

## A Case Study of the Implementation of the English Teaching in ABBS Surakarta

Damar Jati Pamungkas<sup>1,\*</sup>, Mauliy Halwat Hikmat<sup>1</sup>

<sup>1</sup> Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

\* Corresponding author: [a320210004@student.ums.ac.id](mailto:a320210004@student.ums.ac.id)

### Abstract

*Purpose:* This study aims to evaluate the efficacy of an immersive English teaching program, with a special emphasis on Indonesian educational establishments. It also aims to evaluate how the curriculum affects students' conversational fluency and self-assurance in speaking English while highlighting obstacles to their academic language proficiency, particularly in areas with technical terminology.

*Methodology:* Document analysis, semi-structured interviews, and classroom observations were used to gather data using a qualitative research approach. The multifaceted data collection procedure made this full understanding of the program's effectiveness and the learning environment possible.

*Results:* The data show that the program effectively raises students' confidence and conversational fluency in English, mostly through consistent exposure and a nurturing learning environment. However, there are still obstacles to achieving academic language proficiency, especially in fields like science and math, where pupils find it difficult to understand technical terms.

*Applications/Originality/Value:* To help students better support themselves in understanding complicated academic subjects in English, the study finds that teachers need specialized professional development. Enhancing the program's focus on academic language and giving teachers specialized training are two suggestions for improvement. The curriculum can better balance academic and conversational language development by focusing on these areas, ensuring that students achieve in both. The results add to our understanding of immersive language instruction and provide guidance for improving comparable initiatives in order to improve student performance.

### Introduction

The increasing global connectivity has made fluency in English a must-have for success in today's academic and professional environments. English continues to be the most common language used for international communication (Hastuti & Rizky, 2020; Putri, 2021). It is now generally understood that having a command of the language is an important talent, particularly in view of the fact that English continues to be the major medium for communication on a global scale. In order to fulfill this requirement, a significant number of educational establishments have recognized the efficacy of immersion programs as a means of language acquisition. Because they are engaged in contexts in which the target language is utilized in everyday interactions, students are able to participate in these programs. Because of this, the process of learning the language is facilitated in a more expedient and comprehensive manner. According to findings from recent studies (Suryani & Purnomo, 2022; Fauzan, 2021) that have been conducted, environments such as this one enable students to use the language in a more practical manner and enhance their confidence.

Immersive language programs are characterized by the fact that they incorporate English into both academic and social activities. This is a trait that is unique to these programs. Therefore, this results in the creation of an all-encompassing learning environment that promotes the use of the language in a manner that is natural. There is, however, a lack of study regarding the effectiveness of these initiatives, particularly in the context of Indonesia (Nurhadi, 2022; Prasetyo, 2020). This is the case despite the fact that a large number of organizations are putting these strategies into action. In recent years, there has been an increase in the number of studies that have focused on the difficulties that are connected with implementation, particularly in cases where the English language is not the native language. According to Sari and Ahmad (2023), when it comes to these kinds of environments, it is challenging for both students and teachers to acclimate to the fact that English is the predominant mode of communication. To fill the gap that has been discovered, the purpose of this study is to assess whether or not such programs are successful in increasing English language ability.

The ability of teachers to provide content in English on a continuous basis while simultaneously guaranteeing that students comprehend the material is one of the most significant obstacles that occurs during the implementation of immersive English programs, as stated by Rahman (2021) and Utami (2020). This is one of the most significant challenges that arises during the procedure. When attempting to manage courses in which students have varying levels of English

ability, it is not uncommon for teachers to face difficulties in doing so. As a consequence of this, it is essential for educators to adjust the various instructional strategies they employ. Furthermore, the level of contact that takes place between instructors and students is the primary factor that determines the success of immersive programs. According to Hidayati and Fauzan (2022), if instructors are not adequately prepared or supported, this interactive quality may be susceptible to being compromised. (Suharto & Wulandari, 2021) Recent study has shown that well-prepared teachers significantly increase the outcomes of language programs. This was proved by the findings of the research themselves. When it comes to the process of overcoming these problems, this underscores the significance of professional development as well as the availability of relevant resources.

As an additional point of interest, the perceptions of students are a key component in the achievement of success in immersive language programs. Rahmah and Kurnia (2023) and Fitria (2022) said that Based on the findings of research, it has been established that the development of learners is strongly influenced by their attitudes towards the English language as well as their confidence in their ability to utilize it in real-life situations. According to the findings of a study that Yusuf and Wardhani conducted in the year 2020, the rate at which students' language skills develop is significantly accelerated when they have the notion that the learning environment is beneficial and when they feel encouraged to practice English. Obtaining a knowledge of how students view the success of the program in developing their language competence is essential for the goal of creating improvements in the design of the curriculum and the methods of instruction (Sari, 2021). This study will analyze the feedback that students have offered on immersive programs in order to provide insights into the areas that are strong and those that need improvement. The goal of this research is to investigate the feedback that students have supplied.

In conclusion, the goal of this study is to examine the implementation of English immersion programs inside Indonesian educational institutions throughout the course of the past four years. It will explore the strategies that teachers use to increase language learning, the challenges that they meet, and the student's opinions of the influence that the program has had on their language abilities and confidence (Nugroho, 2020; Saputra & Permana, 2023). There will also be an investigation into the difficulties that teachers encounter. The outcomes of this research are expected to add to a more comprehensive knowledge of effective language teaching methodologies and provide recommendations for improving the design and implementation of immersive English programs. This is something that is anticipated to happen. the research questions are formulated as follows: (1) What teaching strategies are utilized in the English English Teaching at ABBS to enhance students' language learning experiences? (2) What challenges do teachers face in teaching lessons using English in each subject? (3) How do students perceive the effectiveness of the English English Teaching in improving their language skills and confidence in using English

Immersion programs are founded on a variety of contemporary theories of second language acquisition (SLA), among which are those that place an emphasis on meaningful contact and input. Additionally, the Input Hypothesis proposed by Stephen Krashen (2019) continues to have an impact on the design of immersion programs. According to Krashen, the most successful way for language learners to acquire a language is to be exposed to understandable input that is just beyond their current level of ability. It is referred to as "i+1," which means that learners need to be challenged, not to the point where they become overwhelmed by the information that they are receiving. When students participate in immersion programs, they are constantly exposed to this kind of input since they are immersed in the target language in everyday contexts. Furthermore, Krashen's Affective Filter Hypothesis (2019) emphasizes the significance of emotional elements such as anxiety, motivation, and self-confidence in the process of language acquisition. Learners are more likely to be responsive to learning the target language when they are in an environment that is low in anxiety, which is typically encouraged in immersion settings.

Michael Long (2020) has also investigated the importance that interaction plays in the process of language acquisition. According to his Interaction Hypothesis, learners acquire language more successfully through interaction, particularly when it comes to negotiating meaning. In situations that are immersive, students are frequently required to work together on projects that require them to communicate and find solutions to issues in the language that they are learning. Because kids are continually adjusting their language use based on input from both their peers and their teachers, this process helps them acquire both fluency and accuracy in their language use. In a similar vein, recent research conducted by Ellis and Shintani (2021) lends credence to the notion that meaningful connection plays a significant part in the process of language learning. This is especially true when students are presented with a variety of authentic communication settings.

The sociocultural theory of Vygotsky, and more specifically, the idea of the Zone of Proximal Development (ZPD), continues to be an essential component in comprehending the operation of immersion programs. Vygotsky's concepts have been improved upon by Lantolf and Poehner (2020), who demonstrate that language learners make more rapid progress when they receive scaffolded support from more skilled speakers, whether it be teachers or peers. This help is always available to students in immersive contexts, where they engage with native or near-native speakers of the language. Because of the dynamic nature of engagement in such situations, learners are able to transition from what they are capable of doing on their own to what they are capable of accomplishing with assistance. Since immersion programs are particularly effective in fostering language acquisition through social interaction, they are particularly useful.

Communicative Language Teaching (CLT), which places more of an emphasis on the actual use of language in everyday situations as opposed to only learning grammatical rules, continues to be an important method in immersion programs. It is argued by Richards and Schmidt (2020) that CLT is a good fit for immersion programs because it places an

emphasis on communicative competence, which is the process of assisting students in using the language in a natural setting. A number of educators, like Nunan (2021), have placed an emphasis on task-based learning as an extension of CLT in recent years. In this type of learning, students participate in activities that imitate real-world circumstances, such as debates or role-playing. Students improve their capacity to use language successfully in a variety of social and academic circumstances by participating in these activities, which help them build both fluency and accuracy in their utilization of language.

The contrast that Jim Cummins (2019) makes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) is yet another significant theoretical framework. Even while students who participate in immersion programs frequently achieve a high level of proficiency in conversational language (BICS), they may have difficulty with the more difficult academic language (CALP) that is required in courses such as mathematics and science. In order to ensure that students are able to achieve success in all aspects of their education, the most recent work that Cummins has done underscores the necessity for immersion programs to strike a balance between the development of academic language competency and conversational fluency. Within the context of immersive environments, this theory highlights the significance of providing learners with support as they overcome both academic and social language barriers

## Method

This investigation makes use of a qualitative research methodology in order to investigate the execution of an English Teaching Program and the results that it produced. Creswell (2020) suggests that qualitative research is good for comprehending complicated processes and experiences in a natural context. This type of study also provides profound insights into how language programs function in real-life contexts. This method makes it possible to investigate the perspectives and experiences of the participants, which is an essential step in determining how successful the immersion program is. In order to obtain a comprehensive understanding of the program's influence on language acquisition, the research employs a naturalistic approach to monitor the way in which the program is carried out as well as the interaction that takes place in real time between students and teachers.

The study strategy is based on the interactive model that was proposed by Miles, Huberman, and Saldaña (2018). This model incorporates continuous data gathering, reduction, and display during the whole research process. This paradigm involves the collection of data from a variety of sources, including interviews, observations, and documents, followed by the methodical reduction and organization of the data in order to discover central patterns. Tables or charts are used to present the data in order to simplify the information that is otherwise difficult to understand and to make it simpler to evaluate and develop conclusions that have significance. According to Miles et al. (2018), this iterative procedure guarantees that the data analysis is ongoing and reflective. This provides the researcher with the opportunity to modify interpretations and findings as more data becomes available.

Through the utilization of data triangulation, which is a method that is suggested by Patton (2019), this research endeavors to guarantee the reliability of the results. The use of several data sources, such as interviews with teachers and students, classroom observations, and document analysis, is an example of triangulation. This method is used to verify any conclusions that have been obtained. The research reduces the possibility of bias and ensures a more trustworthy interpretation of the data by utilizing a set of different sources that are cross-referenced. Taking this method helps to provide a thorough knowledge of the effectiveness of the program and addresses potential differences that may occur as a result of depending on a single data source.

This study collects data through a combination of semi-structured interviews, classroom observations, and document analysis, all of which are supported by the methodologies described by Sugiyono (2021). Participants are given the opportunity to voice their opinions through the use of semi-structured interviews, which also give the researcher the flexibility to go more deeply into particular content areas. Observations of classrooms are carried out in order to record interactions and teaching dynamics that occur in real time. These observations provide insights into the way the program functions on a day-to-day basis. Furthermore, the conclusions from interviews and observations are supported by additional context that is provided by document analysis, which includes analyzing lesson plans, curriculum, and progress reports, among other things. The combination of these approaches guarantees a comprehensive and multi-dimensional perspective on the implementation of the program.

Last but not least, Miles and Huberman (2018) highlight the fact that the process of deriving and testing findings is an iterative one. During the process of data collection and analysis, tentative conclusions are regularly checked and revised to ensure that they are founded on evidence. Through the use of this reflective approach, the researcher is able to recognize developing themes and validate patterns by cross-checking with additional data sources. This paradigm will be applied in the study, which will result in a comprehensive understanding of the English Teaching Program's achievements and difficulties, as well as the provision of useful insights for the enhancement of immersive language teaching.

## Result and Discussion

This chapter delineates the research findings and examines the principal themes that surfaced from data collected via semi-structured interviews, classroom observations, and document analysis. This study aimed to investigate the effects of an English Teaching Program within an immersive learning environment on students' language proficiency, specifically in the context of Indonesian education. The findings' validity was bolstered by triangulation, adhering to Creswell's (2020) and Miles and Huberman's (2018) protocols, which entailed cross-referencing data from diverse sources, such as student comments, classroom observations, and progress reports.

The Cambridge Class Program is designed to provide students with experience, education, and privileges with additional learning that uses an international standard curriculum from Cambridge Assessment International Education and prepares students to be able to take the Cambridge International AS & A Level exams in semester 5 (grade XII). The certificate obtained from the exam can be used to enter international classes both in foreign universities and favourite universities in Indonesia.

ICT Class Program or ICT Class Program (Information and Communication Technology) explores web programming including static and dynamic web development, including website creation, maintenance, website development organization management, computer network installation and proxy configuration, and computational intelligence (Arduino).

The study comprised 40 students, all aged 18, with 20 participants from the Cambridge Class Program and 20 from the ICT Class Program. The students offered perspectives on the efficacy of the English Teaching Program in improving their language abilities.

### ***Enhancement of english proficiency via the immersion program***

The majority of pupils demonstrated substantial enhancements in their English language proficiency, especially in speaking, writing, listening, and reading. All 40 students concurred that learning English in class enhanced these skills and bolstered their performance in other disciplines. For instance, several students observed:

*"I am significantly more confident in speaking English now, due to the frequency of its use both in and outside the classroom."* Student A1, 30 September 2024, ABBS Senior High School

*"My English conversations have improved due to daily usage in various contexts."* Student B5, 30 September 2024, ABBS Senior High School

Classroom observations corroborated these remarks, as students were observed actively participating in group discussions and engaging in talks in English. This corresponds with Krashen's (2019) Input Hypothesis, which posits that language acquisition is most supported by sustained exposure to understandable input in immersive settings. The Affective Filter Hypothesis was corroborated, as students observed that the program's environment alleviated anxiety and facilitated the practice of their language abilities.

### ***Obstacles in academic language proficiency***

Although the curriculum markedly enhanced students' conversational abilities, numerous participants reported challenges in academic disciplines, especially for the technical lexicon employed in fields such as mathematics and physics. A student remarked:

*"I find the terminology in disciplines such as science and mathematics to be quite technical and challenging to comprehend."* Student B10, 30 September 2024, ABBS Senior High School

This finding was validated during classroom sessions, where students occasionally exhibited hesitation or difficulty with subject-specific vocabulary. Progress reports indicated that pupils' performance in content-intensive areas was inferior to that in conversational contexts. These results correspond with Jim Cummins' (2019) differentiation between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). Although pupils attained conversational fluency, they necessitated further assistance in acquiring academic language proficiency.

### ***Effectiveness of interactive pedagogical approaches***

Students exhibited a favorable response to the interactive pedagogical techniques employed in the program. A pupil disclosed:

*"The collaborative projects and presentations facilitated my practice in public speaking, which proved to be really beneficial"* Student A15, 30 September 2024, ABBS Senior High School

Classroom observations corroborated this perspective, as educators frequently employed activities and group assignments that promoted problem-solving and teamwork, hence enhancing active involvement. These strategies correspond with the tenets of Communicative Language Teaching (CLT), which prioritize practical language application. Recent research by Richards and Schmidt (2020) and Nunan (2021) indicates that task-based learning within

Communicative Language Teaching (CLT) is particularly efficacious in immersive settings, facilitating students' development of both fluency and accuracy in pertinent circumstances.

### **Requirement for educator training and assistance**

Although students typically commended their teachers' assistance, several identified difficulties in elucidating intricate academic content. A student remarked:

*“Occasionally, educators struggle to elucidate technical subjects in a manner that is comprehensible in English.”*

Student B18, 30 September 2024, ABBS Senior High School

This observation was evident in classroom sessions, where educators occasionally found it challenging to elucidate complex language. Subsequent document analysis indicated a necessity for enhanced professional development aimed at assisting educators in delivering curriculum to students with diverse levels of English ability. This observation corresponds with the findings of Hidayati and Fauzan (2022), which emphasize the significance of ongoing teacher training in immersive programs. Such training enables educators to modify their educational approaches to more effectively address the academic and linguistic requirements of their students.

### **Student assurance and program efficacy**

Students concurred that the training was advantageous in enhancing their self-confidence and augmenting their English communication skills. They also underscored the necessity for more assistance in comprehending academic language. A student commented:

*“The program effectively enhances my speaking and listening abilities; nevertheless, it may improve in facilitating comprehension of more challenging academic topics in English.”* Student A20, 30 September 2024, ABBS Senior High School

This response underscores the necessity of equilibrating the advancement of academic language with conversational fluency. The program has achieved success in certain areas; yet, the findings suggest potential for improvement, especially with teacher training and support for students' academic advancement.

This study's findings indicate that the English Teaching Program has effectively enhanced students' confidence and conversational fluency. Notwithstanding its achievements, issues persist in addressing academic language competency and ensuring that educators have adequate training to assist students with diverse levels of language competence. A multitude of proposals has been proposed to enhance the program's efficacy for both students and educators. Improving these aspects could significantly elevate the quality of immersive language learning sessions.

## **Conclusion**

This study examined the effects of an English Teaching Program in an immersive learning environment on students' language proficiency in an Indonesian educational setting. Key findings arose from data acquired through semi-structured interviews, classroom observations, and document analysis. The program has proven to be highly effective in enhancing students' conversational abilities, specifically in speaking, writing, listening, and reading. All 40 students from the Cambridge and ICT Class Programs concurred that their English proficiency improved, hence augmenting their overall confidence in utilizing the language both within and beyond the classroom.

Nonetheless, obstacles persist in the domain of academic language competency. A multitude of students indicated challenges comprehending the technical terminology in disciplines such as mathematics and physics, which adversely impacted their performance in content-intensive areas. This discovery corresponds with the differentiation between conversational fluency and cognitive academic language competency, emphasizing the necessity for supplementary assistance in aiding pupils to manage more intricate linguistic requirements in academic settings.

The program's participatory pedagogical approaches, encompassing group projects, presentations, and collaborative activities, were positively accepted by students. These strategies successfully promoted active engagement and facilitated students' application of their language abilities in practical contexts. The research underscored the necessity of ongoing teacher training, as certain educators encountered challenges in simplifying intricate academic content for students with diverse levels of English ability.

The English Teaching Program has effectively improved pupils' conversational fluency and self-assurance in utilizing English. Improvements are essential to bridge the gap in academic language proficiency and to equip instructors with the requisite training to effectively assist students' varied language requirements. By concentrating on these areas for enhancement, the curriculum can be optimized to provide a more equitable approach, ultimately benefiting both students and educators and resulting in more effective language acquisition experiences.

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