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**Proper Balance between Teacher talking time (TTT) and Student talking time (STT) in
EFL classroom context.**

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EFL classroom context.**

By

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An Internship Report

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Dedication

This paper is dedicated to my mother who always inspires and encourages me with her unconditional love and support. I would like to give thank for her words of encouragement and for all the countless times she have been there for me

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Abstract

This report is based on experiences from the classes I have taught and observed during my internship at Academia , Lalmatia , Dhaka with a view to see about proper balance between TTT(Teacher talking time) and STT(Student talking time) and tired to find out ways how to make a proper balance bwtween TTT and STT. During my internship I tried to mix with the teachers and students of Academia and tried to find out actual interaction scenery between a student and a teacher. I have found out problems and tired to give some solution to those problem regarding balance between TTT and STT.

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Introduction

In our country Bangladesh, CLT method is required and practiced in all the English medium school. As English is second language in our country and according to rules of second language acquisition, both teachers and students should involve in language class actively. One of the main goals of teaching English as foreign language is to prepare the learners to face the real life after academic institution. As CLT method is adapted in EFL classroom in our country, students need ample opportunity to practice the target language. But teaching English as a foreign language at primary level seems to be very challenging as the learners face different types of obstacle from the learning environment. During this learning period, students are encountered with different types of problems. Sometimes it has been seen that duration of talking time from teacher and student can be an obstacle to learning the foreign language successfully. In linguistic term this problem can be identified as TTT (Teacher talking time) which means the proportion or amount of time of a class, a teacher is using for talking and STT means the proportion or amount of a class a student is using for interaction, participation and explore their inner knowledge about the language. It has been found out from various researches that still English learning and teaching process in schools is teacher centered. Students are not actively involved in learning process. It may happen because of lack of using teaching technique by the teachers. It has also been said that teacher talk is regarded as a problematic factor in an EFL Classroom and it is an area where a new teacher should be aware of its proper using. Good or balance teacher talk means little teacher talk and it assumes that too much interference from a teacher may deprive student's opportunity to talk. So everyone should be concerned for the quality of TTT instead of quantity. It is a prime factor for facilitating learning. Classroom interaction is also an area where we can found ample of evidence regarding teaching talking time, how much a teacher should talk, how much a student should talk in a class and What is actually happening regarding TTT and STT. Interaction plays vital role in learning process. It has been seen that student's direct participation in classroom activities facilitates learning and quality interaction between a teacher and a student ensures success in learning. In our country there are other factors that inhibit the student's opportunity to talk in the class and raise the teacher talk. The methods used by the teacher can also make the students to talk less and the teachers take most of the class time to talk. Appropriate Classroom management is another considerable issue where we can find the scenery of proper division of talking time for a teacher and for a

student. It has been found out and agreed also that appropriate classroom management can initiate students to actively participate in learning process and thus generate good and balance interaction between a teacher and a student. It also portrays a teacher's qualification of teaching being transmitted. From the various researches it is recommended that learner's should get more opportunity to talk in the class, having a clear but balanced interaction between teachers and students, not being dominated by the teacher. I also want to add my opinion that too much teacher talk reduces student's opportunity talk, to reproduce which is the main goal of learning a language.

Objectives:

The study tries to find out the quantity and quality of teacher talk in an EFL classroom. It also tries to focus the opportunities a student should have to produce during a class. However, TTT cannot be avoided either. So, Effectiveness of TTT should be found out and incorporate in the class and thus making opportunities for balance interaction among a teacher and a student. Thus can be created a balance between TTT and STT.

The study will try to find out following questions

- Should a teacher take all the time during taking class?
- Will the dominance by teacher in a classroom instruction lead the learners to achieve goal?
- How much talking time should a teacher and a student spend during class time?

Literature Review

Teacher Talk and Student talk:

According to Nilton (2005), “Teacher talking time is the time which teachers spend while instructing, lecturing, managing or/ and organizing the lesson. However the amount of talk time the teachers use in a given lesson is not the same”. Sometimes it varies depend up on both the specific goals of the syllabus adopted and their academic principles. For instance, introducing new topic may need more time than summarizing the lesson. On the other hand, “student talk time (STT) is the amount of time student use while in classroom interaction”. (as cited in Davidson and Tsegaye, 2014, p.1).

According to Nunan (1989), teacher talk in the EFL classroom was considered to be a crucial area for language teacher, and trainee teachers were warned to use it sparingly. Good teacher talk meant little teacher talk, since it was thought that too much teacher talking time (TTT) deprived students of opportunities to speak. Now—days the concern regarding teacher talk within the classroom has been shifted from its quantity to its quality. Emphasize is now given on the effectiveness of teacher talk to facilitate learning and promote communicative interaction in their classroom through their ways of asking questions, modification of speech , their ways of reaction to students errors (as cited in Cullen, 1998,p.179).

According to Edward and Westgate (1994), classroom interaction is a very important era to be investigated and being studied because of its great impact on facilitating or inhibiting student’s language acquisition. Traditional classroom interaction usually a rigid pattern portrayed thorough the act of teacher in the process of teaching and learning. In such situations, teachers are the ones who initiate a topic for conversation and dominate the class by restricting student’s response. It is clearly found that teacher wants to control the

classroom interaction and considers this process as a precondition for achieving the instructional goal (as cited in Nugroho, 2010, p.56).

According to Cook (2000) and Chaudron (1988), teachers tend to take most of the time to talk in a classroom. From previous research it has been established that teachers take 70 percent talking time of a class. Other studies also have revealed that teachers of a first and second language tend to dominate the discourse of a classroom approximately 60% or two-thirds of class time. In addition to other researchers' views such as Dunkin and Biddle, and Bellack et al. (1966) believed that teachers use approximately 60% of the total talk time in a L1 classroom and the same percentage has been seen for L2 classroom. (as cited in Tsegaye & Davidson, p.2, 2014). Krashen (1981) also believed that if "comprehensible input is "the crucial and necessary ingredient" (p.9) for second language acquisition" Swain (1985) demonstrated that input alone is insufficient for developing language production skills and said that focus should be emphasized on meaning of the language they produce not on the "comprehensible output" (as cited in Tsegaye and Davidson, 2014, p.2).

Communication is regarded as a complicated phenomenon which is a central topic in classroom activities. So interaction in EFL classroom is considered to be the key to learning a foreign language. According to van Lier (1996), interaction is the most important thing in second language acquisition if a foreign language teacher craves for becoming an effective teacher. To achieve this effectiveness teacher should improve "second language classroom and promote learning" (as cited in Shamsipour and Allami, 2012, p.2262).

Conversation analysis among language teaching investigation is considered to be a vital process in second language classroom. It has been done through the examination of teacher

talk. According to Firth and Wagner (1997), learning is a social process and language is a “complex, dynamic system which is managed by teacher and learner” (as cited in Shamsipour and Allami, P.2263). Also they’ve told that learning can be occurred through meaning construction of every moment in the class and also using conversational analysis. In another way it can be said that learning happens through interaction with others. According to Edward and westgate (1994), though classroom talk should be similar with conversation, most of the time it cannot be possible for practical purpose that means (other necessary activities within the class). The institutionalized talk used in class portrays a standard use of procedures their base can be found in ordinary conversation and clearly understood through comparison with it (as cited in Shamsipour and Allami, p.2263).

According to walsh’s (2002)) one research enquiries, for developing SLA in L2 classroom teachers should understand classroom communication, shape learner’s contribution and make strategic decision of every moments of a lesson. The study of the queries says that teachers use wide range of metalanguage used to enable them to make good interactive decisions online by using of their own data (teacher talk). In reflective feedback interpreting data and meaning making can show teachers to make necessary positive changes in own classes (as cited in Shams pour and Alamo, P.2263).

walsh’s another research (2003), focuses on a process model of reflective practice for L2 teachers, which is designed to help closer understanding of language use and interactive decision making. The second language classroom is considered as a “dynamic and complex series of inter-related context in which interaction is central to teaching and learning”.

Teachers should understand interactional organization of the l2 classroom context which is achieved through the use of SETT

(Self evaluation of teacher talk) procedures. Naturalistic research method has been used to bring new views for understanding interactional competence of teachers, in this study; teachers can be able to see their own classroom. This is a process of consciousness raising which can reshape teacher's thinking for taking decision based on interaction apart from materials or methodology – based decisions (as cited in Shamsipour and Allami , 2012,p. 2263).

Walsh (2006) also explains that in every second language classroom appropriate language use can be occurred only when teachers are adequately aware of their goal of every moments of a lesson and thus match their purpose to their language use. Walsh (2006) also identified different ways to teaching and academic ensure an EFL second language teacher to make learner contribute into the lesson and make strategic decision of every moments of a lesson. Walsh's study also reveals that "there is a mutual relationship interaction and language learning". He also says that raising consciousness regarding interaction lead a teacher to use appropriate interaction with the learners and teacher's development can be assessed through their use of metalanguage, critical self evaluation and more conscious interactive decision making. His research tries to investigate ways through which a foreign language teacher can increase learning opportunities and thus improve EFL classroom. (as cited in Shamsipour and Allami, P.2263).

Communicative language teaching (CLT) belief that communication should be stressed on the importance of teacher –student interaction which must happen through authentic and meaningful way to promote learning. In connection with this notion teacher centered classes has been shifted to student centered and thus teacher's activity (mainly teacher talk) has been

drastically reduced. according to Darn (2007), After that teacher talking time (TTT) is considered as hindrance as it limits student's opportunities to use target language which creates boring and monotonous environment that prevent learning initiative in a responsible way (as cited in Romero, p.18). It has also been identified that TTT is not so unfavorable for students. As it possesses costiveness, teacher must aware of this positivity. According to Cullen (1998), teacher talk are the valuable comprehensible input for the learner and the teacher's ways of asking question also affect the quantity and quality of student interaction in the lesson (p.179-180). Moon (2000) also explains that "teacher talk increases the amount of exposure pupils get to English" thus provides the real reason for communicating in English and in giving instruction and getting information from pupils.(p,63). Therefore, it is an essential matter to give importance to teacher talk and its benefits and encourage teachers to analyze their talk and thus advance learning. So, teacher should aware of the effectiveness of their talk and focusing on its quality then its quantity. Supporting this point Darn (2007) says that " Bearing in mind the nature of the communicative classroom, teachers should perhaps be aware of the quality of their TTT and how it is used, rather than trying to reduce it to a bare minimum".(as cited in Romero, p.18).

According to Nunan and Bailey (2009), maximum percentage of a class time is used by teachers talking in front of the classroom. In relation with this point Richard and Schimdt says that(1985), in spite of implementing any teaching strategies or methods, it is very essential to give directions, explain activities and check student's understanding. So, it is clearly emphasizing the importance of teacher talk in language classrooms .Even Walsh(2011) says that teacher talk is very important factor in language classroom because the language used by the teacher not only the means of acquiring new knowledge, it is also the goal of language study. He also claims that teachers do various activities to control

pattern of communication, interrupt conversation, and take turn to talk, direct the discussion and switch topics also. All these things happen through teacher talk. They achieve their power and authority through effective teacher talk. But their way of talking not only manage the classroom but also dominate learner's opportunities for language learning. So teacher leads the class and orchestrates the interaction. It also determines who will participate and when, also influences opportunity for learning. This situation tells us that teachers talk more and engage more interactional space of the classroom and learner's opportunities for classroom participation (as cited Azarnia and Behtash, 2015, p.275).

Though this kind of control pattern seems to be very natural within classroom, excessive teacher talk is the main reason for restricting learner's production and classroom participation. Harmer (2007) says that excessive teacher talk limits learner's opportunity. According to Long's (1983) interaction hypothesis, "when second language learners experience communication problems and they have opportunity to negotiate solutions, they are able to acquire the new language" as this is considered as important part in learning process. So teachers should aware about providing opportunities to negotiate meaning because Swain (1985) says that "input alone is insufficient for developing language production skills". She also says that with syntactic analysis of the input, understanding of a message can take place whereas production directs learners to pay attention to the means of expressions. So analyzing both Long's (1983) and Swain's (1985) point, Ellis says that teacher talk is needed for providing learner's with opportunities for language production and blame excessive teacher talk for restricting learner's classroom participation. (As cited in Azarnia and Behtash, 2015, p.275).

The main notion about CLT methodology is to give importance on learner's production and verbal participation in language classroom. According to Larsen-Freeman, (2000) in a CLT based classroom, learners can say whatever they like to say and can choose the ways for saying it also. If teachers take two-third of the classtime, learners will get hardly enough time to talk. So, dominance of teachers' logically reduces the learners' participation. Supporting this view Harmer (2007) says that "If learner's are not engaged in the discourse actively, they will have little opportunity to try out and learn a new language, test their hypothesis or develop strategies for dealing with unknown language (As cited in Azarnia and Behtash, 2015, p.275).

My Experience and Implementation

My experience:

I have done my schooling under national curriculum of Bangladesh. After enrolling into graduate courses I have realized that teaching in Bengali medium is associated so many problems. In Bengali medium school, most of the class time has been used by the teacher. Opportunities for the students to produce language are very less in Bengali medium school. During my under graduate level, I have learnt pros and cons of language learning and teaching also. When I have got the chance to teach students and seen the techniques used by the teacher in a English Medium school, I have seen lots of shortcomings. They usually follow GMT methods. So, I have tried some teaching techniques which have learned during my under grade level. During my internship period, I worked as a teacher, observer and sometimes as an examiner which have helped me to figure out students' less production, amount of time student- teacher participation in a class of English medium school.

Work as an Intern:

I have completed my internship at Academia School Where I have appointed as a co teacher of English of class four under the main teacher of English of class four. Shagufta Hassan was also my onside supervisor. Everyday as per the designed routine miss had to take five classes. Each class has consisted of 25-27 students. I am also worried about the reason whether they can take me easily and mix with me. But after two- three days they have become comfortable with me. But there I have seen to use GMT method to make students understand any grammatical topic. Though students and teachers have been communicating in English, teacher uses GMT method the most.

Implementation.

1. From the very first day I went to the class with miss and observed the class. I observed how she entered into class, draw attention of everyone and went with the lesson plan planned for that day. As I have observed the first class, the second class has been taken by me. At first I welcomed all of the class members. After some informal conversation I told them about the topic to be delivered and next day's homework. At first I told about the rules of simple present tense and give examples along with it. It seemed to me that they already knew the rules of simple present tense. They did not pay full concentration on my words. They became bored and monotonous also. Then I asked students to tell me some relevant examples of simple present tense from their regular life apart from bookish examples. They found it interesting. Then I told them to talk with each other sitting next to you about each other's daily work and shared with the whole class. They found it really interesting as they got to know different types of works from each other. It also made them practice the simple present tense in cheerful manner. The same thing went with the present continuous tense. . But they told most of the things using simple present tense. As they were missing the track, I got them back in the track. For this I had to interrupt between this. It happened because they used simple present tense mostly in their daily life. While they were busy in knowing about each other's daily work, I discreetly monitored them. I was there but I made them feel that I won't help and disturb them during that time unless any significant problems. After sharing each other's daily job, I asked some of the students to come and told them about their problems, mistakes and solution. It is not always perfect for a teacher to interact with the students through the whole class because According to Edward and Westgate (1994), initiate a topic

for conversation and dominate the class through TTT will restrict student's response (as cited in Nugroho, 2010, p.56). Rather a teacher should assign some time for learners to interact and make them involved in the lesson. So I thought interaction between learners and getting them involved into the lesson can be an efficient ways of learning. thus can be brought a proper balance balance between TTT and STT.

2. Another day I concentrated on Elicitation. Though it was not been relevant with my topic ,my main motto was to find out whether students are willing to talk if they would be given the opportunity to share their existing knowledge , information and idea about anything. Sometimes the teacher should try to know about the knowledge level of student of a particular topic to avoid unnecessary lengthy TTT, extract some answers, ideas and languages from them as Scrivener(2011) has said that Eliciting means drawing out information and assuming students know a lot more than the teacher give them , starting with what they know is a productive way to begin new work, involving students in a question-and-answer movement towards new discoveries which is known is more effective than simply giving lectures”(P.73) . It will make them more involved in the classroom with full concentration.

At first I went to the first class of grade 4 with my supervisor. I observed her class. She took the class normally by telling them the rules of the tag questions and asked them to come to the front and wrote the correct answer of the question written on white board. Through this process the first class was over. After the break the 4th period was taken by me under the supervision of my onside supervisor. I welcomed the class at first and talked with them casually. I conveyed a clear idea about the lesson pan to the students. I thought I would tell

them about the rules and would give them some class work on it. But they were not ready to do any written work on that day. I recognized the overall situation and stopped the written work. Then I started my lecture by telling the rules. . At first I told them one rules and gave an example. Then I told one sentence and asked them to make tag question of it. At first no one wanted to give the answer. I immediately asked one to stand up and tell the answer. He gave me the wrong answer. I told him to sit down with a smiley look. I again asked another one to stand up and asked him another question. He gave me the right answer. I gave him thanks by showing finger correction. When the students gave me the correct answer, I told them to repeat the sentence after me. Then I told all other rules one by one and began to elicit from them as like as before. I could not go according to my lesson plan. I changed it. I wanted to know about their level of proficiency on this topic. I found that they knew some of the rules but forgot many things. Though they could remember something, their grammar was inaccurate in some points. As they knew some of the thing, I was able to elicit most of the thing. some of them did mistakes while some were not. With this technique there were less amount of teacher talk and maximize student talk. They participated in the activities actively while in the beginning they did not even want to respond. According to walsh's (2002) one research enquiries, for developing SLA in L2 classroom teachers should understand classroom communication, shape learner's contribution and make strategic decision of every moments of a lesson .Walsh (2006) also says that successful language use can be occurred when teacher will aware about the goals of every moment of a lesson and can match their purpose to their language use (as cited in Shamsipour and Allami, P.2263). Though that day's class was not very smooth, I was successful to do the second option to some extent with active Prticipation from the students. So if the students can be given the opportunity to talk ,

we can increase their talk and their active participation in the class. Through this process teacher talk and student talk will be in the same level.

Work as an observer:

In the beginning of my internship, I observed the class also. At that time I was very new and inexperienced to take class. In the beginning the teacher was introduced them with grammar topics like tense, contractions, etc. One day the teacher came with a pot and told the students that they would do an activity today on present tense. Within that class I observed how the teacher used her talking time.

1. At first the class was welcomed by the teacher. She asked them about their wellbeing and their study. She then asked them about their previous week lecture on present tense. She asked some of them to stand up and asked them to tell about the rules, structure. The students seemed that they did not revise it. The teacher then told them about their class work plan on that day. She showed them a pot where several chits were kept and one by one the students had to come in front of the class and pick a chit of topic. They had to tell five sentences with that topic in present tense. The teacher gave 2 minutes to read the rules again. The students became tensed. They started revising. After 10 minutes the teacher asked the students one by one to come and pick a chit. One student picked up a chit and started to talk. But he stumbled and made mistakes. The teacher began to correct them in the middle of the activities. The teacher also began to correct their every mistakes. It made me feel that the teacher wanted to fill every gap in a lesson. The students tried to tell the things. Due to fear of talking in front of the class with a grammatical topic, they could not talk properly. Through the class full concentration was on conducting the activities and gave less

opportunity for students to talk. Talking whole time with the students would give no fruitful result because Krashen (1981) believes that if “comprehensible input is “the crucial and necessary ingredient” ” (p.9) for second language acquisition” Swain (1985) demonstrates that input alone is insufficient for developing language production skills (as cited in Tsegaye and Davidson, 2014, p.2). So, The teacher should give them more time to think, to prepare what they are going to say and how they are going to say it.

Another day I went to school for observing classes. It was winter season. The school was busy with extra curricular activities like sports, cultural programme. So, I paid my attention to some sectors and among them student-student interaction was very important to be carefully focused.

2. I went to the class with my on-site supervisor and observed the class. The teacher introduced them with the topic preposition. The teacher read out the rules from the book and explained to the students. The teacher only delivered the lecture. There was nothing came out from the students. From my observation I also found that the students had a little idea about preposition. Sometimes teacher got angry by watching students chatting with each other. It seemed to me that the whole class followed the traditional method for teaching. It was boring to the students also. Teacher could include read out by the students and could know the meaning from them. She could also involve students in pair work with a small portion of the topic. But there was nothing like that. It made the students feel bored and reluctant to concentrate on the class.

The main problem I observed that teacher followed very authentic rules for taking class. It seemed to me the class is fully teacher centered and followed traditional classroom interaction where a rigid pattern was being portrayed through the act of teacher in the process of teaching and made the students bored and mum . To say this above situation through the words of a researcher Darn (2007), says that teacher talking time (TTT) is considered as hindrance as it limits student's opportunities to use target language which creates boring and monotonous environment that prevent learning initiative in a responsible way There should be a positive, supportive rapport amongst the learners and between learners and the teacher. It will increase useful interaction. Teacher could ask question rather than giving explanation. For this a students should give time to listen, think and process their answer and speak. A teacher should also listen to their students. It would show a teacher a way to do the next job. A teacher could avoid unnecessary talk by using gestures.

Recommendation

As an intern and class room observer I have felt that the techniques and methods which have used till now are boring and monotonous also. The syllabus is ok but book which is selected for them should be advanced can be changed also. But the surprised thing is though Academia is an English medium school and they continuously talking in English, they also follow the GMT method which is usually used in Bengali medium school. Because of not using various interactive teaching method, students have become bored and dull. There is lack of enjoyment and fear also. Moreover activities on reading and listening skills are very less than writing and speaking skills. Everyday copy work also makes them bored though it has been said by authority to have 80% of activities should be written in the copy. During my Internship period I have taught and observed classes which I have written above. On the basis of those experiences I have come up with some solution.

The solution to my first implementation is that we can engage themselves in any written practice of the topic. Practice sheets can be given to them to avoid unnecessary chatting. Pair works or group works in front of the class can be effective also. It can lessen their fear of performing in front of the class. I found that they liked activities rather than lengthy lectures or written practice. They like to involve themselves into the lesson. So these things can be incorporated in the lesson for avoiding problems.

The solution of my second implementation has already been written above. Elicitation is a technique through which I have tried to involve students' in the activities and increased their talking time and lessen teacher's talking time. Thorough this process I have felt that they like

activities and new methods rather than listening to lectures and copy work. The grammar itself is considered as complex subject. we need to get this fear out of the mind from the students. We also need to bear in mind that “eliciting doesn’t mean ‘guess what’s in my head’” (Scrivener, 2011, p.74). If anyone can not give the correct answer, we should not stretch the eliciting too long. We can make them feel that they are wrong and they need to be corrected. Above all we can use elicitation as a regular technique for keeping the students active and involved.

I have also observed the classes. There I have not face any problem rather I have seen problems being occurred. The solution to my first observation written within third chapter is that a teacher should allocate sufficient time to the students. If a student cannot cope with an activity, the teacher should change the activity. Students should be provided with more practice before any activities in front of the whole class. Teaching and learning process is not only mean to pass knowledge but also should maintain a proper balance between classroom interaction and classroom management. The main goal is to enable a student to talk fluently in a language and for this they have to give proper opportunities for practice. Too much teacher centered class and too much lenient on students do not give a successful result regarding academic goal. Thus can be created a proper balance between TTT and STT .

In my second observation, I have also found problems. There I have seen dominance of the teacher through the whole class using traditional method of teaching. The solution to this problem is adopting different modern technique for conducting class. Teacher can use pair or small groups to maximize opportunities for students to speak. The seating arrangement can also be changed to make them watch each other and talk to each other. If a student is found speaking too quietly for a teacher to hear, the teacher should walk further away from there. It

will encourage the quiet to speak loudly. Above all a teacher should encourage interaction between students rather than between students and a teacher. Supporting this view Scrivener (2011) says that students should be engaged to ask questions, give explanations to each other (p.60).

Conclusion

Learning English through grammar and its implementation is totally different from each other. Now-a-days talking in English fluently is an essential requirement in any job sectors. Due to lack of applying proper teaching method in schools, students cannot be able to practice it from school level. So, they face problems in college and university level. Sometimes schools do not try to adapt new teaching method thinking that it may take lots of time to finish the syllabus. But a teacher should provide ample opportunity to students to practice it after being provided with effective input from the teachers. If a teacher continuously talk and not show any interest in students ideas, students will get bored and ultimately there will be no output from the students which will cause the downfall from the main goal of talking in English fluently. A Teacher should create such friendly environment where students can talk freely without any hesitation. Proper motivation, guidance, and interest should be shown to the students so that their inner quality can be come out automatically. An organized and pre planned diversified education system can also facilitate teachers effort. Teachers should follow various techniques to make the class reader-friendly so that students get interest in learning English language. The teacher should be provided with modern teaching training so that they can help the students according to their level of proficiency. Interaction between a teacher and a student within the class should be like conversation where natural turn take will happen and there will be no dominance from the teacher nor will be any chaos from the students. The teachers and the students at last together can make the class of English language interesting and reach the ultimate goal of speaking in English fluently.

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