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# PROCEEDINGS

1<sup>st</sup> Educational Linguistics Conference

*"Bringing The 2013 Curriculum to Light"*

Yogyakarta State University

*May 10-11, 2013*



# elc2013

1<sup>st</sup> Educational Linguistics Conference

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## Foreword

Welcome to you all to the First Educational Linguistics Conference organised by the Faculty of Languages and Arts in collaboration with English Language Education Study Program.

This conference is primarily aimed at sharing their respective research interests, creating a forum for networking, collaboration, and trust relationship, sharing practical information of the process of English language teaching and learning, interacting and exchanging views, experiences, opinions, and the like under the issue of Educational Linguistics which collaborate four determining factors: research, theory, practice, and policy to gain success in the second language teaching and learning in any level of education.

Marking one of the celebrations for the 49th Anniversary of Yogyakarta State University, the committee of the ELC 2013 has been struggling hard to build on the success of this conference and maintaining the quality of the inaugural conference while incorporating new features to provide all participants with richer and more valuable experience.

All presenters as performed in the proceedings address issues in a wide range of topics of Educational Linguistics including linguistic analysis, second language acquisition, teaching methodologies, language assessment, and others.. They also cater to specific needs of language teachers and researchers in integrating theoretical concepts and empirical research findings in language acquisition and learning for application to actual educational practices.

The publication of *the First ELC Proceedings* marks the culmination of an arduous year long process involving conference planning, screening of presentation abstracts, and the preparation of the Conference Proceedings.

We would like to express our gratitude to the fine work of our contributing presenters upon which the accomplishment of the *ECL 2013 Conference Proceedings* depends. We applaud their considerable effort and thank each author for regarding our publication as a venue for sharing their insights.

**ELC 2013 Committee**  
May 10, 2013





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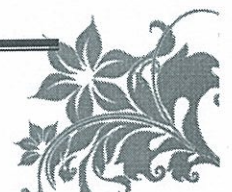
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## RAISING STUDENTS' AWARENESS TO HAVE DEEP LEARNING PRACTICES OF ENGLISH LANGUAGE LEARNING TO IMPLEMENT THE 2013 CURRICULUM

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### Abstract

In the academic year of 2013/2014, the Ministry of National Education and Culture plans to advocate the 2013 curriculum, which is implemented from the primary school level to the secondary one. The development of the 2013 curriculum refers to Acts of the National Education System Number 20 Year 2003 Article 1 Verse 1, which states that "Education is a systematic and conscious effort to realise a learning condition and learning process in order that learners are actively involved in developing their own potentials to gain religious spiritual power, self-control, good personality, high intelligence, good behaviour, and sufficient skills which are required to meet the demands of the individual, society, nation, and country". In the secondary school level, such an issue is achieved through a number of the offered subjects (including the English subject) as manifested in the standard of content and competence of each subject as stated in the 2013 curriculum. To realise the spirit of the provision of a learning condition and learning process, English teachers are encouraged to raise their students' awareness to perform deep learning practices in order that they could successfully gain the target language (English) on the grounds that the mastery of English could facilitate students to develop their potential to survive in the global competition. In reference to the mentioned issue, this paper theoretically presents how to raise students' awareness to have deep learning practices of English language learning. It reviews the nature of deep learning, the advantages of deep learning practices, and some ways to promote deep learning to students of the secondary school level.

Key words : Deep Learning, English Language Teaching, Curriculum 2013

### Introduction

So far the English teaching and learning process has been aimed at facilitating second language learners to maximally acquire English as the target language on the grounds that English is one of the global languages which serves an important role in some international transactional practices. To do so, English teachers have been struggling hard to select and implement some approaches in the process of English language teaching and learning. Some of them implement a particular approach of learning, which gives an emphasis on memorising and analysing the form of language or the linguistic elements, which are commonly used in spoken and written discourse. More specifically, English teachers design English language teaching and learning activities in the form of answering a series of questions to check students' comprehensions and presenting the language form. They tend to give much emphasis on teaching English grammar and vocabulary on the grounds that the mastery of those two items determines the success of acquiring English language. They have an assumption that in learning a target language students need to do with a lot of practices on the language forms used both in spoken and written discourse so that the second language learners gain familiarity and automatisation of the use of the target language. Such language teaching practices are called a surface learning approach. This approach has a place in certain areas of study, for example in English language teaching and learning (Biggs & Tang, 2007; Chan, 2004; Entwistle & Peterson, 2004)





Different to the above approach, some other English teachers assume that the process of the English language teaching and learning should drive their students to deeply understand the English materials. To do so, they attempt to create or develop the English materials, which are closely related to what the students find in daily life. In other words, they accentuate how the language is used in context. They also provide their students with a lot of opportunities to have interactive and meaningful English tasks in order that students are actively involved in generating English utterances or sentences in reference to the context given. Added to this, English teachers apply some various techniques when they are involved in teaching macro-language skills (listening, reading, speaking, and writing). For example, in teaching reading, the English teachers tend to apply some various techniques such as graphic organiser, KWL (Know-Want-Learn), DRTA (Directed Reading Thinking Activity), and others. Those various techniques are targeted to facilitate students to make sense of written discourse. English teachers also implement group discussion practices, which aim to provide students with a lot of learning practices so that they could establish their autonomous learning. These language teaching practices refer to a deep learning approach.

Both types of language learning approaches exist in previous curriculum, namely the 2004 and 2006 curriculum. Of the two types of learning approaches, the surface learning seems to be widely implemented by a great number of English teachers at secondary school level although they realise that the surface learning approach is considered to be ineffectual and commonly associated with poor academic performance (Donnison and Penn-Edwards, 2012: 11). This refers to the results of interview practices with English teachers who were involved in the in-service English training as one of the requirements for certifying professional English teachers. They state that they tend to apply the surface learning approach rather than deep learning one.

Different to the surface learning, the deep learning approach is a “complex personal development process involving the change of perceptions, learning habits and epistemological beliefs” (Wingate, 2007: 395) as it confers “student meaningful involvement in English tasks, accentuating underlying meanings, main ideas, themes and principles, refining ideas, using evidence and applying that knowledge across contexts” (Biggs & Tang, 2007; McCune & Entwistle, 2000). The deep learning approach takes students as the agent of the change. Therefore, English teachers of secondary schools should implement the deep learning approach in the process of English language teaching and learning at any level of education including secondary school level.

Advocating the use of the deep learning approach is clearly performed in the 2013 curriculum, which is stated in the rationale for the curriculum development and the standard of process, highlighting that the process of language teaching and learning should give an emphasis on learning-centred rather than teacher-centred. In reference to the use of the deep learning approach, this paper attempts to review some important points of the essence of the 2013 curriculum followed by the discussion of the surface learning and deep learning, raising students’ awareness on deep learning practices, and the application of deep learning in teaching reading. Final remark is made to end the discussion of the paper. Each is presented below.

### **The Nature of the 2013 Curriculum**

Nowadays, the Indonesian government via the ministry of National Education and Culture is going to advocate the implementation of the 2013 curriculum in the academic year of 2013/2014 as the revision of the previous curriculum, namely the 2004 and 2006 curriculum. The development of the 2013 curriculum relies on the Acts of the National Education System Number 20 Year 2003 Article 1 Verse 1, which states that “Education is a systematic and conscious effort to deal with a learning condition and learning process in order that learners are actively involved in developing their own potential to gain religious spiritual power, self-control, good personality, high intelligence, good





behaviour, and sufficient skills which are required to meet the demands of the individual, society, nation, and country". This implies that the revision or development of the curriculum should be continuously conducted in order to meet the global demands.

Essentially, the 2013 curriculum development is initiated by some factors, which include (1) the internal demand, (2) the external demand, (3) the change of mindset, (4) the reinforcement of the curriculum management, and (5) the internalisation and the enlargement of the curriculum. The first factor deals with the internal demand to achieve the reformation of the education, which sticks on eight national standards. They include (a) the standard of content, (b) the standard the assessment process, (c) the standard of teaching and learning, (d) the standard of the graduates' competencies, (e) the standard of the educators and educational staffs, (f) the standard of the infrastructure, (g) the standard of finance, and (i) the standard of the education management. The external demand is concerned with global issues, the required competencies in global era, the perception of the society, and the development of the technology.

The change of mindset also initiates the curriculum development, which aims to change the paradigms of the process of teaching and learning of any subject including the English subject. The change of the paradigm is described as follows.

No.	Previous Paradigms	New Paradigms
01.	Teacher-centred	Learner-centred
02.	One-way communication	Interactive communication
03.	Passive learners	Active learners
04.	Verbal or abstract learning	Contextual learning
05.	Individual-based learning	Team-based learning
06.	General-oriented learning	Specific-oriented learning
07.	Limited use of sensing (eyes and ears)	Integrated use of sensing (cognitive, affective, and psychomotor)
08.	Single media	Multimedia
09.	Non-cooperative	Cooperative
10.	One material for all learners	Various materials
11.	Single perspective	Multi-perspectives
12.	Single initiative	Plural initiatives
13.	Centralisation	Decentralisation
14.	Factual thinking	Critical thinking
15.	Transferring knowledge	Sharing or exchanging knowledge

(Taken from the draft of the 2013 curriculum)

The 2013 curriculum is different from the previous curriculum, namely the 2004 and 2006 curriculum in some ways. The following presents the difference among the curriculum in terms of how to deal with content standard and the standard of the graduates' competencies.

No.	The 2004 and 2006 Curriculum	The 2013 Curriculum
01.	The standard of the graduates' competencies is derived from the content standard.	The standard of the graduates' competencies is derived from the students' needs.
02.	The content standard is formulated in reference to the goal of the subject which is then divided into standard of competence and basic competencies.	The content standard is derived from The Standard of the graduates' competencies through the core competence.
03.	The separation of the subjects which establish	All subjects have to establish the





	the affective and psychomotor and the subjects that form the cognitive skills	affective, cognitive, and psychomotor aspects.
04.	The competence is derived from the subject concerned.	The subjects are derived from the competencies which are going to be gained.
05.	The subjects are discrete subjects in nature.	All subjects are tied by the core competence.

In reference to the above explanation, the following shows the nature of the 2013 curriculum.

1. The content of the curriculum in the form of competencies is realised in the core competence, which is then divided into some basic competencies of the subject matter.
2. The core competence is a categorical description, which deals with the affective, cognitive, psychomotor aspects in each level of education, class, and subject. The core competence refers to quality, which learners should achieve in each class through teaching and learning process oriented on the basic competencies organised to make students active in the process of teaching and learning practices.
3. The basic standard refers to competencies that students learn as themes for students of elementary school and as subject matters for students of secondary school levels.
4. The core competence and basic competencies more deal with the affective development for the primary school level and cognitive development for the secondary school level.
5. The core competence serves as organising elements of the basic competencies as both basic competencies and teaching learning process are designed to achieve the core competence.
6. The basic competence merely relies on principles of accumulating, reinforcing, and enriching the offered subjects in the levels of education.
7. Syllabi are developed as systemic learning plans for one theme for elementary school level or one class and one subject for secondary school level. The syllabi embody all basic competencies for theme or class concerned.
8. Lesson plans are developed in reference to each standard competence for any subject and class.

With regard to the nature of the 2013 curriculum above, English teachers should be aware of any development of the elements of the 2013 curriculum and carry out the process of English language teaching and learning as advocated in the 2013 curriculum. Essentially, English teachers are encouraged to make some efforts to integrate the affective, cognitive, and psychomotor aspects in the process of *English language teaching and learning to successfully gain the Indonesian national education goal*. To do so, English teachers are encouraged to fully understand some approaches, which are applicable to their language teaching and learning which include surface learning, deep learning, and others. The following discussion however deals only with surface learning and deep learning approaches one of which (the deep learning approach) is highly advocated to be used to implement the 2013 curriculum.

### C. Surface Learning versus Deep Learning

The term *learning* becomes the hot debate among scholars as every scholar has different perspectives in defining it. For example, Tomlinson (1998:4) states that learning is normally considered to be a conscious process which consists of committing to memory of information relevant to what being learned. In line with the statement, Säljö (1979) documents five definitions of learning. First, learning refers to a quantitative increase in knowledge which deals with acquiring information or “knowing a lot”. Second, learning means memorising and storing information that can be reproduced. Third, learning deals with acquiring facts, skills and methods that can be retained and used if necessary. Fourth, learning is making sense or abstracting meaning which involves





relating parts of the subject matter to each other and to the real world. Fifth, learning is defined as interpreting and understanding reality in a different way.

More specifically, Brown (2007:7) identifies the components of the definition of learning which include (1) acquiring or getting, (2) storing information or skills, (3) retaining storage system, memory, and cognitive organisation, (4) involving active, conscious focus on and acting upon events outside or inside the cognition, (5) being relatively permanent but subject to forgetting, (6) involving some form of practice, perhaps reinforced practice, and (7) changing behaviour.

In reference to those definitions above, learning refers to acquiring information, knowledge, skills, and change of behaviour which are conducted through conscious activity and a lot of practices. Learning also deals with making sense of the subject matter to be retained in the storing system of human brain which is relatively permanent but subject to forgetting. Biggs (2003:13) strongly urges that "the acquisition of information, knowledge, skills, and behaviour does not bring about such change, but the way we structure the information and think with it does". This suggests that English teachers are encouraged to appropriately select a particular approach of learning in order to facilitate second language learners to acquire the target language as the subject matter of learning. In relation to this, the following presents two approaches of learning which are commonly applied in the process of English language teaching and learning. Those are surface and deep learning approaches

The terms *surface learning* and *deep learning* refer to learning approaches which are applicable in English language teaching and learning at any level of education including secondary school and tertiary school level. Both approaches are initially derived from original empirical research by Marton and Säljö (1976) and since then elaborated by Entwistle (1981), Biggs (1987, 1999) and Ramsden (2003). Ramsden in Hamm and Robertson (2009) states that deep learning is more about understanding and the surface approach is more about memorisation. In reference to this, the following presents the explanation of surface learning and deep learning.

Surface learning is an approach used in language teaching and learning which gives an emphasis on the tacit acceptance of information and memorisation as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. Biggs and Tang (2007) document some examples of the nature of *surface learning* which include (1) *forcing learners to adopt a rote learning strategy*, (2) focusing on routine fact memorisation which can give the impression that understanding has occurred, (3) finding the 'right' answers of the testing practices, (4) assimilating unaltered chunks of knowledge, and (5) producing the typical structuring of essays or summaries of chapters as a list of unrelated items (multi-structural essay)

Deep learning refers to an approach or an attitude to learning which stresses how to use higher-order cognitive skills such as the ability to analyse, synthesise, solve problems, and think meta-cognitively in order to construct long-term understanding (Hermida, 2009). In addition, a deep approach to learning is a complicated personal enhancement process, which deals with "the change of perceptions, learning habits and epistemological beliefs" (Wingate, 2007:395). It gives much emphasis on students' meaningful involvement in accomplishing the English tasks, which accentuate the underlying meanings, main ideas, themes and principles, refining ideas, using evidence and applying the knowledge across contexts (Biggs & Tang, 2007; McCune & Entwistle, 2000).

Further, the deep learning approach makes use of the critical analysis of new ideas, linking them to already known concepts, and principles. Such understanding is of great importance for dealing with problem solving in new and unfamiliar contexts. Therefore, deep learning determines a sustained,





substantial, and positive influence on the way students act, think, or feel. Deep learning confers understanding and application for life. In this case, students are aware of their own personal significance of what they are learning.

The following presents the nature of surface learning and deep learning.

Surface	Deep
Focusing on the “signs” (or on the learning as a signifier of something else).	Focusing on “what is signified” (focusing the meaning rather than the form).
Focusing on unrelated parts of the tasks.	Linking students’ background knowledge to new knowledge.
Simply memorising information for assessment.	Connecting knowledge from different subjects or domains.
Associating facts and concepts unreflectively.	Linking theoretical ideas to everyday experience.
Equalising principles from examples.	Distinguishing evidence and argument
Treating tasks as an external imposition.	Organising and structuring content into coherent whole.
Giving an emphasis on external demands of assessment rather than students’ need.	Giving an emphasis on students’ internal interest.

*(Adapted from Ramsden, 2003)*

In reference to the above table, surface learning gives an emphasis on studying the forms of the target language by analysing the internal structure of the target language under the issue of phonology and lexico-grammar disregarding how those internal structures are used according to their functions and contexts. The examples of language use of the target language are discrete in nature. Added to this, the surface learning approach is directed to accommodate the external demands for standardised assessment purposes which accentuate memorisation with the utilisation of drilling techniques to gain automatised. In this surface learning approach, students are treated as the object of change rather than the agent of change. This perception leads to the application of teacher-centred mode of teaching which tends to spoon-feed the students. The methods used tend to be monotonous and minimise students’ involvement in teaching and learning practices.

Different to the surface learning approach, the deep learning approach emphasises how the language is used according to the functions and contexts. It also accommodates students’ need and learners’ characteristics in the sense that learners are unique in nature and they come from different social backgrounds, which directly or indirectly determine the success for second language learning and acquisition. In this approach, students are treated as the agent of change which provide students with a lot of chance to be actively involved in teaching and learning practices with the use of the students’ background knowledge as starting points to learn the target language. The teaching methods are various in nature to drive students to be creative in constructing and organising the content knowledge of the target language with regard to the contexts. Added to this, learning-centered is highly promoted as the mode of teaching and learning practices to establish autonomous learning on the part of students. The following presents a summary of the difference between surface and deep learning in more details which are viewed from many perspectives.





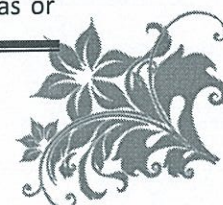
The following presents the nature of surface learning and deep learning.

No.	Indicators	Surface	Deep
01.	Underlying theory	Behaviourism	Constructivism
02.	Learning orientation	Form-based learning	Content-based learning
03.	Thinking-skills used	Lower-order thinking skills	Higher-order thinking skills
04.	Learning principles	Discrete or partial learning	Contextual or whole-learning
05.	Learning orientation	Product	Process
06.	Memory storage	Short-term space	Long-term space
07.	Memory processing	Memorisation	Internalisation
09.	Motivation	Extrinsic motivation	Intrinsic motivation
10.	Student role	Object of change	Agent of change
11.	Teacher role	Knowledge transformer	Facilitator
12.	Materials used	Pedagogical materials	Authentic materials
13.	Tasks used	De-contextualised tasks	Contextualised tasks

#### Raising Students' Awareness on Deep Learning Practices

As previously discussed, deep learning approach confers a number of strengths for achieving the target language. This implies that English teachers are encouraged to raise students' awareness on applying deep learning practices in order that learners become qualified, competitive, and professional graduates. In relation to this, the following presents some ways to raise students' awareness on deep learning practices.

*First*, English teachers are encouraged to contextualise the process of English language teaching and learning in the sense that it is designed in reference to the real life situation as found in the social and physical environment as performed in the macro-language skills: listening, reading, speaking, and writing skills. *Second*, English teachers should provide students with interactive tasks used in four language-skills above which stress on giving a lot of chances to the students to carry out some interaction patterns, namely student-teacher, student-student, and student-material rather than teacher-student. *Third*, use of various authentic materials should be carried out to raise students' awareness on deep learning practices as they much more challenge students to deeply learn the materials used in some various contexts. *Fourth*, English teachers are encouraged to accentuate the use of higher-order thinking skills in a series of the English language teaching and learning process as performed in the four macro-language skills which are fruitful to establish students' critical thinking. *Fifth*, use of various teaching techniques which accommodate students' characteristics is highly recommended on the grounds that the appropriate teaching techniques can facilitate students to easily understand and acquire the target language. *Seventh*, use of interactive media is believed to be effective to raise students' awareness on deep learning practices in the sense that learners could integrate the use of all senses to establish the affective, cognitive, and psychomotor aspects. *Eight*, English teachers are encouraged to promote the process-assessment rather than product-assessment. The assessment should accommodate the learners' characteristics in terms of their social-cultural background. Added to this, English teachers are encouraged to design integrated assessments, which allow students to bring together key concepts from different subject areas or





areas of interest. Wee (2010) suggests that students should have an opportunity for group involvement, discussion, and reflection with their peers for assessment purposes.

### **How to Apply Deep Learning Approach in Teaching Reading for Secondary School Level**

As mentioned earlier, deep learning approach attempts to change the paradigm of English language teaching and learning process from product-oriented to process-oriented and from students as the object of change to the agent of change. This suggests that deep learning approach is encouraged to be applied in second language teaching and learning process to gain success for second language learning and acquisition on the grounds that the approach confers individual developments on the part of students. In relation to the above issue, the following presents how to apply the deep learning approach in teaching reading for secondary school level.

The main issue of teaching reading for any level of education is targeted to make sense of written texts (Spratt et al., 2005). This suggests that comprehension becomes the heart of reading activities. Reading without comprehension is non-sense (Margana, 2009). Therefore, English teachers have to give an emphasis on how to comprehend the written texts with regard to the use of micro- and macro- skills of reading. Brown (2007) proposes 14 sub-skills of reading. Item number 1 to 6 belong to sub-micro skills of reading while item number 7 to 14 are labelled with sub-macro skills of reading. They are presented below.

- (1) Identifying the distinctive graphemes and orthographic patterns of English
- (2) Retaining chunks of language of different lengths in short-term memory
- (3) Processing the written texts at an efficient rate of speed to suit the purpose
- (4) Recognising lexical words and interpreting word order organisation and their significance
- (5) Identifying grammatical word categories (nouns, verbs, adjectives, etc), systems (tenses, agreement, pluralisation, etc), patterns, rules, and elliptical constructions
- (6) Recognising that a particular meaning may be expressed in different grammatical forms.
- (7) Recognising cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
- (8) Recognising rhetorical forms of written discourse and their significance for interpretation.
- (9) Finding the communicative functions of written texts according to form and purposes.
- (10) Inferring the context that is not explicitly stated in written discourse with the use of background knowledge.
- (11) Inferring the links and connections between events, ideas, etc; deducing causes and effects, detecting such relations such as main idea, supporting ideas, new information, given information, generalisation, and exemplification.
- (12) Distinguishing between literal and implied meaning.
- (13) Detecting culturally specific references and interpreting them in a context of appropriate cultural schemata.
- (14) Developing and using a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from contexts, and activating schemata for the interpretation of texts.

With the use of the deep learning approach with regard to above skills, the teaching of reading at secondary school or tertiary school levels should be oriented to promote those 14 skills mentioned. To do so, English teachers are encouraged to apply interactive approach which combines top-down processing reading and bottom-up processing. Margana (2009, 2010, 2012) states that top-down processing is conducted from schematic knowledge (general knowledge, domain knowledge, genre







knowledge, and socio-cultural knowledge) to systemic knowledge (phonological knowledge, morphological knowledge, syntactical knowledge, and semantic knowledge). Group discussion activities can be applied to share students' comprehension. Added to this, English teachers are encouraged to apply some various techniques of teaching reading, which include graphic organiser, KWL, DRTA, CIRC, and other reading techniques. In terms of the material used in teaching reading, English teachers are encouraged to use authentic English materials, which are taken from many resources, which are relevant to the targeted text-types on the grounds that those authentic English materials could facilitate them to easily acquire the target language in the sense that they are commonly found in daily life. English teachers are encouraged to develop interactive reading tasks, which give a lot of opportunities to their students to make sense of the English texts. Those efforts are of great importance for raising students' awareness on deep learning approach to deal with making sense of English texts.

### Final Remarks

In reference to the above discussion, there are at least two types of learning approach, namely surface learning and deep learning, which can be applied in the process of English language teaching and learning to implement the 2013 curriculum. Of the two types of learning approach, deep learning approach is advocated to be applied in English language teaching and learning on the grounds that it confers some convincing advantages to facilitate students to maximally acquire the target language. This suggests that students' awareness on deep learning should be raised in order that the students could establish their own autonomous learning which is fruitful to highly gain the macro language skills (listening, reading, speaking, and writing).

To promote deep learning practices, English teachers are encouraged to contextualise the process of English language teaching and learning, to use various authentic materials, to provide students with interactive tasks used in four language-skills above, to carry out some interaction patterns, to accentuate the use of higher-order thinking skills, to use various teaching techniques, to select interactive media, and to promote the process-assessment rather than product-assessment. Those efforts are in line with the essence of the 2013 curriculum which advocates that students should be the agent of change not the object of change.

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