, can be commended for having outreached objectively to ensure andragogical didactic communicativeness.

#### 7.2.2.5. Customarily Recognised Mismatching Problem Incomplete

The customarily recognised didactic listening problem of matching lecture delivery to student learning mode has been shown in this study to be incomplete on two counts. Firstly, it does not take into account the individual social situatedness of the two human constituent components of the andragogic triangle. Secondly, although the influence of affective factors has been suspected (Entwistle 1981:246), there is a lack of recognition of the need to foster bicamerality (wholebrainedness), despite a tendency to broaden strictly serialist cognivity to include lateral thinking in an attempt to inculcate a measure of creativity into serialism. It has been shown in this

study that it is possible to develop the individual's right-brainedness in parallel with the same individual's left-brainedness so that bicamerality (versatility) can be approached by all learners. This versatile combination's potential would seem to offer to Zimbabwean society a more creative crop of graduates, since the more imaginative side of their brains would have been harnessed from the start, instead of having been constricted in the initial learning stages by the incompatible, established, serialist-biased academic structure of standard Zimbabwean education.

Many of the case studies described in Chapter Six reveal an integration of serialist styles into holist learner styles and vice-versa. With this integration comes, also, the progression to deeper thinking levels, particularly when didactic andragogical listening is the predominant learning mode. Therefore, according to this study, meaningless verbalisation as a makeshift learning mode should no longer need to be the self-survival learning mechanism of andragogy. Verbalised learning should be unnecessary because in this study it has been shown that listened learning can be made meaningful to the variety of thinking styles, thus learning styles, of the sample of subjects observed in the Business Studies Department of the Bulawayo Polytechnic.

### 7.3. SUMMARY OF CHAPTER SEVEN

This study of listening as a constituent component of Zimbabwean didactic andragogy arises from the problem that individual listening does not automatically provide perfect communication. This provokes verbalised, instead of meaningful, learning. The pilot study revealed that students consciously augmented their learning strategies to accommodate the variety of lecturer information delivery. Consequently, this study was designed to amass and appraise data related both to these student strategies and to listened learning during lectures. The study's findings were corroborated by a study of the current related literature which included reports on literacy, camerality and cultural individual differences. Lecture follow up techniques

of reading and discussion were found to be enhanced by skills training so that many students extended their established strategies.

It was observed that both students and lecturers needed to adjust their own perception to that of others situated at differing graduations along the orality-literacy continuum in order to listen and learn more effectively. Generally, predominantly holist learners, who are the potentially more creative students, were disadvantaged by the heritage of a serialist orientation in current teaching approaches. In contrast, predominantly serialist learners did not become as fully whole-brained as their predominantly holist counterparts were able to do. The versatile few seemed to cope in all circumstances. Individual dominance of thinking characterised individual listening, each variation of which then required specific information delivery. The greater the difference between individuals, the more adjustment was required. The most frequent additional influence on listened learning was seen to be the learner's perception. Perception was then followed by relatively indifferent memory use in predominantly holist learners, owing to previously uncultivated metacognition. This was true of both the students and the lecturers observed. The possibility of developing both cameral thinking modes in concert was confirmed by the study. Parallel cameral development in the individual could be the key to developing in listening learners meaningful, instead of simply verbalised, learning.

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## APPENDICES

## APPENDIX 1. The Listening Evaluation Instrument

## A. NEWSPAPER ARTICLE

NAIROBI - The fight to save Africa's dwindling population of black rhino got a boost this year when North Yemen began considering stringent new laws to curb the smuggling of rhino horns, used to make traditional daggers.

"I'm more optimistic now than in nearly ten years of work to save the rhino," said Mr Esmond Bradley Martin, an American-born conservationist living in Nairobi.

Yemeni government interest in preserving the rhino, combined with high prices for the coveted horn, is working to bring down the demand, according to Mr Bradley Martin and the US diplomats in Sanla, North Yemen's capital.

In 1970, when Africa had 65,000 black rhino roaming wild, a kilogramme of rhino horn fetched the equivalent of US\$30 in the market at Sanla, North Yemen's capital. Today, with only 4,500 black rhino escaping the slaughter, a kilogramme costs US\$900.

As a result of discussions, sources in Sanla said, North Yemen banned exports of rhino horn shavings. They were sold at US\$227-253 a kilogramme to South Koreans, who make a tonic with it.

Rhino horn imports were banned in 1984, but demand for the horn feeds a network of smugglers.

North Yemenis carve the horn into ornamental handles for ceremonial

daggers, called djambia, sold for as much as \$845.

The Yemeni government warned the main trader in Sanla, who deals in two thirds of the rhino horn imports, to stop handling new supplies. . .

Conservationists, also, are winning the battle to encourage craftsmen to use substitutes like water buffalo horn. . .

"This artistic, cultural tradition should not be denigrated . . . we don't want to see craftsmen lose their jobs, but rather use other materials," Mr Bradley Martin said.

Mr Iryani is hoping interest the Grand Mufti, the country's Islamic leader, in issuing the edict that would help stop loss of the rhino horn, said US diplomats, who spoke on condition of anonymity.

Mr Iryani has drafted a law - still under study - making use of the horn illegal.

The Grand Mufti will determine if the verses from the Koran, or from the sayings of the prophet, Mohammed, support the ban, since this would be the best means of getting the conservative and religious Yemenis to conform, the diplomats said.

Mr Iryani has also proposed linking the licences of dagger-carvers to banning the use of rhino horn. Under the plan, the dagger-carvers would not be able to operate in the country's bazaars if they did not sign an affidavit that they would not work with rhino horn.

Yemen officials also met with their counterparts from the United Arab Emirates, a major link in trade of rhino horn.

The horn is spirited from Southern and Eastern African nations to the

Central African state of Burundi.

From there, the horn is smuggled in sacks of rice, flour or sugar onto Ethiopian Airlines that fly it to Addis Ababa and on to Dubai, the UAE capital. Then it is re-packed and trucked through Saudi Arabia's vast desert and across North Yemen's poorly patrolled eastern border.

Despite the progress in North Yemen, however, Mr Bradley Martin said the killing of black rhino has not stopped. He said the horns are being stockpiled in Burundi and the UAE as traders hope to continue selling to North Yemen.

Ziana-AP.

## B. MARK ALLOCATION

Headings and sub-headings, (preferably three only main headings)	6 marks
Points (correctly classified and complete)	2 marks
Outline Sentence ( main idea within correct sentence structure)	2 marks
	Total = 10 marks

## C. MODEL ANSWER

### 1. The Analysis

#### a). RHINO HORN

##### 1. Facts About Rhino Horn Transactions

- a) 1970 in Africa 65,000 black rhino - horn sold at \$30 (US) per kilogramme
- b) 1987 only 4,500 black rhino - horn price now \$900
- c) 1980-84, N. Yemen imported 1500 kilogrammes of horn p.a.

- d) N. Yemen sells rhino horn shavings to S. Korea at \$227-253 per kilogramme

2. Traditional Rhino Horn Smuggling Routes

- a) S.&E. Africa → C. African Burundi
- b) Burundi → Dubai (via Addis Ababa on Ethiopian Airlines in sacks of rice, sugar and flour)
- c) Re-packed, trucked → via desert over N Yemen border

b). ATTEMPTS TO HALT RHINO HORN TRADING

- 1. Conservationists encouraging water buffalo horn substitute
- 2. N. Yemen government policy
  - a) Banned export of rhino horn shavings
  - b) Warned importer (of 2/3) to stop handling
- 3. N. Yemen's Future Action Plans
  - a) Religious edict to halt (based on the scriptures)
  - b) Pending law to make use of rhino horn illegal
  - c) Withholding carver licence from rhino horn users (must sign affidavit)
  - d) Conferred with UAE (tradelink)

c). CURRENT RHINO HORN TRADE TRENDS

- 1. Reasons Why Trade Continues
  - a) Smugglers capitalise on demand
  - b) One ceremonial djambia can cost \$845
  - c) N. Koreans use powdered rhino horn in tonic
  - d) Burundi traders hope to continue their UAE trade (stockpiling)
- 2. Influences on Decrease of Demand
  - a) Inflation of prices
  - b) Yemeni government cooperation

c) World Wildlife Fund pressure to save the black rhino from extinction

2. The Outline Sentence

Yemeni government disapproval results in cooperation with World Wildlife Pressures to (still unsuccessfully) try to halt illegal trading in rhino horn in order to preserve the black rhino from extinction. (29 words)

APPENDIX 2. The Secondary Listening Evaluation Instrument

A. AUDIO TAPE POST-TEST SHEET

Name

Date

Group

- a) Please indicate true or false, by placing a cross in the appropriate box and
- b) Also, in the space provided below each statement show your reasoning for giving your answer.

1. Do not waste extensive telephone time on asking for confirmation of your recorded written message.
2. You must always reply to a telephoned query by telephoning back.
3. Although we are all different, we all act the same way in identical circumstances.
4. The Chairman cannot express his own view at a formal, democratic meeting.
5. At committee meetings, everyone must have a turn to speak.
6. It is harder to interview well than to make an effective, long distance telephone call.
7. An interview can be carried out at any place and at any time.

True	False



	True	False
8. To make contact with the receiver is not enough, this contact must be nurtured throughout the encounter.		
9. Complete control at a meeting is generally easy if everyone has to catch a bus half an hour after it starts.		
10. Complete control of a meeting is generally difficult if everyone has to catch a bus three hours after it starts.		

YOUR COMMENT --- please add your comments on whether you found this taped learning in the laboratory effective or not.

NB You may complete a lengthy answer over the page.

## B. SOLUTIONS TO THE TRUE OR FALSE OPTIONS

NB The solutions listed below were the solutions given on the second side of the tape.

- |          |           |
|----------|-----------|
| 1. False | 6. False  |
| 2. False | 7. False  |
| 3. False | 8. True   |
| 4. True  | 9. True   |
| 5. False | 10. False |

## MARK ALLOCATION

The above responses earned half a mark only. The explanation of why a response was selected earned the second half mark allocated for each question.

## APPENDIX 3. The Reading Evaluation Instrument

## WATER POLLUTION ---- RISING TIDE OF TROUBLE

Select the best answer. (Do not write in this booklet.)

1. At one time, cholera was mistakenly thought to be caused by
  - a. vapors (sic) from decaying matter.
  - b. germs carried by rats.
  - c. lack of sunlight.
  - d. inadequate nutrition.
2. The first clue that contaminated water might be the carrier of cholera germs was that
  - a. the people who lived on river banks developed an immunity to the disease.
  - b. the epidemics moved downstream from town to town.
  - c. only people using certain wells contracted cholera.
  - d. people who drank little water recovered quickly from cholera.
3. ▲ The action of bacteria on sewage is a major method employed in purifying water.
  - a. True
  - b. False
4. Purification of water with activated sludge involves the use of
  - a. special filters
  - b. micro organisms
  - c. chemicals
  - d. detergent foam
5. One method of determining the amount of harmful bacteria in the water is to
  - a. measure the oxygen demand
  - b. measure the carbon dioxide
  - c. weigh the water
  - d. filter the water
6. Which of the following methods is *not* mentioned as a way of purifying water?
  - a. settling
  - b. filtering
  - c. adding chemicals
  - d. boiling?
7. Detergents threaten the water supply because they
  - a. increase the bacteria count.

- b. are not digested by bacteria.
  - c. lower the oxygen count.
  - d. increase the oxygen content of water.
8. ▲ The majority of the selection deals with the
- a. decontamination of sewage.
  - b. elimination of sewage.
  - c. filtering of detergents.
  - d. protection of reservoirs.
9. The selection mentions one solution to the problem of the diminishing water supply:
- a. removing salt from ocean water.
  - b. decreasing our consumption.
  - c. re-using the water supply.
  - d. reducing evaporation.
10. ● The primary purpose of this selection is to
- a. stress the need for more control over our water supply.
  - b. explain the process by which water is kept pure.
  - c. discuss the problems of water contamination and what is being done to create pure water.
  - d. point out steps we must take in order to maintain an adequate supply of pure water.

NB The ▲ indicates the requirement for application of the knowledge of the content and the ● indicates that the main idea is required.

(EDL 1964:19)

APPENDIX 4. The Student Entry Sheet

**STUDENT ENTRY DETAILS 1992**

Surname Class

Forenames Room

Receipt Number

Date of Birth

Address (postal first)

School and Certificates Detail

Reasons for Selecting this Course

Intentions: Next Year?

Future?

How much, how often, what do you read?

What experience do you have - of Business life?

- of Business machines?

Do you learn better by Listening?

Reading?

Discussing?

Have you the course textbook? (name it)

Please provide a thumbnail sketch of yourself. (Also give comments about your hopes for this year's work. Make sure that you give any other information I should know about you. You may complete it behind )

## APPENDIX 5. The Student Questionnaire

## COMMUNICATION QUESTIONNAIRE JULY 1992

A removable block provided here  
was for the individual's name.

Please respond with a tick in the space/column provided. Where you have several  
responses, grade your preference by numbering, e.g. ✓1 - long spaces indicate full  
answers required.

1. Do you prefer lectures?      tutorials?  
Please explain why -----
  
2. When listening in a lecture, what is your aim?
  
3. When you are concentrating during a lecture, what can prevent your  
concentration?  
and what can assist you?
  
4. When questioned by the lecturer
  - a) can you understand what is required?
  - b) does he/she understand your reply?If you have found such answering difficult/uncomfortable please comment-  
-----
  
5. During lectures, would you prefer to be required to
  - a) work practice exercises?
  - b) listen to spoken reasoning?
  - c) read overhead projected transparencies?
  - d) follow calculations?
  - e) follow diagrammatic explanations?
  
6. Do you supplement lectures by -
  - a) reading textbooks and references?
  - b) reading someone else's notes?
  - c) discussing with another who was there?
  - e) tutorial work?

7. Generally, if you compare notes with others who were there, is there any difference?      little difference?      much difference?

8. Do you prefer to read up the information after the lecture?  
or beforehand?

9. Please comment on the present teaching/lecturing system in the department (any improvements etc.). You may turn over if necessary.

## APPENDIX 6. The Lecturer Questionnaire

**QUESTIONNAIRE TO ASSIST IN DETERMINING WHETHER THE PRESENT ENTRY CRITERIA ARE ADEQUATE** (i.e. whether we are enrolling students capable of successfully completing the Business Studies courses, from the point of view of both content and teaching mode.)

July 1992

Dear Fellow Lecturer

As I have been asked to join the department's representatives on the admissions committee for centralised enrollment next year, I am seeking your advice on NID entry suitability. I am the only one on it who teaches the Intermediate Diploma level. I am, therefore, seeking to compare your experiences of the group I know myself, which is NIDc (NID5 and NID6).

Obviously each lecturer will have experience of them from different angles, subjectwise and tutoring- or lecturing- wise, and therefore you are asked to complete the spaces provided in your own experience areas only - just leave the others blank.

**In your final comment** I should be grateful, too, for indications of whether you consider the lecture - tutorial system suitable in your subject at NID level and if you have any additions or requirements to add to selection criteria.

The questionnaire -

1. Please indicate what proportion of the group generally performs satisfactorily in -

a) **Learning from**

- i) practice exercises
- ii) spoken reasoning
- iii) taking notes from OH Projected material
- iv) chalkboard calculation demonstration
- v) diagrammatic explanation
- vi) discussion

b) **Interaction in the classroom**

- i) answering questions in lectures in tutorials
- ii) asking questions in lectures (allowed time) in tutorials

All	3/4*	1/2* - 1/2
-----	------	------------

**c) Evidenced learning**

- i) seem to take notes
- ii) seem to read around the subject
- iii) seem to interpret the lectures
- iv) perform required assigned work

2. Please assess, generally, what proportion of student questions are -

- i) Unclear
- ii) Tangential
- iii) Superfluous
- iv) Repetitive of earlier ones
- v) Evaluative of the topic
- vi) Out of topic

	All	3/4*	1/2* -1/2
i) seem to take notes			
ii) seem to read around the subject			
iii) seem to interpret the lectures			
iv) perform required assigned work			
2. Please assess, generally, what proportion of student questions are -			
i) Unclear			
ii) Tangential			
iii) Superfluous			
iv) Repetitive of earlier ones			
v) Evaluative of the topic			
vi) Out of topic			

3. If you would like to shed further light on your indications above, please do so on the next page.



## APPENDIX 7. Course Content

The Teaching Interpretation of the Zimbabwe National Intermediate Diploma's Business Communication Syllabus Used

## 1. PERSONAL DEVELOPMENT

## 1.1. Personal Skills of Receiving

- a) State the importance of perception and classification to the effectiveness of reading and listening.
- b) Develop student receiver skills of reading and listening.
- c) Guide, by exercises, student comprehension of heard and read text, including notemaking, and ensuring original expression of interpretation, as well as schematic, analytical recording of content.
- d) Provide locally suitable, accepted testing of the above mentioned receiver skills.

## 1.2. Personal Skills of Transmitting

- a) State the importance of pre-planning and clear, logical encoding, to effectiveness of writing and speaking communication.
- b) Train by individual exercises clear, concise, correct, complete spoken and written language expression, including specialised business terminology.

## 1.3. Personal Non-verbal Skills

- a) Describe visual and human non-verbal communication forms.
- b) Promote student interpretation of expression through
  - i) the visual non-verbal communication forms not included in the related subjects.
  - ii) human and empathetic communication.

## 1.4. Enquiry and Report-back Techniques and Information Storage

Promote by formal exercises the following

- a) student ability to extract information from
  - i) library sources
  - ii) observed situations

- iii) tactful and specific solicitation from authoritative persons.
- b) student evaluation of, and selection of pertinent facts with a given objective in mind.
- c) student storage of, and recording of valued information.

## 2. THE COMMUNICATION PRINCIPLES

### 2.1. The Communication Model

- a) State the formula for perfect communication.
- b) State the possibilities for barriers ("noise").
- c) State the ideal of barrier circumvention and avoidance.

### 2.2. The Communication Model's Application to the Work Environment

Describe the application of the communication formula to

- a) organisational routing of messages
- b) responsible avoidance and circumvention of barriers as
  - i) transmitter of writing and speaking
  - ii) receiver of writing and speaking
  - iii) transmitter and receiver of message and situation feedback
  - iv) transmitter and receiver of non-verbal messaging
- c) Give formal practice in barrier avoidance techniques for
  - b) i) - iv) within the context of all business message formats, conventions and technological channels listed in section 4.2.

## 3. ORGANISATIONAL COMMUNICATION FLOW

- 3.1.
  - a) State the levels of formality applicable in organisationally routed messages.
  - b) Describe the human and electronic business message channels.
  - c) State the practices of staff selection and consultation.
  - d) Describe the procedures of command and democratic meetings.
  - e) Assess and formally evaluate student ability to implicate and demonstrate a)-d) above.

#### 4. BUSINESS MESSAGES

##### 4.1. Styles of Business Message

- a) Describe the register selection factors of receiver need, business context, urgency.
- b) State the styles of persuasive, tactful informative, concentrated text styles and the schematic format.
- c) Provide practice exercises in discriminating and designing of a) and b) and also subsequent testing of them all within the customary business formats listed in 4.2.

##### 4.2. Business Message Formats

- a) List the conventions of ---  
Routine business letters, special business letters, sales letters, circular letters, small advertising, press announcements, memo, memorandum, information report, circular, telecommunication varieties, forms, questionnaires, notices, invitations, electronic messages investigation reports, meetings documents, speech notes.
- b) Ensure adequate evaluation of the applicability and use of the forms listed in a).

#### 5. INTERPERSONAL AND ORGANISATIONAL SKILLS

- a) State the need for written and spoken style readjustment in the progression through the communication chain.
- b) Describe the implications of customer relations with respect to external communication forms.
- c) State intercultural difference contributions to barriers in communication.
- d) Provide student practice in the assessing and evaluating of a), b), and c).
- e) Formally test d).

#### LEARNING MODES

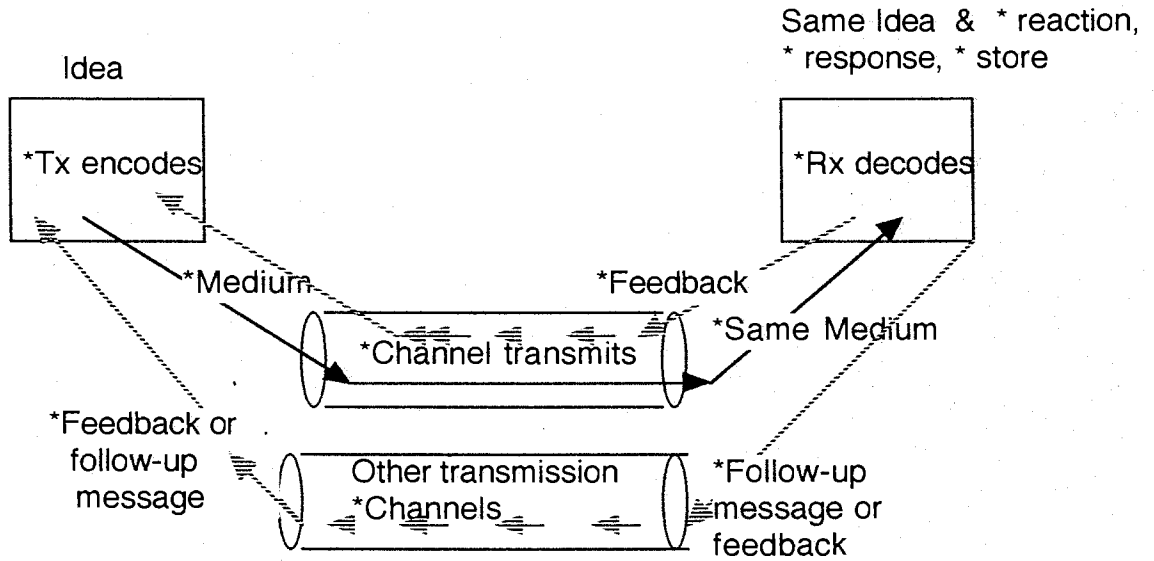
Lecture, discussion both with lecturer and among peers but guided by the lecturer, written, audio-taped and experiential practice exercises, research

involving individualised industrial visiting, study of research and learning library and audio-taped resources, revision viewing of available films and videos, individual and group projects.

Advised Textbook

Little, P. 1977 Communication in Business 3rd edition.

APPENDIX 8. The Communication Model Used for the Criterion Group's Business Communication Course



\* Before an item indicates the possibility of breakdown of communication there.

ORIGINAL COMMUNICATION MODEL USED FOR THE TEACHING OF COMMUNICATION PRINCIPLES TO CRITERION GROUP STUDENTS -- a further adaptation of Curzon's adaptation of the Shannon and Weaver model (Curzon 1985:73 & 1990:115)

## APPENDIX 9 Copy of Memorandum About Lecture Method

BULAWAYO POLYTECHNIC  
DEPARTMENT OF BUSINESS STUDIES

To Head of Business Studies  
From F. O'Brien

19 February 1991

## REPORT on Lecture Method After Impromptu Diagnostic Test

Unfortunately this data took too long to process and so was not ready for Friday's meeting.

An impromptu test was administered on lecture 2 (7 February ) on 13 February for both student and lecturer information. 86 papers were completed with an  $\bar{x}$  of 38,9 % (  $s = 0,43$  ) Although students had earlier been warned to read over work done, and to keep up with classwork, no directive to learn for a test had been given.

	Group A	A1.	A2.	A3
No. of scripts	86	28	31	27
No. of passes	20 (23,2%)	5 (17,9 %)	10 (32,3 %)	5 (18,5 %)
40 % - 49,5 %	21 (24,4%)	7 (25,9 %)	8 (25,8 %)	6 (22,2 %)
Below 39,5%	54 (52,3%)	16 (59,3 %)	13 (41,9 %)	16 (59,3 %)
Not answered what was asked -	22 (25,6%)	6 (21,4 %)	6 (19,3 %)	10 (37,03 %)

The students who did not interpret a question's requirement seem to need extra assistance, and the sooner the better to prevent cumulative incapacity. It is possible that these students could have -

- a) had language difficulty
- b) not known the facts
- c) made an arbitrary answer (often unrelated )

NB There was appreciable difference in performance where information had been - revised once 16 %  
revised twice 23,78 %  
in the tutorials after the lecture.

#### Mark Analysis

( Total number of marks = 20)

1. Average number of marks gained for the three 1 mark questions which required recall of points explained in the lecture (carries 15 % of total mark)  
1,7 i.e. 21,4 % of marks
2. Average number of marks gained for the five questions ( 8 marks in all ) requiring recall of points revised in two tutorials. Two of the composite eight marks also required interpretation ( carries 40 % of total mark )  
3,2 i.e. 40 % of marks
3. Average number of marks gained for the two questions ( 9 marks in all ) requiring recall of information explained and actually dictated during the lecture and revised in one tutorial ( carries 45 % of total mark )  
2,9 i.e. 38,5 % of marks
4. Average number of marks for 1 and 2, i.e. all short answers  
4,8 i.e. 61,75 % of marks

Signed F. O'Brien.