

The Application of Activities-based Teaching on English Audio-visual and Speaking in Senior High School

Shen Juan

Guangxi Normal University, Guangxi, 541001, China

Keywords: Activities-based Teaching Theory, English Audio-visual and speaking Ability, Teaching Method

Abstract: Activity-based teaching method rose in the late 19th century and the early 20th century, and has attracted the attention of domestic scholars in recent years. Activity teaching method is a new teaching method. Generally speaking, teachers provide students with appropriate teaching situations according to teaching requirement. According to the physical and mental development degrees and characteristics of students' development, students are allowed to participate in the classroom teaching methods or processes of learning knowledge by their own abilities, such as reading, discussion, games, etc. The characteristic of this teaching method is that students participate in activities, and acquire knowledge through cooperative activities under the command of the brain, such as hearing, vision, spatial perception and tactile perception.

With the development of economic globalization, English has become a world language. Therefore, more and more people attach importance to English learning. In English learning, listening and speaking is the important part of English, and play a very important role in the whole English teaching. Nowadays, English teaching in senior high schools still centers on "taking exams". English teachers pay less attention to audio-visual education. In the process of teaching, teachers tend to adopt the traditional single-mode teaching method with monotonous teaching methods and monotonous learning interests of students.

This study is based on the second language learning theory. By using the method of combining theory with practice, this paper compares and analyses the advantages and disadvantages of the two teaching methods by applying the traditional teaching method and the activity teaching method to the high school English audio-visual-oral class. Based on this, and combining the advantages and characteristics of the activity teaching method, this paper suggests that the activity teaching method is more suitable for the high school English audio-visual-oral class, and puts forward some constructive suggestions.

1 Introduction

1.1 Background of Study

English audio-visual teaching in senior high school is the most critical stage in the teaching system. Memory in senior high school is in the golden stage of life. High school student have have the strongest curiosity. Therefore, English teaching should grasp the key period of cultivating

student's audio-visual ability. According to the requirements of the new curriculum standard, senior high school English should pay more attention to the improvement of application ability. According to the requirements of the new curriculum standard, senior high school English should pay more attention to the improvement of application ability, but the traditional audio-visual teaching of English focuses on training student's language imitation, memory and recitation, ignoring the cultivation and improvement of language communicative competence, which is not conducive to the growth of English teaching and learning. Listening test was brought into the orbit of college entrance examination in 1998, and oral English was also included in the scope of college entrance examination in 2004. English teaching centering on the core competence of English subject is inseparable from the linguistic practice of topic meaning exploration. The discussion of thematic signification is inseparable from in-depth learning, and is also a process of cultivating emotional attitudes and values. The new round of college entrance examination English reform is both an opportunity and a challenge. In terms of basic knowledge, the New College Entrance Examination pays more attention to the investigation on of language perception ability. In terms of test-taking ability, the New College Entrance Examination focuses more on the ability to solve practical problems with linguistic knowledge, which require us to make English more normal and make English learning a part of learning life rather than for examination-taking.^[2] Nowadays, English teaching in senior high school still centers "taking exams". English teachers pay less attention to audio-visual education. In the process of teaching, teachers tend to adopt the traditional single-mode teaching method with monotonous teaching.

1.2 Purpose and Significance of the Study

Audio-visual English teaching is the most important and weak link in English teaching. The traditional English classroom, dominated by teachers and passive learning by students, is still the main mode of English teaching. In view of the problems of weak comprehension awareness, lack of awareness of speaking English and psychological barriers of not daring to speak English among senior high school students, the author takes senior high school students of Guilin No. 19 Middle School as the research object to investigate, analyze and discuss. This paper applies activity-based teaching method to English audio-visual teaching, and investigates, analyses and discusses senior high school students in Guilin No. 19 Middle School. This paper applies the activity teaching method to English audio-visual teaching. The students of No. 19 Middle School in Guilin City are divided into experimental group and control group for teaching research. According to the results of the experiment, it will be verified whether the activity-based teaching method as a strategy of English audio-visual teaching is conducive to solving the problem of weak English audio-visual ability of senior high school students; whether the activity-based teaching method has advantages and advantages compared with traditional English teaching methods, and whether the application of the activity-based teaching method achieves the expected effect of English audio-visual teaching.^[3] Finally, it can put forward reasonable suggestions for the application of activity-based teaching method in high school English audio-visual teaching.

2 Literature Review

2.1 Study on Activities-based Approach at Home and Abroad

Activity-based teaching method, also known as activity teaching method, is a student-centered teaching method. It advocates the construction of various forms of activities in the learning process, and encourages students to think actively and participate actively in order to realize the

comprehensive development of various abilities and promote the overall quality of students.

Research status at abroad: At the end of the nineteenth century and the beginning of the twentieth century, there appeared Deckley's teaching method (1921) and Dewey's activity teaching method successively.^[4] In addition, there are Kboldt's Design Teaching Fair (1918), Huaxupeng System (1919), Ms. Parker and Ms. Stern's Dalton System (1920) and Morrison's Unit Teaching Method (1926). Among them, Dewey's influence is the most significant.^[5] He believes that activities are both teaching materials and teaching methods. Based on this, he designs a "problem scenario model", that is, teachers first design problem scenarios, then ask questions, then collect data, hypothesis and demonstrate it. In 1983, Jeremy Harer put forward the balanced activity teaching method by drawing on various theories. He raised the activity teaching method to the level of combining theory with practice. He believed that the activity could enhance interest.

Research status at home: In recent years, many scholars in China have also carried out corresponding research on English activity teaching method. Wang Peixiong (1986) "Piaget's Definition of Activity Teaching Method" mentioned that Piaget believed that the principle of activity teaching method is to give full play to the enthusiasm of theoretical thinking.^[6] The premise of activity teaching method is that the natural process of children's devotion to development must be followed. Wang Cairen and Cai Rongshou of Guangxi Normal University (1994) presented relevant theories and practical operations in the commentary on "Activity and Activity Teaching Method", expounding the realization of teaching objectives and increasing interest in learning. Tana (2015) studied the application of Activity Teaching Method in English teaching of Inner Mongolia Kindergarten Teachers College, and put forward the application research of Activity Teaching Method: English Teaching The interest in learning has increased and the level of English has improved. It can be seen that the research on activity-based teaching method has been relatively mature at home and abroad, but there are not many studies on it in senior high school English audio-visual teaching, and there are fewer studies on its application in senior high school English audio-visual teaching.

Therefore, the author tries to explore the topic selection of using activities-based teaching method in senior high school English teaching. The activity teaching method mentioned in this paper is activity teaching method.

2.2 Study on English Audio-visual and Speaking at Home and Aboard

Overview of research on audio-visual course at aboard: De Bot (1992) research focuses on the combination of audio-visual course and theory, which is representative. In this study, he proposed a bilingual model, and believed that the human pronunciation system is shared by two languages, and that the input and output of languages have unique functions and can not be replaced by each other.^[7] Langnigan (1984) applied a large number of examples to illustrate that combining visual materials with audio materials can construct contexts to achieve better pragmatic understanding; Sherman (2009) proposed that the definition of real teaching video is equivalent to the various program videos students see in cinemas, television or DVDs. In his works, he provides different curriculum design schemes for teachers, and expounds that video teaching can promote learning motivation. He also provides some suggestions for teachers how to select teaching video as classroom input material.

Summary of research on audio-visual course at aboard: Domestic scholars pay more and more attention to the research of audio-visual course. Gu Qiyi (2009) studied language input function through language output function. He maintained that language output played a key role in language restructuring and construction, and predicted the research direction of input hypothesis and output hypothesis.^[8] Associate Professor Wang Zhenping of Beijing Foreign Studies University (2001) discussed the reform of audio-visual teaching and emphasized that the classroom should be student-centered; Gong Weiguo and Zhu Lehong (2006) studied in universities. Make full use of the Internet

in the classroom, quote audio-visual teaching method combined with visual, auditory, tactile and other senses to devote themselves to learning, stimulate students' interest in learning and improve autonomous learning ability; Guo Hong and Qi Deshan (2009) based on the input and output hypothesis, divided the research subjects into control group and experimental group, according to the experimental group oral English. The experimental results of the control group were better than those of the control group to verify the feasibility of the audio-visual course.

The theoretical research and application of activity-based teaching method abroad have been widely applied in many fields. Overseas theoretical research on audio-visual course is relatively mature, but there are few empirical studies, and there is a lack of specific application of case studies in classroom teaching.^[9] Domestic research results have made outstanding contributions to the development of audio-visual courses in China, but in empirical research, the research of audio-visual courses is basically applied to university education. There are few studies on the application of audio-visual course in junior and senior high schools, and some practical problems have not been solved, such as how to apply audio-visual teaching in senior high schools, and the specific implementation plan, It can provide some constructive teaching suggestions and specific solutions for today's English audio-visual classroom.

3 Theoretical Framework

3.1 Definition of Activities-based Teaching

Activity-based teaching method, is a student-centered teaching method. It advocate the construction of various forms of activities in the teaching progress, and encourages students to think actively and participate actively in order to realize the comprehensive development of various abilities and promote the overall quality of students. Among them, the teacher is the guide of teaching progress, and the student is the center of the learning progress.^[10] The teaching method emphasizes that by creating a good classroom, improve their learning initiative and enhance their practical ability. Teaching progress is a communicative progress. Teachers have an plan and organize to guide students to complete teaching tasks together.

3.2 Characteristics of Activities-based teaching Method

First of all, it can better mobilize English learning enthusiasm. Teachers create activities with various forms and rich contents, which can make students feel happy, relaxed and willing to participate actively.

Secondly, it can fully display the students' subjectivity. Students can actively explore and think in classroom activities, actively participate in them, concentrate their energy, freely express their ideas, and be the masters of the classroom.^[11]

Thirdly, it can cultivate students' sense of cooperation. Students should cooperate with their peers or group members in order to complete pairing activities, group activities and so on, and in the activities, students can help each other and improve together; the sense of cooperation has been improved, and the sense of collective honor has been strengthened.

Finally, it can cultivate students' innovative thinking. Students do not have to stick to the content of books in activities, they can fully express their ideas, which is conducive to the cultivation of students' innovative thinking and creativity.

3.3 Basic Principles of Activity Teaching Method

First, student-centered classroom. Teaching activities designed to take into account the

knowledge level of students, personality characteristics, etc., to adapt to different students, to mobilize the enthusiasm of students and achieve certain results.^[13]

Second, the principle of affective care education, the new curriculum standards put forward emotional attitudes and values. Teachers should not only teach students knowledge and strive to improve their ability, but also guide them to establish correct values. As the guide of teaching activities, teachers should create a positive and harmonious learning environment by designing lively, interesting and meaningful teaching activities, and gradually build up confidence.

Third, the rationalization principle of classroom activities design, teachers should design reasonable teaching activities, fully consider the cognitive status of students at different levels, learning characteristics and so on, in order to achieve the best results. The design of teaching activities should follow the rules of students' physical and mental development.

Fourth, the principle of timely feedback improvement. Feedback link is a two-way evaluation link. Students' feedback can reflect the effect of teaching activities. Teachers' timely feedback during and after activities is conducive to further thinking and improving teaching activities.^[12] Teachers should pay full attention to the importance of timely feedback in order to design more reasonable teaching activities and achieve better teaching.

4 Research on Application of Activities-based Teaching Method in English Audio-visual Teaching of Guilin No.19 Middle School

4.1 Research Participants

This paper takes Class 1 and Class 2 of Senior One of Guilin No. 19 Middle School as the research objects. There are 30 students in the first class, 18 boys and 12 girls. There are 30 students in Class 2, 14 boys and 16 girls. The two classes have the same number of students. Both classes are taught by the author. Their English proficiency is comparable. The English scores of the two classes are comparable, and the average scores of the English exams are not much different. However, the students in the class do not actively use English in the classroom, and they usually use it inappropriately. Listening ability is also relatively weak. Every test loses a lot of marks in the listening part. This experiment takes Class 1 of Senior One as the experimental class and carries out English audio-visual teaching according to the activity teaching method. In multimedia classrooms, English teachers use multimedia technology to make full use of students' visual, auditory and other senses, take students as the main body, make use of classroom activities, and interact with the external environment provided by multimedia classrooms to actively guide students to learn English audio-visual, stimulate students' interest in learning, and highlight students' subjectivity in learning. Class 2 of Senior One is regarded as the control class, and English teaching is carried out according to the traditional English teaching method. Teachers are the leaders of the classroom. Students complete the learning tasks arranged by the teachers in the classroom. The experiment of English audio-visual teaching is carried out. The content of the course is the same. It is published from the Foreign Research Institute in the first volume of English (New Curriculum Standard) (Module 1).

4.2 Purpose of the Study

The purpose of this study is to verify whether the activity teaching method is beneficial to the improvement of English audio-visual teaching level. The author combines the teaching method of activity-based teaching with multimedia classroom, and applies the activity-based teaching method to English audio-visual. In order to understand the present situation of English audio-visual teaching in senior high schools in China, and to make better use of activity-based teaching method, it can be

applied to the field of English audio-visual teaching. This paper puts forward constructive suggestions for the better development of audio-visual teaching in senior high school English.

4.3 Methods used in the Study

Method of comparative observation. This experiment takes Class 1 of Senior One as the experimental class and carries out English audio-visual teaching according to the activity teaching method. In multimedia classrooms, English teachers use multimedia technology to make full use of students' visual, auditory and other senses, take students as the theme of the classroom, make full use of classroom activities, and actively guide students to learn English audio-visual and speaking, stimulate students' interest in learning, and highlight students' subjectivity in learning. Class 2 of Senior One is regarded as the control class, and English teaching is carried out according to the traditional English teaching method. Class 2 students have English lessons in the original class during the experimental period. The teacher is the leader of the class. The students complete the learning tasks arranged by the teacher in the class. In the same course content and different teaching methods, the activity teaching method is adopted in the first grade of senior high school and the traditional teaching method is adopted in the eighth grade of senior high school. After class, we test the contents of the class, analyze the English audio-visual ability test of the two classes, analyze the advantages of the activity teaching method, and put forward constructive suggestions for the contemporary high school English audio-visual teaching.

On-the-spot English Audio-visual and Speaking Ability Test (the content of this lesson). The content of the English audio-visual and speaking test is divided into three parts: the first is to watch a video (the content of the class lesson), and the students should summarize the content of the video in English; the second part is that students randomly extract passages from the text and conduct situational dialogue with teachers, teachers and students use physical features such as gestures, facial expressions, body movements to reflect discourse communication; the third part is to look at pictures and describe the pictures about the test paragraph. (the pictures relate the content). The pictures are also randomly selected by students. In order to ensure the validity and authenticity of the test and to be better evaluate the level of students after the experiment, only one student is required to take the test at a time, and the rest of the student are waiting in the waiting room. The invigilator teacher are all English teachers in first year of senior high school. The requirements of the college entrance examination are the criteria for scoring.

4.4 Teaching Experience –A case of English Audio-visual and Speaking in Guilin No.19 Senior High School

4.4.1 Application of Tradition Teaching Method on Class 2

The author takes Module 1 of Senior One English textbook as an example. The traditional teaching method is adopted to teach English audio-visual and speaking. Let the students master the main idea of the text and express the content clearly and clearly. Listening ability has been improved. Classroom steps are as follows:

Lead in: The author explains the background knowledge of the text to the students and adds some relevant video materials. Guide students to take notes.

Warming up: Around the main idea of the textbook center and the relevant background knowledge, the author selected several students to answer their understanding of the text.

Pre-reading: The author gives guidance to students on the literal meaning of unfamiliar words and phrases in the text. After the students understand, they are taught how to pronounce key phrases and unusual phrases, and guide them to read aloud. Repeat several times.

Reading: The author organizes students to translate, so that students can understand the meaning of the full text. After completing the arrangement with the students, choose several students to translate sentences and paragraphs.

Practice and consolidation: The author teaches important points in the text. After the students take notes. Set relevant topics so that students can strengthen their understanding. To organize students to complete the understanding of the main idea of the text.

Home work: After class, arrange the students to finish the exercises after class. The teacher made corrections the next day. Understand students 'mastery.

4.4.2 Application of Activities-based Teaching Method on Class 1

The author takes Module 1 of Senior One English textbook as an example. Activity teaching method is used to teach English audio-visual. Let the students master the main idea of the text and express the content clearly and clearly. Listening ability has been improved.

Lead in: The author plays a background English video related to the content of the text with complete English subtitles. After the video was played twice, the students listened and took notes. The teacher drew several students to answer. After the students answered, the teacher commented on the students and narrated the video material they played.

Warming up: Students explain background knowledge one by one. In the form of a group. Show in groups after the discussion.

Pre-reading: Teach students unfamiliar vocabulary in the form of courseware, and interact fully with students. Teachers are fully aware of sentences or passages that are difficult for students to understand.

Reading: Let the students discuss important knowledge points in groups and understand the literal meaning of the text. After group discussion and study, one or two representatives from each group were selected to summarize the presentation. After sharing with all members, the author summarizes the statement. Guide students to organize the main ideas of the full text, so that students have more opportunities to speak English. Better understanding of task roles and psychological changes. Let students know the main meaning of the text, organize role-playing, and let students better understand the characteristics of the task.

Practice and consolidation: In understanding the background and characteristics of the text, students can better grasp the pronunciation and intonation. Organize students to recite words and important sentences.

Homework: Teachers assign students to complete after-class exercises, and organize students to recite key sentences and paragraphs in the next class. Competition in groups.

4.5 Advantage and Disadvantage of Activities-based teaching Method

Activity teaching method uses multimedia teaching aids such as projectors, movies and videos to enable students to listen while watching, and to learn a foreign language on the spot. It naturally links the situations they see with the sounds they hear, emphasizing the practice of sentence patterns through the situations. In the classroom, the use of video can help students better understand the background knowledge, a good contact with Western culture, help students improve their English audio-visual ability. Secondly, activity-based teaching method attaches great importance to dialogue learning of the whole structure, so that the classroom becomes lively and students' English expression is accurate. English expresses naturally and is closer to everyday life. Thirdly, the use of activity-based teaching method in English classroom can better train students to use English for contextual communication, which is conducive to students' proper use of English in a certain social environment. Finally, the activity teaching method makes the students become the masters of the classroom and

cultivates the students' sense of mastery. Students' performance in classroom activities can timely feedback students' mastery, and teachers can adjust their teaching programs in time.

Activity teaching method still needs to be improved. First of all, classroom activities in English class, with the help of multimedia and other film and television materials, completely exclude the mother tongue, which is not conducive to a thorough understanding of language materials. Secondly, the activity-based approach overemphasizes the understanding of the overall structure, so that students do not have a clear understanding of specific English knowledge points. Finally, activity-based teaching method enables students to participate in classroom activities together, but student English audio-visual ability and level are different, which may not play a strong role for students with weak English audio-visual ability.

4.6 Advantage and Disadvantage of Traditional teaching Method

The advantages of traditional teaching methods: First of all, it emphasizes the leading role of teachers. Teachers can fully control the classroom and help students to concentrate their thinking. It is advocated that the class teaching system is convenient for teachers to organize and monitor the whole process of teaching activities. The situations that may occur in the process of teaching are within the control of teachers. Thirdly, it is convenient for teachers and students to communicate with each other, to fully consider the important role of emotional factors in learning, and to cultivate students' language expression, will quality and modality goals. Finally, the learning environment is relatively good, and students' learning efficiency is relatively high. Teachers can take care of each student's learning situation and give guidance to the students.

The shortcomings of traditional teaching methods also exist. Firstly, the basic characteristics of traditional education concept are that it focuses on the imparting of knowledge, over emphasizes the role of teachers, restricts individuality and creativity, and ignores students' initiative and potential. Secondly, teachers can not fully take care of every student with different basic and interest in the classroom. Students are only passive to listen to the teacher's teaching and students are passive to learn. Finally, learning content is closed, learning methods are single, resources are scarce, and their knowledge deviates from the reality.

5 Conclusion and Suggestions

5.1 Major Findings of the Research

The author conducts an English audio-visual ability test after the class. The full score of the English audio-visual ability test is 100 points. Topic 1 (30 points), Topic 2 (30 points), Topic 3 (40 points). The results of the English audio-visual ability test after the experiment are shown in Table 1.

Table 1: Test scores of English audio-visual ability

Test	Score	Experimental class	Control class
Total average		80.3	77.3
Question 1 average		23.1	22.7
Question 2 average		21.1	20.1
Question 3 average		36.1	34.5

From Table 1, we can see that the English audio-visual performance of the experimental class has improved significantly, especially the average score of the whole class has increased by 2.1 points, which shows that the students are quick in reaction and proficient in mastering. The other two modules also have slight advantages. The third topic is the picture description. The students in the experimental class are 1.6 points higher than those in the control class. The results of the experimental

class in this module show that the students understand the text better after the activity-based teaching method, and understand it well, but they still need to be strengthened in their daily life. Teachers also reflected that the performance of the students in the experimental class was more positive than before, whether in but or in class or after class. These facts show that activity-based teaching method is suitable for senior high school English teachers to improve the teaching effect of English audio-visual teaching.

5.2 Strategies

The various teaching activities involved in the activity teaching method must take into account the learning characteristics of students at different stages, the level of intellectual development and the level of cognitive ability. Closely around the principle of students' subjectivity, student-centered. Teachers, as guides of students' learning, need to conscientiously experience students' real feelings, grasp students' learning characteristics, and create teaching activities suitable for students. In the end, teachers will be satisfied with the teaching results, and students' English audio-visual ability and language application ability will be really improved. Teachers play a very important role in students' learning English audio-visual. Teachers' influence on students is not only reflected in their academic achievements, but also in their emotional values. Let students really like English audio-visual, listening and speaking, improve their English application ability. When designing teaching activities, teachers should give full consideration to students' cognitive ability and learning characteristics at different teaching stages. Reasonable teaching activities have been designed to achieve the best teaching effect. Students' timely feedback can reflect the teaching effect, and teachers' positive reflection can also better improve teaching activities.

As a kind of teaching concept, activity teaching method regards teaching process as a special activity process. It emphasizes the important role of activities in the development of students' cognitive, emotional and personality behavior. It points out that the key of teaching cognition lies in the construction of students' overall cognitive activities and the promotion of students' subjective development through activities.

6 Conclusion

Activity teaching method is a student-centered teaching method. It advocates the construction of various forms of activities in the teaching process, encourages students to think actively and participate actively in order to realize the comprehensive development of students' various abilities and promote the overall quality of students. Among them, the teacher is the guide of the teaching process, and the student is the center of the learning process. The teaching method emphasizes that by creating a good classroom atmosphere and establishing close interaction between teachers and students, students are encouraged to participate actively in the classroom, improve their learning initiative and enhance their practical ability. In Guilin No. 19 Middle School, a high school English audio-visual experiment was conducted to compare the effectiveness and feasibility of activity teaching method. After finishing the teaching experiments, the students in the experimental class can better meet the requirements through the test of English audio-visual ability. At the same time, teachers constantly improve their professional quality when using activity teaching method. With the help of multimedia in class, the classroom is not rich and colorful, and students' interests are improved.

The author believes that the activity teaching method is suitable for the present stage of high school English audio-visual teaching, while the traditional teaching mode has been unable to meet the needs of students to learn practical English. Activity teaching method is widely used in the whole English audio-visual classroom, which helps to create a relaxed and pleasant classroom atmosphere

and stimulate students' interest in learning. English audio-visual teaching will achieve twice the result with half the effort.

However, this study also has shortcomings. Firstly, because there are fewer scholars studying the multi-activity teaching method in China, and there are no monographs published, only some papers, it is rare to apply the theory to English teaching, so the author's data collection on the theory of activity teaching method has some shortcomings. Secondly, the subjects of the experiment are the students of Guilin No. 19 Middle School, which can not represent the whole country's high schools. The author wants to carry out experiments in many schools to verify whether the advantages of activity teaching method are universal. Thirdly, the experimental period is short. The author wants to use activity-based teaching method in English audio-visual teaching for a long time in future schools, and continue to observe the changes of students' performance to make up for the shortcomings of this research experiment. Fourthly, the author's level is limited, the research results of this experiment are not accurately summarized, and the research methods need to be improved. However, how to apply the activity-based teaching method to the new curriculum reform of English audio-visual and listening is the direction that the author will continue to study in the future.

References

- [1] Allright, R. *The Important of Interaction in Classroom Language Teaching*[J]. *Applied Linguistics*, 1984, (1): 68-72.
- [2] Chomsky, M.A.K. *The Sound Pattern of English* [J]. *Archivum Linguistics*, 1963, (4): 160-165.
- [3] Richards J C, *Approach and Method in Language*[J]. *Foreign Language Annals*, 18, (3): 523-527.
- [4] Widdow son. *A Cognitive Approach to Language Learning*[M]. Oxford: Oxford University Press.
- [5] Zhang zhendong. *Principles and Models on Activities-based Approach of Foreign Language Teaching*[M]. Beijing: Science Press.