

INFLUENCE OF DIALOGIC TEACHING ON BUSINESS EDUCATION STUDENT PERFORMANCE

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ABSTRACT

The study examined the effect of dialogic teaching on students' performance in Business Education in Universities in south-south Nigeria. Based on the objectives of the study, the following conclusions were drawn, that the primary goal of business education is to produce competent, skillful and dynamic business teachers, office administrators and entrepreneurs that will effectively compete in the world of work. It requires preparing business students for roles or career in organisations and self employment, and developing the attitude and spirit of creativity in business education. Creativity and analytical abilities in business education can be stimulated in students through the adoption of teaching method that engenders the desired outcome. The study therefore recommended that tertiary institutions, business schools, school administrators and business educators need to incorporate dialogic teaching in business courses in undergraduate and postgraduate programmes that require explorative and collaborative team work among students.

Keywords: Dialogic Teaching, student Academic Performance, Business Education

INTRODUCTION

When it comes to dialogic classrooms, it might be difficult for instructors who are used to the old norms of monologic discourse (IRF or IRE) to deal with the anxiety of allowing their students to engage freely (Mercer and Howe, 2012, Howe & Abedin, 2013). Some instructors, according to Lyle (2008), lack the necessary expertise for structuring productive discussions in the classroom. Dialectic models of debate are not familiar to many students who have previously conceptualised dialogue exposed to the IRE or IRF models of discussion, (Mercer & Howe, 2012).

Range from particular acts of participants, such as preventing open participation, to the societal choices such as packed classrooms and test-driven education, for the failure of classroom discourse (Burbules (1993) in Reznitskaya et al., 2009). Reznitskaya et al. (2009), the seeming reluctance to embrace conversation in education may, at least partly, be attributable to the inherent complexity, inconsistency and ambiguity connected with its actual classroom implementation. Teachers may also refuse to use dialogic pedagogy in their classrooms. Reznitskaya et al. (2010), however, warned against giving up on the dialogue technique since it possibly may generate classroom experiences that are real and inclusive and reasonable even while the weaknesses of it exist.

Research in dialogic teaching has gotten little attention from academics throughout the years (Alexander, 2003, and Mercer et al., 2003). The development and use of analytical frameworks for studying classroom dialogue and its dialogic aspects was recently described by Reznitskaya et al. (2009). Analyses of teacher-student and student-student interactions in a classroom are provided by these studies. Using methods like as mapping, classroom interactions, and assessing topical links among ideas voiced by participants, they provide much-needed information on how to measure crucial components of argumentative discourse. A fuller knowledge of both dialogical processes and their educational results is needed, according to Reznitskaya et al. Only a few empirical studies have been conducted so far, and they tend to

show a lack of consistency in methodology, inability to isolate dialogic interactions (control vs. experimental group differences, the use of measurement tools that do not fully capture the improvements in argumentative abilities, such as the use of standardised tests of vocabulary, comprehension, and formal logic) (Dolz 1996 and Morehouse & Williams, 1998 in Reznitskaya et al., 2009).

Furthermore, it was found that many studies did not pay enough attention to how groups communicate rather than how students benefit from their participation in dialogic debate (Sprodd, 1998 in Reznitskaya et al., 2009). The quality of students' performance after the dialogic intervention programme was only studied by a few researchers that looked at the correlations or effects of social interaction's dialogic features (post-intervention). When it comes to students' behaviour after class, it is important to look at the effects of various dialogic features such as cooperation, exploration, critical thinking and discussion on them to see what distinctive adjustments they have made.

Kuhn et al. (1997) in Reznitskaya et al. (2009), trace the introduction of new argument components in post-intervention writing to the existence of the same elements during dialogic interactions among research participants. There is a shortage of empirically-based teaching knowledge that may guide and assist teachers in their instructional decisions, as stated by Reznitskaya et al. (2009). With the exception of the highly theoretical statements stated by intellectuals such as Freire, Dewey, or Bakhtin whose arguments were established in quite distinct time-geographical-historical-cultural settings,

Provocative, but understudied statements about the educational value of a dialogue for teaching students not what to believe, but how to think, have been identified by Reznitskaya et al. (2009) as a viable study site to investigate collaborative reasoning (individual and group critique).

Concept of Dialogic Teaching

Education's main objectives are to transfer information and skills; socialise students into perspective, values and attitudes they need to operate well in our society; and facilitate the cognitive, social, and physical growth of each student (Davidson, 1981 in Kerem & Cihan, 2020). As a technique of socialising and sharing ideas, it suggests that although efforts are being made to convey information and skills, interaction is critical to their achievement. Teaching is a collaborative endeavour. There is a continual exchange of information between professors and students in the classroom. Interaction is the term for this kind of communication. In classrooms, students' patterns of verbal and nonverbal communication and social connections are observed (Rechard et al., 2014 in Atuboinoma & Amadi, 2021).

Relationships between students and teachers are fostered via these types of classroom interactions. Interactions are the primary focus of classroom activities in dialogic teaching. This is more of a one-on-one exchange. A bond is formed between those participating. Relationship is the perfect relationship between instructor and student, (Kathy, 2015). Students are more motivated to accomplish their best work when teachers and students have built positive relationships. Teacher-student, student-student and teacher-student interactions are all examples of this phenomenon. Learner-content, learner-teacher, and learner-learner are three forms of sender-receiver interactions in communication (Moore, 1989 in Zhang & Lin, 2019).

The three stages of dialogic pedagogy are called the dimensions of dialogic pedagogy. In a single class period, teachers and students communicate with one other, with students interacting with one another, and with students interacting with the instructor. This method of teaching may be implemented. A two-hour class period might be divided into three sections: teacher-student exchanges, student-student exchanges, and student-teacher exchanges of

forty minutes each. Students' interactions with classmates and the teacher's classroom values and beliefs impact students' intellectual growth and performance in the classroom (Pianta et al., 2002, Donohie & Weinstein, 2007 in Bolarinwa & Okolocha, 2016).

Using this combination of teaching methods and students' engagement, a unique classroom atmosphere is created (Robin, 2012 in Bolarinwa & Okolocha, 2016). A business education perspective on these dialogic features suggests that changing up the style of classroom interaction employed in teaching might assist students remain attentive and engaged throughout the Financial Accounting lecture. There is a great likelihood that students will grasp and be willing to investigate concepts beyond the teacher's notion if they are engaged and attentive in class despite its length (Bolarinwa and Okolocha, 2016).

Evaluation of Students' Performance

The information, skills, and abilities that a student should have and being able to display the completion of a learning experience or series of learning experiences are referred to as learning outcome or performance (Boston University, 2017). The term student performance is used to refer to what is expected of students or what the teachers want the students to accomplish. It is the real performance that students accomplish or fail to attain during their time in school or later in life that are taken into consideration. The performance of students may be broken down into three categories. The first kind of performance is termed the learning performance, and it focuses on the learning goals or standards of a particular school or programme. The second factor is the educational performance of the institutions as well as the social performance of the graduates that are anticipated.

The major focus of this investigation is on the performance of students in their educational endeavours. The learning performance includes a teaching component as well. The performance of the information, abilities, and attitude to work that students are expected to gain by the time they reach the conclusion of an educational period is defined, either by the instructor or by the school (semester, session, cumulative period, etc.). Learning performance are defined in a manner that is both clear and explicit, outlining both what students should know (concept and skill) and be able to do (skill application, create ideas), as well as what and how to do things (problem-solving and creative). Therefore, over the course of the learning experience, the instructor will periodically define instructional objectives for the class. A dialogic classroom allows for the establishment of educational as well as collaborative objectives. Scores obtained on standardised examinations are considered to be outcomes for students. Due to the fact that it is derived from education-specific outcomes, student accomplishment is also considered to be a student outcome (Glossary of Education Reform, 2021).

The learning objectives that are intended for the dialogic class should be goals that can really be achieved. During the time that the class is really being held, the learning result or performance may be evaluated in relation to the students' developmental stages, abilities, entrance behaviours, and skill sets, as well as the amount of time that is actually available for the class. It is important to keep in mind that the result that is established by the instructor need to coincide with the content that is really being taught. The outcomes for students that were designed by the instructor or the student themselves should be mentioned in the actual performance of the students. In order for learning outcomes to be quantified, they need to be both active and observable. When the programme has been successfully completed, students should be able to exhibit or generate the desired result. This should be the focus of the outcome. Bloom's taxonomy of cognitive, psychomotor, and emotional abilities is one of the structural frameworks that may be used to structure learning outcomes. This taxonomy is often used in the process of sketching out the objectives for students. Verbs are used to describe the results for students. The objectives for students should be designed in such a way that the data that

is available may be collected, arranged, and assessed (method and technical consideration of outcome).

Over the years, researchers have focused on various student outcomes such as achievement, higher-level reasoning, retention, time on task, transfer of learning, achievement motivation, intrinsic motivation, social and cognitive development, moral reasoning, perspective-taking, interpersonal attraction, social support, friendships, reduction of stereotypes and prejudice, valuing differences, self-esteem social competencies, internalisation of values, the quality of the education received, and the quantity of the students who drop out of high school (Herman, 2008 in Harati, 2012).

The factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge are the subcategories that fall under the cognitive process dimension. The factual knowledge category includes the understanding of terminology as well as precise information and components.

	<i>Higher order reasoning</i>					
<i>(dialogic)</i>						
KNOWLEDGE DIMENSION	REMEMBER	UNDERSTAND	APPLY	ANALYSE	EVALUATE	CREATE
Factual Knowledge	List	Summarise	Classify	Order	Rank	Combine
Conceptual Knowledge	Describe	Interpret	Experiment	Explain	Assess	Plan
Procedural Knowledge	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
Meta-cognitive Knowledge	Appropriate	Execute	Construct	Achieve	Action	Actualise

Table 1: Bloom's Taxonomy: Cognitive Process Dimension
Source: Dianna Fisher in Forehand (2010)

The cognitive presence will attract the involvement of the Bloom Taxonomy into the process which serves as a base for evaluation.

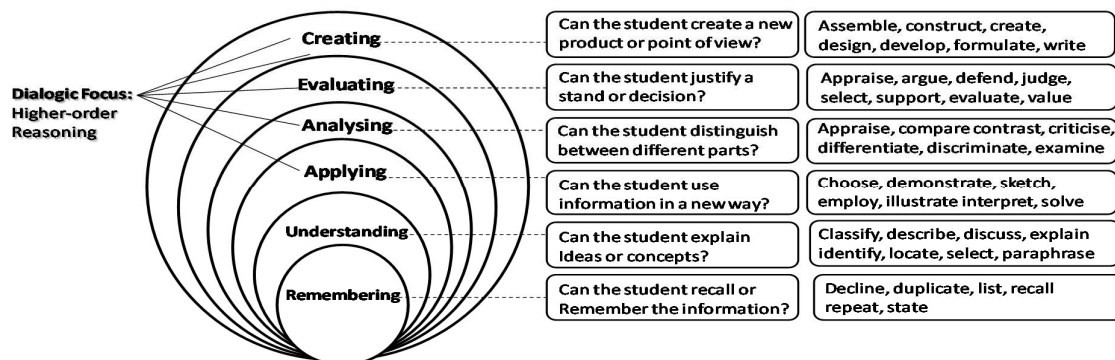


Figure 9: Bloom Taxonomy Modified with Dialogic focus by the Researcher
Source: Magnas (2007), Bloom Taxonomy in Forehand, M. (2010)

The Bloom Taxonomy identifies six components that are reflected in the performance variable of the students. They are engaging in activities including recall, comprehension, application, analysis, and evaluation, as well as creation.

These performance elements are accounted for throughout the process of developing and delivering content. In the same vein, it is used as a yardstick for the purpose of evaluating the teaching-learning process in dialogic pedagogy. In order to award scores to the performance characteristics that are being measured, measuring scales must first be allocated. Scores quantify the weight of the performance variable, which allows for comparison, verification, and judgement in relation to ability, skill competence, proficiency, quality, and quantity. Scores are based on the performance of an individual or group.

Recall and Retention

In order for students to perform effectively in the teaching-learning process, they gain the information and skills necessary. According to Thorn (2006), it is required of students to study and show weekly that they have mastered this information. When a student is able to comprehend a topic in terms of its meaning, how it is relevant to their lives, and how it may be used, that student is more likely to remember the information they have acquired and keep it in their mind. Recall refers to the act of demonstrating that one has mastered previously acquired information. To remember is what it means to recall, being able to repeat or exhibit knowledge or expertise that has been previously displayed or discussed.

Thorn emphasised that an effective and efficient memory is crucial for academic achievement. Memory difficulties affect a large number of students. Students who have trouble registering information in their short-term memory sometimes struggle to recall instructions or directives that they have just been given, as well as what was just said during talks, lectures, and class debates, and what they have just read. Students who struggle with their working memory are more likely to forget what they are doing while they are really doing it. This suggests that the capacity of students to remember information is highly dependent on the memory state of each particular student.

Students that have trouble remembering things are often misdiagnosed as being unable to understand. The issue at hand is not one of understanding, but rather a malfunction in the person in question's memory system (Thorn, 2006). As the lesson goes from step 1 to step 4, students are able to remember all of the procedural stages in a notion; but, as soon as the instructor moves on to step 4, they forget one of the processes.

The capacity of a student to remember learning experiences when the occasion requires, such as in exams, symposiums, class discussions, examinations, dialogic sessions, and so on, is the primary factor that determines the level of performance achieved by that student. Students' incapacity to retrieve previously learned material is the primary cause of their academic failure, accounting for the vast majority of instances. According to the opinion of Thorn (2006), students who have a weakness in the storage and retrieval of knowledge from long-term memory may study for examinations, but they may not be able to retain the material that they studied when they are actually taking the tests. They typically struggle while attempting to recollect certain pieces of factual information. They comprehend and remember the idea while they are studying it, but they are unable to recollect it in its entirety after just a short period of time has passed. According to Diane and Milton (2003), in order to retain knowledge over the long term, however, requires that we process it in such a way that we move ideas from short-term to long-term memory, and fit these new ideas in with what we already know (or think we know), we have to process it in such a way that we move ideas from short-term to long-term memory. The

incapacity of students to retrieve previously learned information is cause for much greater worry.

Problem-Solving Skills

Alison, (2020), making a decision is a necessary part of solving an issue. The act of problem solving, is the distinction between fact and opinion, the specification of underlying causes, the explicit articulation of the problem, the identification of the standard or expectation that has been breached, the identification of the process in which the problem exists, and the avoidance of problem solving without data. It also includes the identification of the problem's cause, the identification of possible solutions, and the selection of potential solutions (include all participants in the generation of alternatives).

Malborough (2020), it is critical for students to learn how to solve problems since it will help them deal with more complicated academic and interpersonal concerns as they get older. Students must learn how to deal with issues with tenacity and inventiveness. A business school student's problem-solving abilities are critical to their success as an undergraduate, a post-graduation professional or consultant or researcher or self-employed individual. Problem-solving is a crucial part of a student's growth in good institutions. The inclusion of problem solving tasks in a broad variety of subjects is thus required.

Developing problem-solving abilities is part of the curriculum in classes that include case studies, exploratory methods, and analytic approaches to hypothetical situations. Problem-solving abilities, such as brainstorming alternative solutions, testing acceptable solutions and assessing outcomes, are taught to students in the classroom via the introduction of problem-solving skills. Problem-solving students' cognitive patterns are different from those of non-problem-solving students. Students in business education should thus be taught in a collaborative and exploratory teaching-learning process that incorporates classroom problem-solving. Dialogic classrooms are ideal for problem-solving since experienced instructors on the ground can guide students in the best methods and manners to deal with the difficulties at hand. That is to ensure that students are adequately instructed. When a teacher is in charge of keeping tabs on each student's needs and temperaments, the classroom is considered as a secure haven.

Gagne (1970) cited in Vijaya and Buncha (2017), problem-solving is the assembly of existing rules to establish new rule which is existent and enable difficult issues to be solved with ease. Applying preexisting rules to contemporary conditions is the essence of problem-solving. Students must be acquainted with a variety of ways in order to choose the most effective one when faced with a specific issue or challenge. When it comes to solving problems, an individual needs have the relevant knowledge, reason, analysis, grasp and critical thinking to do so, (Vijaya & Buncha, 2017). Additionally, students must be able to critically evaluate the present area of problem with the laws in order to come up with potential remedies. Investing or risk management, inventory management, the introduction of new products, the choice to create or acquire, company acquisitions and mergers based on certain existing norms are all examples of problem-solving areas in business education. If students are not exposed to or acquainted with the laws of the land and are unable to understand which rule is appropriate in each situation, they will be unable to make the proper judgments.

Creative Skills

A person's capacity to think creatively refers to their ability to look at a problem or issue from a fresh aspect or viewpoint and come up with innovative solutions. In other words, creativity is the capacity to invent something new. Alison (2020), opined that to be creative, one must be able to use their imagination to come up with new ideas or to see things from a different

perspective. For difficult issue solving or discovering new approaches, creativity is essential. Think beyond the box, and one will see things differently. It is then that they recognize patterns and link them in order to discover new possibilities. Finding patterns might be used to solve an issue or mediate dispute between staff members, or to get new data from a group of records. Employers in all sectors are looking for business graduates who can think creatively and bring fresh ideas to the workplace.

When confronted with a serious problem or issue, creative thinking skills might be used to come up with a solution. If you can not see what the future holds, you want to imagine all the possibilities. It is novel to need something fresh when one is in need of it. Compromise appears unattainable when confronted with a number of opposing problems.

Alison (2020), further pointed out that, creative thinking is the ability to see things from a new angle. Thinking is an essential component of creativity, as is the capacity to see patterns where others do not. Additionally, it signifies coming up with creative solutions to problems or completing a job given to you. New ideas and perspectives may be brought to the table. Especially noteworthy is the inventive nature of creative issue solution. Instead of just recognizing and applying the norm, a creative problem-solver will come up with original solutions.

According to the World Economic Forum's National Improvement Hub (2021), the top five talents employers will be seeking for by 2025 are innovation, complex problem solving, critical thinking, and creativity. Being able to think creatively is a must in today's job market. It is possible to demonstrate creative thinking in a variety of ways, including analysis, openness, issue solving, and solution-providing. Analyzing involves the capacity to sift through information to discover its meaning. Analyzing it initially is necessary. Set aside any preconceptions or prejudices that you may have, and look at things in a fresh light. When confronted with an issue, one should first think of methods to fix it on their own before seeking aid. It is impossible to be creative without some kind of planning. People need to be able to follow along with one's vision if it is organized and communicated well.

Analytical Skills

Ability to observe, investigate, and understand a topic to design or upgrade a program or discover or process consumers' wants, identify target market, or market needs is an example of analytical talent. Having a thorough grasp of a topic and being able to talk authoritatively about it is a hallmark of an analyst.

When it comes to analytical skills, the process begins with the identification of a problem and the collection of relevant facts or information, either by observation or testing. One has gained valuable experience and information by doing a post-analysis to see what worked and what did not in order to put what you learned into practice. Analysis is primarily concerned with determining the link between variables and outcomes and investigating potential outcomes of a problem-solving scenario.

It is important for students in business school to have analytical abilities since they enable them to propose answers to common commercial, entrepreneurial, and instructional difficulties. With the information they gain, students may make better-informed decisions about how to respond in different situations. Accuracy in business education may be measured by the capacity of students to analyze and solve issues. It shows how well-prepared a student is for real-world problems.

When it comes to analyzing a group of facts, most students have difficulty, (Blake, 2020). It is the responsibility of instructors to assist students to enhance their analytical abilities since

practically every writing task, from a middle school book report to a Ph.D dissertation, demands analysis. However, they are lacking in creating a thorough analysis that derives a compelling conclusion from those data. Because of this, the key to addressing this gap is teaching students how to analyze through discussion, questioning, and collaborative teaching techniques in business education classes.

Application Skills

The phrase Transfer of learning was coined by Ferlazzo (2010) in Valerie (2015) and means applying what one has learnt in one contest to another contest. Understanding and prior knowledge are prerequisites for the application of new concepts. There is no substitute for knowledge. A student's ability to use an application relies on their interactions with their teachers and peers in the classroom. Fink (2013) in Cross Academy (2021), suggests that application entails knowing how to conduct some new sort of activity. Bloom's taxonomy argues that application implies that students use what they have learned in a new context. That is why it is important for teachers to teach their students the foundations and reasoning of ideas and theories before they can apply them in the real world. Knowledge without application is like a book that is never read (Cross Academy, 2021). Unfortunately, it seems as though students never go beyond a superficial comprehension of course information and abilities whereas business instructors typically urge students to think deeply about course content and competencies. One of the finest methods to lead students to deeper learning is to make them apply what they have learned in a novel manner. In business education, dialogic teaching helps students develop the required attributes, talents, and confidence to apply ideas, principles, theories, etc. via exploratory and collaborative sessions. As a matter of habit, students often apply what they have learned in the classroom, at home, and in the job to new circumstances. This builds their self-assurance and helps them succeed in their studies (Larry, 2010 in Valerie, 2015).

Communication Skills and Students' Performance

In the teaching-learning process of business education, communication is an essential tool that teachers and students use in the classroom to share their information. Saunders and Mills (1999) in Khan et al. (2017) point out that communication skill can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Classroom communication entails information of ideas between teacher and students. This implies that there is a sender and a receiver. In the first instance, the teacher is the sender in the classroom situation while the students are the receiver. Comprehension of concepts, principles, or theories depends on the teacher's communication in the learning process. Srivastava in Obilor (2020), Communication is essential in all aspects of life. All education activities depend on effective communication.

Obilor (2020) emphasized that all educational activities, from policy formulation for schools to the development of instructional objectives to delivery of instructions inside and outside the classroom, and to the reporting of results to learners, parents/guardians, education authorities, other stakeholders, and to the general public are carried out through communication. Peculiar to dialogic teaching, in the classroom, instructions are delivered through communication (dialogue). Communication in business education classroom entails the lecturer speaking (verbal) to students to pass messages, listening to hear and understand students' reactions, gestures (non-verbal). Communication indicates attitude to feelings, strengths, threats, and facial expressions to inform like, dislike, acceptance, etc. Obilor (2020) also opined that teacher's good communication skills make for effective classroom management, leading to

efficient teaching and learning and enhancing students' academic performance." Students' performance in dialogic teaching is, to some extent, influenced by communication, be it verbal or non-verbal.

In the same vein, Majoka and Masood (2012) in Bolarinwa and Okolocha (2016), the interactive abilities draw focus on communication skills. It requires turning the class into a vibrant environment and managing every participant's interactive mood and perspective. Time management skills are of the essence to keep the course active and focused. The class session should always maintain its time frame schedule to reassure students of time consciousness, motivating them to participate in the class consistently. The section should not exceed two hours and at most two-half hours.

CONCLUSION

Based on the objectives of the study, the following conclusions were drawn.

The primary goal of business education is to produce competent, skillful and dynamic business teachers, office administrators and entrepreneurs that will effectively compete in the world of work. It requires preparing business students for roles or career in organisations and self employment, and developing the attitude and spirit of creativity in business education. Creativity and analytical abilities in business education can be stimulated in students through the adoption of teaching method that engenders the desired outcome.

In recent times, students' outcomes and classroom engagement in Business Education have become a source of concern to business educators. Students' performance in business education is referenced to academic achievement, cognitive skills, analytical skill, skill competency in technology, communication skills, social interactive skills, entrepreneurial skills, marketing skills, problem-solving skills, etc. Contemporary learning outcomes for business education undergraduates include their ability to identify product or service concepts and opportunities for developing new and quality products and services to meet the changing needs of organizations and individuals. This learning outcome requires learners to use advanced level analytic and problem-solving abilities

Therefore there is a need for a new or additional teaching strategy to reposition business education curriculum for effectiveness and attainment of educational goals. There is currently a high demand for teachers to create learning situations in which students can give explanations, come up with new or modified ideas, and present evidence that is more enhancing than the teacher's delivery. Based on this flux, contemporary learning environment is tilting towards discussion pedagogy from the dimension of dialogue. Dialogic teaching is a learning environment that challenges students' intelligence, creativity, and novelty.

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