

A Study on Male and Female Teachers' Communication Strategies in EFL Classroom

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ABSTRACT

This research aimed to know the use of communication strategies and to identify the similarities and differences of communication strategies used by male and female teachers in EFL classroom. The researcher applied descriptive qualitative research. The subject of this research focused on two male teachers and two female teachers of MAN 2 Model Makassar. The data collection was done through observation and interview. Observation was conducted in twelve meetings from different context such as class and time and learning topic. The researcher conducted observation by using audio recorder. Audio recorder was used to record teacher's utterance in the teaching and learning process. Interview was used to get additional information about the use of communication strategies by male and female teachers. The result of this research show that The communication strategies used by male and female teachers in EFL classroom were nonverbal signal, literal translation, code switching, using gambits, fillers or hesitation device, self and other repetition, self initiated repair, appeals for help, and meaning negotiation. The similarities of the communication strategies used by male and female teachers were in terms of achievement strategy, stalling gaining strategy and interactional strategy. In achievement strategy, male and female teacher used the same types of nonverbal signal and the same patterns of literal translation and code switching. In terms of stalling gaining strategy, male and female teachers used the same types of fillers and same patterns of self and other repetition and in terms of interactional strategy, the teachers used the same types of appeal for help and meaning negotiation. The last the difference of the communication strategies used by male and female teachers was in terms of self monitoring strategy. The female teacher tended to perform self initiated repair while making a mistake while male teacher didn't perform self initiated repair when make mistakes.

Keywords: Communication strategies, Teachers' Communication Strategies, EFL Classroom

INTRODUCTION

Communication is a process where people try to understand the meaning through interaction with others. In process of teaching and learning is to be able to communicate in send and receive messages. Most of the teachers sometimes get difficulties to communicate in English. They sometimes cannot find appropriate words to express their ideas, feeling and delivering their messages. When they get stuck on this situation they will avoid the utterance and make communication will be break.

Psycholinguistics is one of the aspects that influence in learning English as foreign language. Psycholinguistics is the study of the mental structures and processes involved in the acquisition and use of language. Some issues in psycholinguistics aspects are L1 transfer, the role of consciousness, processing operations, and communicative competence. Johnson and Johnson (1998) states that communicative competence is a competence that the speaker and listener use as a language abilities.

Communicative competence divides into five components were discourse competence, linguistic competence, actional competence, socio-cultural competence, and communication strategies Celce Murcia et.al (1995). A communication strategy is conscious attempts which are used by speakers to transfer what the speakers intend to express when they face language problem due to their limited linguistic competence. Communication strategies are important because they have a function to bridge the gap between the interlocutors regarding with their misunderstanding.

here are many factors that influence in use of strategies, namely, the language proficiency level, problem source, personality, learning situation and gender. In addition, gender is also believed to have a great influence in language use include communication style, patterns or behavior. Tannen (1990) found that, in build relationships women with their friends talking about troubles and personal events in their life, on the other hand men build relationships with friends through activities and spending time together. Women take arguments seriously and need to find a solution, but men not taking arguments seriously, they can easily move on without holding a grudge and later act as if nothing happened. Other case, women are not always looking for a solution but rather speak to be heard. Men on the other hand fell they need to give solutions and find it more difficult to listen.

Based on the previous illustration, the aims of this research are to:

1. To know the communication strategies used by male teachers in EFL classroom of MAN 2 Model Makassar
2. To know the communication strategies used by female teachers in EFL Classroom of MAN 2 Model Makassar
3. To identify the similarities of communication strategies used by male and female teachers in EFL classroom of MAN 2 Model Makassar
4. To identify the differences of communication strategies used by male and female teachers in EFL classroom of MAN 2 Model Makassar

REVIEW OF LITERATURE

There have been some previous research findings about communication strategies. Halim (2013) conducted a study entitled "*Communication Strategies in French Language Learning among Non-Native Adult Speakers*". This study aimed to determine and categorize the type of Malaysian

non-native speakers' communication strategies in learning French with regard to speaking skills. In this study found that based on the observations and transcription of the audio recordings indicated that among the most frequently used communication strategies were the use of literal translation (26.4%), the use of all-purpose words (18.4%), topic abandonment (12.8%) and foreign zing from English (8.8%).

The other research was conducted by Hajiesmaeli (2017) conducted a study entitled "*Communication Strategies Used by Iranian EFL Learners and English Native Speakers: Gender in Focus*". This study to explore the frequency and order of communication strategies used by Iranian male and female EFL earners as well as English native speakers and also to investigate the difference between native speakers and non-native speakers of English in their use of communication strategies. The results indicated that non-verbal and social affective strategies were the most frequent strategies used by non-native speakers and native speakers of English, furthermore, there was no significant difference between male and female Iranian EFL learners, but a significant difference between male and female English native speakers were seen.

Based on the previous studies, the researcher tried to analyze about the use of communication strategies by male and female teachers and what are the differences and similarities communication strategies used by them. In analyzing the data researcher used Celce-Murcia, et.all (1995) theory.

METHOD

This research used qualitative descriptive research design that emphasizes on discourse analysis. This research used qualitative method to explore the phenomenon about male and female teachers' communication strategies in teaching and learning process in EFL classroom. The participants of this research focused on two male teachers and two female teachers of Madrasah Aliyah Negeri 2 Model Makassar.

This research used observation, interview and recording as the instrument. The researcher observed about the use of communication strategies by male and female teachers in the classroom and to know the differences and similarities the used of communication strategies between them. In conducting interview, the researcher used a semi-structured interview which the interviewer and respondents engage in a formal interview. Recording is an important instrument that used by the researcher to save the data and in order to avoid the loss of data. In analyzing data from data observation, the researcher used qualitative data analysis consist of three stages namely data reduction, data display and conclusion drawing/verification.

FINDINGS AND DISCUSSION

From the data obtained through observation the researcher several communication strategies used by male and female teachers were nonverbal signal, literal translation, code switching, using fillers, self and other repetition, self initiated repair, appeals for help, and meaning negotiation. The following further analysis on those types of teachers' communication strategies.

Communication Strategies used by Male Teachers **Nonverbal signals**

These strategies help the teachers to convey what they want to say when they do not know the word or utterance. The kinds of nonverbal signal were eye contact, gesture, and facial expression.

Extract 1

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation, after entering the classroom and check attendance list, the teacher gave repetition to the students related to the previous material.

T : ... Batak ulos also understood by all group (*moving hand*) other group when Batak ulos is wear, and then the kind of cook. Cook or cake?
[*Batak ulos is also understood by all group (moving hand) other group when Batak ulos is one of clothes and kinds of cook. Cook or cake*]
Ss : Cake

Extract 1 shows that, the teacher wanted to give information to his students that not only one group that must understand their material, but all of the group by using his hands. The teacher was moved his hand while he was talking and make students could read the hand movement and finally they could guess the meaning what is teacher mean. Kreidler (1998) stated gesture has function to to share meaning, to create an effect, and to interpretation spoken message

Literal Translation

Literal translation is a kind of strategy in which the teachers translate the lexical item, idiom, compound word or from L2 to L1 or L1 to L2.

Extract 2

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation, teacher explains material about passive and active voice.

T : Dulu.. dulu sekarang tidak lagi apa buktinya dulu? ini was, ini past yah kata kerjanya ketiga ya tadi semua kata passive itu, *should be the three form harus kata kerja ketiga* kata kerja itu dua macam (moving hand) ada yang regular verb dan irregular verb misalnya saya bilang begini saya cinta kamu, maka saya tulis I..
Ss : love you
[*love you*]

Extract 2 shows that, teacher explained the use of passive voice. The formula in passive voice past participle must be used. The teacher said “*should be the three form harus kata kerja ketiga*”. In explaining, the teacher used English literally and translate into Bahasa Indonesia to make students understand what he said.

Code Switching

Code switching is a strategy that when the speaker speaks in target language (English), they sometimes mix their mother tongue language.

Extract 3

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation teacher ask students to give their opinion which one is correct answer.

T : Any other?.. this room will clean by student tomorrow (write on the whiteboard) **ada juga** leaning by students tomorrow (menunjuk ke papan tulis) ada pendapat lain?
[any other? This room will clean by student tomorrow (write on the whiteboard) there is also leaning by students tomorrow (pointed on the whiteboard) any othe opinion?]
S : Hadra Hadra

Extract 3 shows that, the rules of Bahasa Indonesia still influenced the teacher in having conversation by using English even though in the English classroom. He used the strategy to avoid breakdowns in the conversation when they could not recall L2 items. When the speaker found difficulties in the conversation, this strategy is effective for delivering the message because between students and teacher have the same first language which is Bahasa Indonesia. In extract 3 shows that the speaker didn't know the word to use for presenting. The word "**ada juga**" in English, so he decided to use first language.

Using Fillers

Fillers can be said as an utterance that may say while speaker gaining time until the L2 item comes up to their mind.

Extract 4

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation, after entering the classroom and check attendance list, the teacher gave repetition to the students related to the previous material.

Than the last is about camera. I have. **Hum**... two few score for group, but for the next.. next day, I still want to test your score by.. by pay attention to your e understanding to the text.

Extract 4 shows that, the teacher used the word *hum* before he said the main utterance which he actually wanted to deliver. He needed more time to guess the last part of the sentence. Teacher need time to think and find word in a series of words to be conveyed by them. This strategy is used as an effort to keep the communication flowing, the word were marked by "**Hum**". Counted this study, have a long duration indicated that teacher used the time to think what kind of words would be conveyed rather than producing meaningless utterance.

Self and Other Repetition

Repetition is done when speaker knows about L2 items, but he needs time to recall the items from his memory.

Extract 5

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018.

T : **Fire.. fire..** apa fire destroyed? the villas fire destroyed, di the villas kenapa tidak ada lagi was atau were disini?
[*Fire..fire.. what fire destroyed? The villas fire destroyed, why in the villas there is no was or were?*]
Ss: Jepang
[*Japan*]

Extract 5 shows that, the main possible reason for teacher in using repetition is that he really needed to emphasize the message in order to be more convincing. The second possible reason is to compensate the long pause that they are going to make if they face any difficulties in conveying the next message.

Appeals for Help

It is called a strategy which is speaker asks addressee to help in recalling L2 item so that speaker will still use the L2 item.

Extract 7

This extract was taken from the first meeting and observation of male teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation, teacher gave material about the example of passive voice and active voice.

T : Sudah.. telah *apa bahasa inggrisnya?*
[*after, already what is the meaning in English?*]
Ss : I was

Extract 7 shows that, the teacher asked students to help in translating some words. He said “*what is the meaning in English? Sudah or telah.*” Teacher asked students to help in recalling in L2 item and students answer “*was*”. When the teachers face this problem, he uses the direct appeals for help strategy. This is an effort that is done by a speaker to ask the help from interlocutors to find the missing words or to complete an utterance.

Meaning Negotiation

It is called a strategy which is used by speaker in conveying the meanings to other participants during the conversation.

Extract 8

This extract was taken from the first meeting and observation of male teacher B in MAN 2 Model Makassar. It was taken on Saturday, January 20th 2018. In this situation, teacher explains the material and introduction who is Bj. Habibie.

T : Mr. Habibi...(tunjuk gambar) What do you know about Mr. Habibi? Apa yang kalian tahu tentang Mr. Habibi?
[*Mr. Habibie (pointed the picture) what do you know about Mr. Habibie?*]
Ss: membuat pesawat
[*making airplane*]
T : **Yeah**

Extract 8 shows that, the teacher asked students to help to answer *what do you know about Mr. Habibie?* and students answer *making airplane*. The purposes of the teachers' question is to emphasize students to recalling what is the correct answer and also teacher *yeah* as a symbol the correct answer.

Communication strategies used by Female Teachers

Nonverbal signals

Extract 9

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 18th 2018. In this situation, the teacher gave assignment to the students to identify verb and adverb, after that write on paper whiteboard.

Identifikasi kata kerja yang ada di dialog di aktivitas pertama yang baru tulis didalam iya.. didalam whiteboard in paper whiteboard ini (*pointed to the paper whiteboard*) oke ibu kasi waktu 1 menit please only one minute.

[*Identify the verbs in the dialogue in the first activity, then write in the box..in the whiteboard, in this paper whiteboard (pointed to the paper whiteboard) Ok I give you one minute please only one minute*]

Extract 9 shows that, the teacher asked students to identify verbs in the dialogue and write into paper whiteboard. The teachers moved her hand and showed the paper whiteboard and make students could read the hand movement and finally they could guess the meaning what is teacher mean. Nonverbal signal strategy was the first type of communication strategy which has been used by female teachers this means, they prefer to use her hand in order to attract the attention of their students and help the students guess what they want to say.

Literal Translation

Extract 10

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Tuesday, January 18th 2018. In this situation, teacher explained the rule in answer the exercise.

Oke perhatikan yah.. ibu jelaskan sekali lagi sekarang perkelompok anda *please identify the verb use in this dialog mengidentifikasi kata kerja yang digunakan dialog ini*, in activity one and then write down on your paper whiteboard. Oke and then you write down on your paper whiteboard tulis kata kerja yang ditemukan yah only kata kerja

[*Ok attention, I explain one more now, your group please identify the verb used in this dialog. Identify the verbs used in this dialogue. In activity one and then write down on your paper whiteboard, write the verbs that you find, only the verbs*]

Extract 10 shows that, the teacher explained to identify verbs from the dialogue. The teacher said "*please identify the verb use in this dialog, mengidentifikasi kata kerja yang digunakan dialog ini,*" in explaining the teacher used English literally and translated into Bahasa Indonesia to make students understand what she said.

Code Switching

Extract 11

This extract was taken from the first meeting and observation of male teacher B in MAN 2 Model Makassar. It was taken on Friday, 19th January 2018. In this situation, teacher divided students into several groups and gave alternative in answer their assignment.

T	: e/e five minutes more yah saya tambah waktunya five minutes more. Oke time is up oke everybody stop writing. Hellow [e five minutes more yeah I give more time five minutes more]
Ss	: Yes mam.

Extract 11 shows that, the teacher used code switching as her a strategy in delivering her material about recount text. The teacher gave key words to them as one of key to answer the question. Teacher used code switching and said “*five minutes more yah saya tambah waktunya five minutes more. Oke time is up oke everybody stop writing. Hellow*”. The teacher still used Bahasa Indonesia in conversation to avoid breakdowns in conversation. The use of this strategy is the impatience that the teacher said, so she used English as a tool of communication with her students and switch into Indonesia and back to use English. it is supported by Bialystock (1990) as cited in Zhao (2013) stated that in this case teachers employed systematic technique in mixing two languages to express their meanings when dancing difficulties.

Using Fillers

Extract 12

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation teacher gave example simple past to the students and after that teacher asks students to make other example.

T	: On the last vocation, I visited my grandmother, okay heem okay .. so you give me an example of simple past and present perfect tense now I want to ask you about e e e the verb you in the past tense that verb use in the past tense simple past tense?
Ss	: Verb two

Extract 12 shows that, gambit is something that is commonly said in English. In general people usually use it before saying a sentence to make a conversation not awkward. It can be see the example of gambit in extract 12. The teacher used the word “*okay*” before she said “*so you give me an example of simple past and present perfect tense*”. The teacher used the word “*okay*” before she said the main utterance which she actually wanted to deliver. She needed more time to guess the utterance which she wants to say. This extract shows that how fillers are used. Teacher used gaining strategy to think what message they should convey next. This strategy is a way better than stopping the communications.

Self and Other Repetition

Extract 13

This extract was taken from the first meeting and observation of female teacher B in MAN 2 Model Makassar. It was taken on Saturday, January 20th, 2018. In this situation teacher want to closing the material and teacher asks students make summary.

T : Okay, later *please collect your letter, please collect your letter* e , but before closing our material meeting today we are going to make summary yes,
Ss : (collect letter)

Extract 13 shows that, the main possible reason for teacher using repetition is that she really needs to emphasize on the message in order to be more convincing. The second possible reason is to compensate the long pause they are going to make if they face any difficulty in conveying the next message. How self and other repetition are used. In this case, repetition words is done while thinking to find the suitable word to use. Finally, the teacher used "*please collect your letter*". The reasons teacher used this strategy, first, a teacher is not sure that she needs to deliver the next message or not. Both of teacher uses the time effectively to repeat the word for putting certain words which is suitable with the concept.

Self Initiated Repair

Self initiated repair, the strategy appears when speaker presents an utterance, but she feels unsatisfied with the utterance.

Extract 14

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018. In this situation teacher gave other example about past tense and present perfect tense.

Apakah pemerintah telah membangun beberapa bangunan baru Selama 2017 atau *ahh sorry* tidak boleh ada keterangan waktu timenya karena bersifat apa?
[Does government has build some new building since 2017 or *ahh sorry*, can't adverb of time because what is the characteristic?]

Extract 25 shows that, teacher emphasize what he said "*ahh sorry*" as stated in the example due her consciousness in saying incorrect grammatical order.

Appeals for Help

Extract 15

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018.

T : *Apakah tobe atau to have?*
[tobe or to have?]
Ss : to have

Extract 15 shows that, the teacher asked students to help which one is correct answer. She said “*tobe or to have?*”. The teacher asked students to help in recalling in L2 item and also which one is correct answer and students answer “*to have*”. This result is quite from those obtained by Hou (1998). According to Hou’s research, females used more appeal for assistance strategies because they are more field-dependent than males.

Meaning Negotiation

Extract 16

This extract was taken from the first meeting and observation of female teacher A in MAN 2 Model Makassar. It was taken on Thursday, January 25th 2018.

T : Yes verb 1 verb 2 or verb3?
Ss : Verb 2
T : **Yeah**, two. I went to Malino on the last vocation or on the last vocation I went to Malino
.

Extract 16 shows that, the teacher asked students to help to answer “*verb 1 verb 2 or verb3*” are correct answer and students answered “*verb 2*”. The purpose of the teachers’ question is to emphasize students to recalling what is the correct answer and also teacher “*yeah*” as a symbol the correct answer.

The Similarities of Communication Strategies used by Male and Female Teachers

In this research the researcher found some similarities of communication strategies used by male and female teachers. The similarities found were in terms of achievement or compensatory strategies, stalling or time gaining strategies and interactional strategies. In terms of achievement or compensatory strategies, this strategy divided into nonverbal signal, literal translation and code switching. In nonverbal signal, male and female teachers used same types that are gestures, facial expression and eye contact. The similarities also can be seen from whom they are interacted with.

In terms of literal translation, in this study the researcher found that between male and female teachers used the same patterns of translating sentences all of the teachers directly translated the English sentence into Bahasa Indonesia. In terms of code switching all the teachers switched their English into Bahasa Indonesia when explaining the lesson. They switched their language when in the middle of the lesson to make their students understand more about the materials.

In terms of time gaining strategy, those were divided into two, using fillers and self other repetition, the researcher found some similarities between male and female teachers. In using fillers male and female teachers used the same fillers when they need time to think what words they should have said next. While, in terms of self and other repetition male and female used this strategy when the speaker knows about L2 items, but he/she needs time to recall the items from his/her memory. In this study the teachers use same patterns in repeat their utterances, the repeat word by word and sometimes repeat their utterance sentences by sentences. According to Halim (2013) repetition strategy is a strategy to overcome the uncertainties of what was being said by the speaker.

In terms of interactional strategy, those were divided into two, appeal for help and meaning negotiation. In appeal for help, male and female teachers used the same types that were question.

All of the teachers used direct question as appeal for help. While in meaning negotiation, the male and female teachers said 'yeah' as a confirmation whether the students' answer is correct or not. From all of the similarities above, the researcher concluded that the similarities happened because all of the teacher teaches in the same environment and the level of the students are the same. It was based on the Wang's (2008) statement that male and female tend to use strategies in the same way because they learn English in the same environment.

The Differences of Communication Strategies used by Male and Female Teachers

In addition to the similarities of the communication strategies, the researcher also found the differences. The differences can be seen in self monitoring aspect. In terms of self monitoring female teachers tended to perform self initiated repair and rather than male teacher. Self initiated repair is the strategy that reflects to the speaker's awareness of the mistakes he/she made mistake or appears when speaker presents an utterance but he/she feels unsatisfied with his/her utterance.

In this case, the female teachers directly repair their sentence when they make mistake while, male teachers in this study, performed less mistake so they didn't have to do self initiated repair. When the male teachers make mistakes they didn't performed self initiated repair. It was in line with the Flynn, et al (2006) research who found that female who were high self-monitors were considered more influential and more valuable contributors while Men benefited relatively less from self-monitoring behavior.

The analysis of transcription shows that by there were few differences between males and females when adopting different types of strategies, i.e., between male and female teachers tend to use strategies in the same way. This may be because teachers both males and females, learn English in the same environment.

CONCLUSION

The findings of this research showed that there were communication strategies that used by male and female teachers in EFL classroom were nonverbal signal, literal translation, code switching, using gambits, self and other repetition, self-initiated repair, appeals for help, and meaning negotiation. Besides, the similarities of the communication strategies used by male and female teachers were in terms of achievement strategy, stalling gaining strategy and interactional strategy. In achievement strategy, male and female teacher used the same types of nonverbal signal and the same patterns of literal translation and code switching. In terms of stalling gaining strategy, male and female teachers used the same types of fillers and same patterns of self and other repetition and in terms of interactional strategy, the teachers used the same types of appeal for help and meaning negotiation. Furthermore, the difference of the communication strategies used by male and female teachers was in terms of self monitoring strategy. The female teacher tended to perform self initiated repair while making a mistake while male teacher didn't perform self initiated repair when make mistakes.

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