Communicative Activities in Saudi EFL Textbooks: A Corpus-driven Analysis

Ahmad Al Khateeb
King Faisal University, Saudi Arabia

Sultan Almujaiwel
King Saud University, Saudi Arabia

Abstract—**This paper investigates the speaking and communication tasks in EFL textbooks in Saudi Arabia by means of corpus analysis. This analysis explores the extent to which the speaking tasks provided in Saudi EFL textbooks are communicatively incompetent, and is important due to the unsatisfactory, limited levels achieved by many learners of English at most educational stages, specifically primary, intermediate, and secondary. The reason for the poor oral skills among many EFL learners is due to the absence of authentic language learning tasks in a wide range of situations. The techniques used to detect the range of communicative tasks are based on sketching and retrieving the n-grams of *in pairs* and the verbal collocates *say*, *talk*, *tell*, *ask*, and *discuss* in a span of $n = 2 \leq \geq 2$. The experimental analysis driven from the intended textbooks shows that speaking tasks lack reasonable distributions of everyday communication examples and speaking/communicative situations.**

Index Terms—**speaking tasks, communicative competence, intercultural competence, Saudi EFL textbooks, corpus-driven analysis**

I. Introduction

Language textbooks are an essential part of the language learning process itself. In fact, textbooks are regarded as the second core requirement when learning English as a second/foreign language (ESL/EFL) after a teacher/instructor (Riazi, 2003). By the same token, Hutchinson and Torres (1994) emphasize the role of textbooks in innovating and modernizing language learning. Furthermore, within textbooks, there are normally a number of speaking and communication tasks which are carefully designed to promote language learners' ability to express ideas, opinions and feelings in meaningful and skillful ways. Speaking is one of the productive skills and a communication tool, which is composed of systematic verbal utterances for the sake of delivering specific meanings and exchanging thoughts through language (Mart, 2012).

In the same vein, the communicative language teaching (CLT) approach is seen as a stimulus for creating or fostering speaking and communication skills in a target language (Celce-Murcia, 2001; Nunan, 2004). CLT also puts the emphasis on English language teachers' and stakeholders' (instructors, material developers, syllabus designers) responsibility to prepare language learners well to ensure they can speak effectively and communicate meaningfully with their target audience through the use of well-grounded tasks designed in a way that reflects reality and current issues based on real-life situations (Celce-Murcia, 2001; Reiser & Dempsey, 2012).

Due to the prominence given to relevant speaking and communication tasks in ESL/EFL textbooks in general and in the Saudi context in particular, this research aims to extract and classify the kinds of tasks (or activities) which are included in EFL textbooks in Saudi Arabia, and examine whether there are differences between them in the textbooks given. It was decided to investigate the nature of speaking and communication tasks in an entire series of EFL textbooks used in general education across three st ages: primary, intermediate and secondary. The textbooks selected fall under the categories of beginner, intermediate and advanced levels. Through corpus-driven analysis, the focus will be on the status of tasks currently used and will also explore how other common communicative-oriented tasks would conform, specifically discussions, role-playing, problem solving, simulations, information gap and brainstorming, storytelling, interviews, story completion reporting, playing cards, picture narrating/describing and finding the difference (Oradee, 2012).

The objective is to compare the status and category of such tasks with other task types internationally used to help improve language learners' speaking and communication skills such as imitative, intensive, responsive, transactional, interpersonal and extensive monologue-related tasks (Nunan, 2003). It takes the quantitative analysis approach. Canale and Swain (1980) showed the positive effect grammar knowledge has on speaking and communication skills in the target language. Vocabulary is also considered an important aspect of learners' speaking and communication ability since words are the building blocks for literacy development (Silverman, 2007).

To the best of the researchers' knowledge, a very limited number of studies have investigated this phenomenon since speaking is a skill often overlooked by many language teachers and instructors. This may be because it is time-

consuming and requires high-level linguistic competence and verbal proficiency along with other personal characteristics such as self-confidence. Therefore, this research addresses three questions:

• What are the communicative competencies/proficiencies served in Saudi EFL textbooks?

• How are they distributed? And to what extent are EFL textbooks used in Saudi schools covering speaking tasks?

II. REVIEWING THE LITERATURE

A. An Overview of Speaking Teaching/Learning

The domination of English as a second or foreign language (ESL/EFL) is undoubtedly increasing worldwide. Yet, when it comes to its use, the English language remains a hurdle for many learners, particularly in settings that require speaking and oral communication. Numerous theoretical perspectives have become supportive of the teaching and learning of speaking and the spoken genre. Two of the principal voices in this field belong to Vygotsky and Bruner, particularly in terms of so-called scaffolding and the Zone of Proximal Development (ZPD) (Lantolf & Appel, 1994; Lantolf, 2000). According to the Vygotskian's socio-cultural theory, human cognitive development is a socially positioned activity which allows mediation to occur (Vygotsky, 1978a). Mediation underlines the assumption that knowledge is processed through negotiation and the facilitation of others to develop cognitive and problem-based learning abilities (Swain & Lapkin, 2002). Scaffolding is a joint mutual engagement of action that aims to achieve collaboration and interaction (Wood, 1988). Machado (2000) confirmed the constructive role of peer-to-peer and expert-to-novice (with the expert often the instructor) scaffolding during the practice stages of spoken tasks. Indeed, scaffolding contributes to the establishment of meaning and dialogue with the self and others (McCarthy & O'Keeffe, 2004), and the aim of speaking practice is to improve learners' oral production along with maximizing their linguistic skills.

In traditional methodology approaches such as the grammar-translation method, there is a clear emphasis on reading texts, which are translated from the first language to the second language and vice versa. However, Bygate (2009) shows that speaking can also be a channel between learners and instructors through which learners can practice language by using imitation for language development. This means that speaking is the avenue to articulate emotions, ideas, requests and apologies in order to illustrate the various functions of language. Talley and Hui-ling (2014) reported that learners should be informed that speaking and communication are of greater importance than simply having knowledge of the grammar when conversing with other learners. Having a conversation is often considered synonymous with developing one's speaking skill. Furthermore, speaking is a socially oriented process aimed at creating meaning through the phases of producing, receiving, and processing information. In this regard, Gilakjani (2016) highlighted speaking as the pathway to interact with others everywhere and every day.

The term "speaking" can be defined in various ways, depending on whether the focus is on its form, in other words the grammar, or whether it is understood more broadly by its communicative function apart from its syntactic or prosodic features. Chaney and Burk (1998) argue that speaking is the development of sharing meaning by using verbal and non-verbal symbols in different settings. In fact, speaking is a demanding skill as it involves vowel reduction, elision, slang, and idioms along with other phenomena such as stress, intonation, and rhythm, all of which can make the production of good spoken language difficult to process (Lazaraton, 2001).

Speaking remains a crucial skill, as shown by Leong and Ahmadi (2017), since it cannot be separated from other language skills and contributes to helping learners to enhance their lexical, grammatical, and writing skills. Furthermore, practicing speaking in language learning classes usually adheres to the following stages: preparation, presentation, practice, evaluation, and finally extension. It seems that speaking usually seeks a balance between fluency and accuracy. Fluency relates the use of linking words and phrases in sentences to ensure that language production is coherent, whereas accuracy focuses on the precision of which the language is produced, including grammatical structure and pronunciation (Hedge, 2000). Cognitive complexity has also been considered as a determiner for uttered spoken production (Robinson, 2001). Yuan and Ellis (2003) emphasize the role of deliberate planning prior to speaking as a promoter of accuracy and complexity. Furthermore, engagement in small talk in the target language to create a sense of social communication is a practical step for the development of spoken interaction (Shumin, 2002). The reason for this is that such interactional negotiations can result in valuable output/speaking; i.e., explaining views, defending opinions, or contributing ideas to certain phenomena.

In the field of teaching and learning, speaking involves numerous cognitive processes that are more than simply expressing words, but also include conveying meaningful messages orally (Leong & Ahmadi, 2017). Speaking tasks may result in negative side effects, as second/foreign language learners may feel nervous when speaking in the target language. Sources of this anxiety when speaking in the target language include the fear of criticism by others in contexts such as in-class participations and also a lack of confidence in their ability to communicate with others, also known as communication apprehension (Yalçın & Inceçay, 2014). For that reason, Richard-Amato (1996) proposed four strategies for language learners wishing to enhance their speaking abilities in English: learners should carefully think about what they are going to say beforehand; learners should consider the structures they will use in advance; learners should not be too worried about making mistakes; and learners should use repetition, gestures, synonyms, and definitions when they are not understood by others.

B. *EFL Textbooks and Culture*

A textbook (or coursebook) is a guide map used for the study of a particular subject. A textbook represents the crucial component of the teaching process and functions as a standard model for classroom practice (Nunan, 1988). Richards (2014) also considered the coursebook as the main resource used by numerous language teachers worldwide, with the analysis of textbooks affording instructors the opportunity to make a decision regarding appropriate and inappropriate materials. English as a foreign language (EFL) textbooks direct L2/FL instructors through various stages of pedagogy to achieve their educational and linguistic goals. As far as the tasks in textbooks are concerned, Granger (1998) states that textbooks should be based on authentic native English. Teaching materials may include events, incidents and actions that embody certain experiences, as this will help learners to construct cognitive and linguistic knowledge. A textbook that includes a teacher's guide and student's workbook save instructors' time, since these resources contain various ideas for the incorporation of the text into classes and the kinds of supplementary tasks or homework that can be given, as well as a sample of tests and quizzes (Nordlund, 2016).

The analysis of EFL textbooks has become an integral part of the process of teaching and learning English as a foreign language. The purpose of textbooks analysis is to examine the effects of the teaching materials, including tasks and how suitable they are for learners (Tomlinson et al. 2001). This was supported by Ellis (1997), who drew attention to the value of predictive analysis (before the implementation) and retrospective analysis (after the implementation) of the course. Generally speaking, effective textbooks feature specific qualities: stimulating learners' interest, recapping previous learning, preparing for what will be learned later on, explaining new content, providing clear and relevant strategies for learning, providing learning tasks, and supporting learners to monitor their progress (Richards, 2014). Furthermore, Harwood (2010) highlights two fundamental issues related to the analysis of EFL textbooks: the authenticity of the language used and the representation of the content provided.

One of the critical issues relevant to EFL textbooks is culture. Nieto (2010) defines culture as a joint worldview of common history, geographic location, language, social class, and religion. It is also seen as mutual agreement between the members of a certain society who share similar values, rules, role expectations, and meanings. Accordingly, Aldera (2017, p. 221) formulated his thoughts on culture as "the relationship between its beliefs, values, behavior, and communication" and also as "a collective achievement of the arts and manifestations of the human intellect". Such textbooks should reinforce the root culture among learners, so to avoid any kind of division of local culture. Gray (2010) found that reaching a consensus on the amount of cultural content to be included in textbooks should be decided by the locals as well as considering learners' backgrounds and their native norms and values. Prodromou (1992) supported the so-called cross-cultural approach in EFL textbooks, which emphasizes a comparison and contrast between the native "local" culture and the target "other/international" culture. Several EFL textbooks which are widely used have been criticized for the language used in general and for speaking tasks in particular (Nordlund, 2016). Such criticism extends to describing speaking tasks as lacking in authenticity and naturalness (Tyler, 2012) and also lacking in satisfactory models for spoken grammar and realistic language use (Gilmore, 2007).

Not only does the lack of authenticity and naturalness affect the quality of speaking tasks, but there are also other factors that have an impact on tasks aimed at improving oral skills. There is no doubt that there is a constant need to explore factors that affect the teaching and learning of speaking and the potential ways that low-level English language learners can enhance their spoken language abilities. Ur (1996) argued that there are several factors that cause difficulties in the practice of speaking and communication; these include lack of motivation, unwillingness to accept personal mistakes, and unequal opportunities for participation among learners. Motivation plays a key role in overcoming such difficulties. Littlewood (1998, p. 53) confirmed that motivation is "the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres". Dil (2009) also found that anxiety and unwillingness during the process of speaking in English are considered among the biggest constraints affecting the learning of speaking and communication in English.

Al-Seghayer (2014) identified four constraints affecting English language teaching and learning in Saudi Arabia. Such constraints include: beliefs constraints, such as an inadequacy in learners' preparation in English; curriculum constraints, such as limited learning materials; pedagogical constraints, such as inappropriate teaching methods; and administration constraints, such as limited local and international partnerships with specialized centers. Similar factors have been observed by Tuan and Mai (2015), whose findings showed that lack of topical knowledge, use of mother tongue (first language), and low or limited participation are all issues that have a negative impact on learners' speaking ability. This is consistent with the work of Gani et al. (2015), who found that successful students put most emphasis on four areas to enhance their speaking skills: stating ideas and opinions, making requests and questions, responding to other people's perspectives, and supporting their arguments.

C. *Communicative Language Teaching (CLT)*

CLT has become a major language teaching approach due to the fact that it centers on speaking and communication practice. Consistent with socio-cultural theory, CLT is regarded as a social tool and a meditational technique to help individuals to practice speaking and communication (Vygotsky, 1978b). Larsen-Freeman (2000) stated that the CLT approach seeks to develop meaning among language learners as well as their competence in using linguistic knowledge in real-life situations. This approach considers linguistic competence as a sub-component, along with the ability to

convey meaning appropriately according to various social settings. Initially, CLT started as a theory of communication, but later became incorporated as an approach in EFL textbooks. Since 1988, Nunan has asserted that CLT should be reflected not just in syllabus plans, but also in classroom tasks, classroom interactions and tests. From a CLT perspective:

language learning success is to be assessed neither in terms of accurate grammar and pronunciation for their own sake, nor in terms of explicit knowledge of the rules, but by the ability to do things with the language, appropriately, fluently and effectively' (Cook, 2003, p. 36)

CLT emphasizes the use of communicative language, including knowledge of language functions and appropriateness of expressions, for authentic tasks (Johnson and Johnson, 1998). In light of this view, there is a focus on authenticity, spontaneity, and using functional language so as to augment learners' communicative fluency (Chambers, 2012). This argument is supported by Wong (2005), who advocated that a CLT approach contributes to practice and participation in a second or foreign language in realistic speaking contexts, and also argued that patterned practice and explicit grammar knowledge should be minimized. In view of that, the approach aims to boost learners' communicative competence and performance (Richards and Rodgers, 2014), and learners are expected to be accountable for initiating, responding, managing, and negotiating during conversation (Talley and Hui-ling, 2014).

As far as speaking skill is concerned, Nunan (2003) suggests six categories of speaking performance in EFL settings: imitative, intensive, responsive, transactional, interpersonal, and extensive. The last three categories aim to establish dialogue and monologue (interaction) with instructors and peers. This indicates that rote learning, which includes imitation and memorization, should be minimized, and further concentration should be placed on extended monologues and communication. It is supported by Pourhosein Gilakjani (2016), who confirms that speaking is the pathway to interacting every day and everywhere. Informative speaking and communicative tasks are those socially oriented and meaningful tasks which focus on input, production, and information processing/feedback (Talley and Hui-ling, 2014). Accordingly, it is suggested to design various types of interactive communicative speaking tasks, including small-group or team-based oral work, full-class discussion, in-class debates, and individual or group reflection.

The designing of tasks should be based on three criteria: authenticity of topics, language level, and cognitive needs of learners. Current EFL textbooks may have also more problem-based, information-gap, role-play, or opinion-exchange tasks. Speaking tasks should focus on cultural elements, as culture is the carrier of language; they should be designed based on what is known as a cross-cultural approach (Prodromou, 1992). Gray (2010), in his analysis of EFL textbooks, has found that some textbooks are mostly lacking in cultural elements for speaking and communicative tasks. Such cultural elements need to be determined by instructors and local learners and by considering their needs.

Speaking tasks should also achieve linguistic competence along with intercultural competence (Byram, 2009; Yang & Fleming, 2013). As a result, speaking demands a communicative approach that targets successful integration of implicit and explicit learning tasks, along with teaching methods, into the EFL textbook. In EFL communicative settings, it is strongly recommended that learners be placed in situational transactions and role-play tasks; consequently, learners are expected to deal with others through output, that is, speaking (Crookall & Oxford, 1991). This output is usually composed of united words, phrases, and sentences so as to achieve meaningful discourse. Thus, the changes in such environments may affect humans' thought processes, which are reflected in the development of language acquisition involving communication and its relevant speaking skill.

The notion of communicative competence has been extensively described by Canale and Swain (1980) in their influential model. They argue that communicative competence comprises four categories: grammatical competence, referring to learners' knowledge of various linguistic aspects; sociolinguistic competence, which involves several linguistic uses in their social contexts; discourse competence, which implies the ability to use language adequately for forming meaningful utterances; and strategic competence, the ability to navigate and deal with communication properly. Weir (1990) contends that communicative language consists of language competence, strategic competence, and psychological mechanisms.

Furthermore, the communicative approach has put significant emphasis on target language learning and culture, i.e. "foreign language learning as enculturation" (Alptekin, 2002). As stated earlier, Kramsch (1993) clarified that learners construct expectations based on their actual experiences, which are often formed by local cultures. Accordingly, Alptekin (2002) argues that communicative competence is based on authenticity and representation of reality; nevertheless, this is encompassed by two challenges: teaching the English language is always inseparable from its main culture, leading to minimizing the role of the native language culture, and there is a constant preference for monolingual native speaker norms.

In fact, the role of teaching the English language has been dramatically transformed, from its limited focus on linguistic competence to communicative competence, and finally to intercultural competence (Yang & Fleming, 2013). Byram (2009) invented the model of intercultural competence, which consists of knowledge, attitudes, skills of discovery, skills of interpreting, and critical cultural awareness. Several studies have found that intercultural communicative competence (ICC) is effective for the development of linguistic choices (Borghetti, 2013). Reid (2015) indicates that ICC can be enhanced through actual practice-related tasks which clarify identity and other comparable aspects of culture. Although ICC in the national curriculum is considered crucial, Europublic (2006) found that such

materials, and the tasks included, are designed according to the Common European Framework of Reference (CEFR), with less emphasis on the development of ICC.

III. TOOLS OF PROCESSING EFL TEXTBOOKS: WHICH OF WHICH?

Saudi EFL textbooks analyzed in the present study were designed in 2016 onwards. EFL is taught from the 4th grade. The number of textbooks designed for the Saudi K-12 schools from the 4th grade to the 12th grade is 57, each of which is provided in print and in a readable and searchable PDF format. The latter allows for resaving the files in other formats in order to process them in any computer software tools built for processing. Tables 1, 2, and 3 show the titles of the textbooks, the number of pages, and the basic statistics of words.

TABLE 1
PROCESSED EFL TEXTBOOKS OF PRIMARY SCHOOLS (LAST THREE GRADES)

Series type	Series name	No. of books	Size in pages	Size in words
Exercise book	Smart Class	6	799	Tokens: 120,803
Student book	Get Ready	6	567	Types: 4185
	We Can!	3	322	Type/token ratio: 3.46

TABLE 2
PROCESSED EFL TEXTBOOKS OF INTERMEDIATE SCHOOLS (THREE GRADES)

Series type	Series name	No. of books	Size in pages	Size in words
Work/grammar	Full Blast	6	1062	Tokens: 453,960
Student book	Life Off	6	922	Types: 11,820
				Type/token ratio: 2.60

TABLE 3
PROCESSED EFL TEXTBOOKS OF HIGH SCHOOLS (THREE GRADES)

Series type	Series name	No. of books	Size in pages	Size in words
Not specified	Traveller	12	1363	Tokens: 957,974
	Flying High	12	860	Types: 25,959
	Mega Goal	6	552	Type/token ratio: 2.71

The stand-alone corpus processing tools found in the literature and applications of corpus linguistics are as follows: Sketch Engine (Kilgarriff, Rychly, Smrz, & Tugwell, 2004), aConCorde (Roberts, 2014; Roberts et al., 2006), AntConc (Anthony, 2014), WordSmith Tools (Scott, 2012), and IntelliText (Sharoff, 2014). These tools are open sources, except the web-based Sketch Engine and IntelliText tools. The ACPTs (version 4.6) were being enhanced further, but they are still a mishmash computationally (Almujaiwel & Al-Thubaity, 2016).

In processing Saudi EFL textbooks for the purpose of the present study, we use GraphColl (version 1.0.0). It has built-in LancsBox tools (Brezina et al., 2015), which are also used to extract the collocates that identify the types/topics of the nodal item in pairs in the speaking tasks. For the purpose of this study, the technique used to detect the communication tasks in the Saudi EFL textbooks was to process all 57 files by detecting the phrase *in pairs*. This phrase is used in textbooks in all the tasks that ask learners to use English practically (See appendices 1, 2, and 3 for the top 30 results of the key word *in pairs*). Any symbols and pronunciation marks were removed from the texts in the Saudi EFL textbooks, via R programming language, in order to gain better results of the word frequencies relevant to the speaking tasks. This justifies the absence of the apostrophes as in "I m" and "Andys," which are "I'm" and "Andy's" in the original texts. After these steps, the data were regarded as solid enough to be thoroughly analyzed, and will be discussed in the next section for the purpose of answering the questions formulated in this article.

IV. RESULTS AND DISCUSSIONS

The results were extracted by GraphColl tools (appendix 4), allowing for the detection of the collocates that are relevant to the task of *in pairs* designed to practice speaking skills in the Saudi EFL textbooks. These verbal collocations are *say* (Table 5), *talk* (Table 6), *tell* (Table 7), *ask* (Table 8), and *discuss* (Table 9), which were found to be associated with the node *in pairs* in a span of $n = 2 \leq \geq 2$ (Table 4). The next step was to detect the content words collocated with those verbal collocations in order to identify the types/topics of speaking activities.

As shown in Table 4, the collocate *say* is ranked at the top, which means it has the strongest association of the various collocates (2559.0). A comparison of the target verbal collocations indicate that there are more occurrences of *say*, *talk*, and *ask* than *discuss* and *tell* in this type of corpus of EFL textbooks.

TABLE 4
RESULTS OF THE RELEVANT KEYS COLLOCATED WITH THE TASKS WITH INSTRUCTIONS *IN PAIRS*

Target verbal collocations	Stat
Say	2559.0
Talk	1675.0
Tell	849.0
Ask	1502.0
Discuss	935.0

As demonstrated in Table 5, the majority of tasks related to the collocate *say* in fact deal with skills irrelevant to speaking and communication, such as listening and reading. Other tasks seem to concentrate more on linking saying with other general skills, such as drawing or coloring something and repeating the basic phrases: *hello*, *goodbye*, and *sorry*. The main topics of such tasks are concerned with food, computer numbers, and names.

Generally speaking, primary EFL textbooks appear to focus on tasks which are centered on memorization, repetition, and drill-and-practice. Bygate (2009) argued that such behaviors may result in learners' gaining improved speaking competence. Consequently, it is evident that using communication tasks from the early stages of learning English is crucial to enhancing a learner's speaking performance.

TABLE 5
THE COLLOCATE SAY AND ITS TASKS WITH THE STATISTICS OF FREQUENCY (WITHIN)

Collocates	Stat	Collocates	Stat	Collocates	Stat
listen	773.0	I m	18.0	Food	8.0
read	203.0	goodbye	18.0	letter	8.0
what	184.0	photographs	12.0	phrases	7.0
sentences	59.0	Draw	12.0	may	7.0
how	57.0	Word	11.0	refuse	7.0
why	53.0	Verb	11.0	names	7.0
words	37.0	chant	10.0	alphabet	6.0
when	34.0	Yes	10.0	sentence	6.0
something	33.0	Sorry	10.0	fish	6.0
no	33.0	numbers	9.0	three	6.0
hello	27.0	whats	9.0	computer	6.0
again	25.0	might	9.0	story	6.0
where	23.0	pm	9.0	anything	6.0
which	21.0	must	9.0	all	6.0
who	20.0	please	8.0	whatever	5.0
things	19.0	colour	8.0		

The second target verb in this analysis is *talk*. As shown in Table 6, there are various collocations. In alignment with this analysis, it is clear that there are tasks which have tackled authentic topics that are relevant to the learners and their past and future experiences. Those topics include holidays, free time, career, and shopping, and the tasks place the emphasis on talking about specific events, situations, feelings, places, issues, habits, dreams, and pictures. Yet, most of the tasks demonstrated the least frequent collocates. Gilmore (2007) and Tyler (2012) claim that speaking` tasks will lose meaningfulness when naturalness in language use and authenticity are disregarded.

The analysis has shown that several speaking-related tasks in intermediate and higher-level EFL textbooks focus on requesting EFL learners to talk about, and sometimes to describe, things such as a picture and house. The analysis has also exposed the need for more opportunities to keep learners engaged in interactive speaking situations.

TABLE 6
THE COLLOCATE *TALK* AND ITS TASKS WITH THE STATISTICS OF FREQUENCY (WITHIN)

Collocates	Stat	Collocates	Stat	Collocates	Stat
about	871.0	Friends	10.0	issues	7.0
Your	92.0	Them	10.0	pictures	7.0
Time	44.0	Jobs	10.0	places	6.0
things	42.0	Riting	10.0	clothes	6.0
past	41.0	Shopping	9.0	habits	6.0
future	25.0	Work	9.0	travel	6.0
him	23.0	Or	9.0	space	5.0
people	22.0	Saudi	8.0	nature	5.0
experiences	21.0	Animals	8.0	peoples	5.0
how	20.0	family	8.0	dreams	5.0
something	19.0	someone	8.0	careers	5.0
school	16.0	events	7.0	free time	5.0
imaginary	13.0	situations	7.0	ailments	5.0
food	12.0	feelings	7.0	holidays	5.0

The third target verb is *tell*. The collocates of this verb are much fewer than of the previous two verbs (only 17 collocates). The data have shown that relevant collocates refer to sound speaking and communicative tasks that involve telling stories/news to friends or other people, but occur at low frequencies (ranging between 32.0, 7.0 and 8.0). Such task types encourage learners to tell others about a certain experience or tell a story to their friends and/or general audience. Such tasks also seem to motivate the learners to speak at the limited level of short conversation and small talk, without it being necessary to interact. In the same sense, Talley and Hui-ling (2014) agree with the usefulness of speaking tasks which are personally oriented and give learners the opportunity to play the following roles: listener, performer, interactor, and negotiator.

TABLE 7
THE COLLOCATE *TELL* AND ITS TASKS WITH THE STATISTICS OF FREQUENCY (WITHIN)

Collocates	Stat
what	59.0
him	45.0
story	32.0
them	21.0
taught	20.0
people	13.0
anyone	13.0
his	13.0
friend	12.0
something	9.0
stories	8.0
more	8.0
truth	8.0
news	7.0
her	7.0
someone	7.0
their	6.0

The most frequent collocations of the fourth target verb, *ask*, are shown below in Table 8. Such tasks comprise the following: asking about specific information, asking for advice, asking for clarification, etc. Those tasks have been identified as situational yet infrequent across the textbooks (with low frequency statistics: 27.0, 22.0, and 6.0, respectively). In line with Nunan (2003), such tasks could also promote transactional and interactional types of speaking tasks and communication skills.

TABLE 8
THE COLLOCATE *ASK* AND ITS TASKS WITH THE STATISTICS OF FREQUENCY (WITHIN)

Collocates	Stat	Collocates	Stat
about	112.0	him her	21.0
questions	102.0	Help	19.0
teacher	45.0	requests	16.0
him	37.0	Her	16.0
me	32.0	yourself	14.0
what	31.0	Like	14.0
how	29.0	Them	14.0
something	29.0	question	12.0
information	27.0	Who	10.0
someone	27.0	many	10.0
friend	25.0	groups	6.0
when	25.0	somebody	6.0
advice	22.0	clarification	6.0
permission	22.0	where	6.0
again	21.0	whats	5.0

The collocate *discuss* is the fifth target verb in this research, as presented in Table 9, and is considered the least frequently occurring verb. The results show that it is included in tasks which tackle issues related to the engagement of EFL learners in speaking and communication including discussing ideas and sharing opinions, feelings, plans and habits and habits. In this regard, Oradee (2012) suggests that communicative competencies could be achieved through discussion, problem-solving, and storytelling. Nonetheless, such tasks remain inadequate, as their frequency did not exceed 28.0, compared to, for example *say* (773.0) and *talk* (871.0).

TABLE 9
THE COLLOCATE *DISCUSS* AND ITS TASKS WITH THE STATISTICS OF FREQUENCY (WITHIN)

Collocates	Stat
Plans	28.0
Future	27.0
Ideas	19.0
Opinion	10.0
Photographs	8.0
Habits	8.0
Problems	7.0
Pictures	7.0
World	6.0
Feelings	6.0
Technology	5.0
Issue	5.0

V. CONCLUSION

Corpus-driven analysis has shown that the collocate *say* has the highest level of frequency, compared to the collocate *discuss*, which has been found to be the lowest. It has been found that a few tasks are constructed based on a communicative and situational basis. Most speaking tasks seemed to be distributed randomly, without fully taking into account the scenes of situational performance and also without considering the logical consequences of the Englishes-world ontology. Furthermore, based on the Saudi EFL textbooks that have been investigated, it was evident that there is a need for the inclusion of more communicative tasks to ensure EFL learners to interact and communicate their ideas with peers in English and a wide variety of topics. Lastly, the data also revealed that the majority of tasks are built as one-way rather than reciprocal.

APPENDIX

TABLE 10.
TOP 30 RESULTS OF CONCORDANCE IN PRIMARY SCHOOLS' EFL TEXTBOOKS

| Preceding words	Node	Subsequent words
and repeat Then talk in	pairs	Hello My names Salim This is
He a book Talk in	pairs	SA chooses a photo from
Greetings Listen and say in	pairs	Listening speaking practise formulaic language
you Read and say in	pairs	Listen and match are thanks
Read and say in	pairs	Listen and say Listening reading
short simple questions Read in	pairs	Ask and answer Listen and
questions Read and say in	pairs	Read and draw Write Lesson
Read and say in	pairs	Read Listen and find Read
Read and say in	pairs	Lesson Read and match Write
Read and say in	pairs	Lesson Read and write Reading
school Read and say in	pairs	I have Its my calendar
Read and say in	pairs	Reading understand and complete short
say Read and say in	pairs	Listen draw and write a
you Read and say in	pairs	Listen and match Writing reading
complete Read and say in	pairs	I m late No you
b Read and say in	pairs	a Read Listen and number
Read and say in	pairs	Mum please pass me some
simple questions Listen Say in	pairs	Listen and find Read and
and Read Say in	pairs	Wheres the Thank you Its
to Read and say in	pairs	go on a picnic make
check Read and say in	pairs	a Read and complete Lesson
number Read and say in	pairs	understand short monologues
questions Read and say in	pairs	Where are you going Im
colour Read and say in	pairs	a Revision Read and find
routine Read and say in	pairs	Ask and answer I have
Read and say in	pairs	understand specific information Speaking
b Read and say in	pairs	What animal did you see
do Practice the talks in	pairs	Practice with actions Unit My
hands Practice and do in	pairs	Unit My Body PM
say Practice the talks in	pairs	Act out the talks in

TABLE 11.
TOP 30 RESULTS OF CONCORDANCE IN INTERMEDIATE SCHOOLS' EFL TEXTBOOKS

| Preceding words	Node	Subsequent words
your name B Talk in	pairs	Hi Im Whats your name
I cant A Talk in	pairs	Look at the picture find
and repeat B Talk in	pairs	C Listen and repeat D
and repeat D Talk in	pairs	How old are you Im
each colour B Talk in	pairs	Point to different objects in
at the board Talk in	pairs	Read the text Write Speak
you Not bad Talk in	pairs	peak Talk in pairs A
in pairs peak Talk in	pairs	A Listen and repeat Whats
Then read it out in	pairs	GUESSING GAME Find the clock
Find the clock Talk in	pairs	B Read again and complete
favourite player athlete B Talk in	pairs	D Use the notes below
SCORE GUESSING GAME Talk in	pairs	Student A Read the cards
at Science B Talk in	pairs	about your best friend Whos
has got peak Talk in	pairs	Look at the pictures and
check your answers Talk in	pairs	about your daily routine peak
doesnt B Now talk in	pairs	Yes very much Its OK
questions A Talk in	pairs	peak Write sentences about what
Amal Julie Kelly Talk in	pairs	about the chores you do
the week Then talk in	pairs	When What Who with Whats
Spot the differences Talk in	pairs	Look at the two houses
her favourite peak Talk in	pairs	Ask each other about the
not Im tired Talk in	pairs	Take turns to ask for
your house flat Then talk in	pairs	Where do you live I
out there peak Talk in	pairs	Whats your dream house like
to Paul please Talk in	pairs	Student A Look at the
Speak Stand up Talk in	pairs	What colour is What does
that please a Talk in	pairs	I dont understand c
the answers below Talk in	pairs	Ask and answer personal questions
PM Work in	pairs	Student A points to something
PM Talk in	pairs	Ask and answer questions about

TABLE 12.
TOP 30 RESULTS OF CONCORDANCE IN HIGH SCHOOLS' EFL TEXTBOOKS

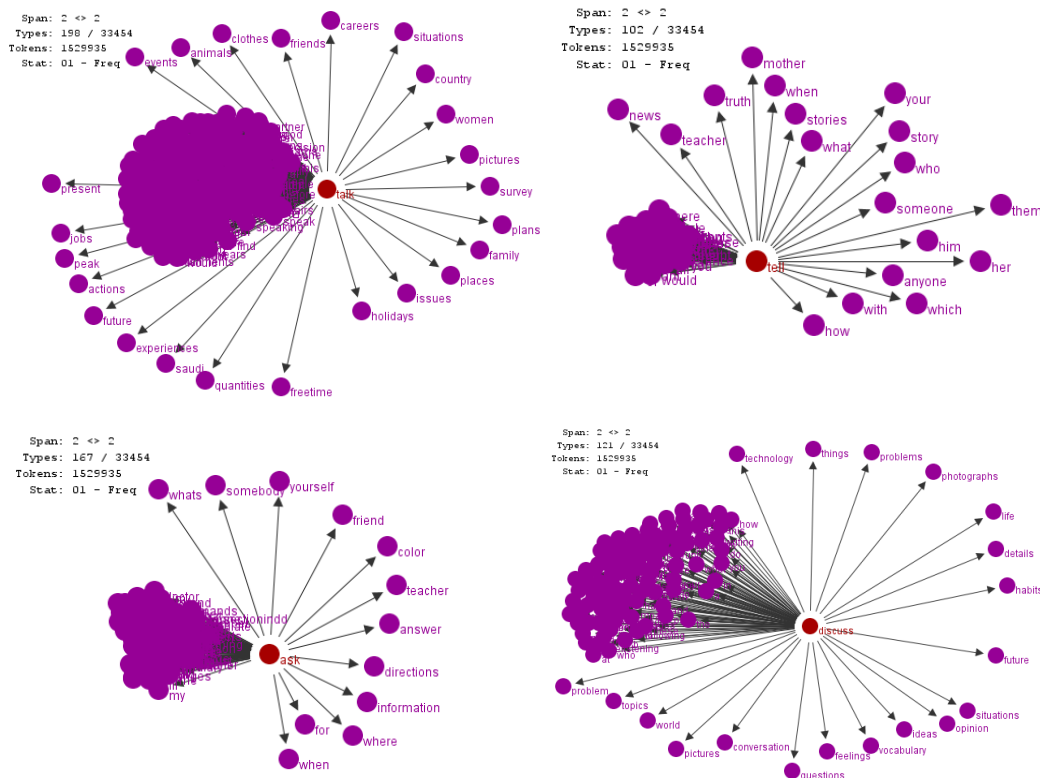| Preceding words	Node	Subsequent words
and read B Talk in	pairs	as in the example Male
surname NOTE B Talk in	pairs	as in the example Hello
Zealander Moroccan B Talk in	pairs	Where are you from Im
eight nine B Talk in	pairs	Whats your phone number for
nine NOTE C Talk in	pairs	How old are you Im
B Read then talk in	pairs	about objects in your classroom
High School SPEAK Talk in	pairs	Exchange personal information
shoes and they have about	pairs	Men like cars and their
words SPEAK GAME Talk in	pairs	Student A go to page
shoes Mohammed has Hana has	pairs	of shoes This is Hanas
are quite expensive I have	pairs	of shoes High heels are
possible PRACTICE SPEAK Talk in	pairs	Read the advertisement below Imagine
a b SPEAK Talk in	pairs	Make plans for today or
about nine SPEAK Talk in	pairs	Student A Use the prompts
you do Then talk in	pairs	as in the example and
a friend SPEAK Talk in	pairs	SUMMER JOB SURVEY STUDENT B
lets go SPEAK Talk in	pairs	Make plans for today Read
check your answers Talk in	pairs	Think about how often you
about yourself Then talk in	pairs	Ask and answer questions Sun
show you SPEAK Talk in	pairs	about your likes and dislikes
the study SPEAK Talk in	pairs	Go to page POSSESSIVE PRONOUNS
for False SPEAK Talk in	pairs	about your as in
usually Its usually SPEAK Talk in	pairs	Discuss the weather in the
your house flat SPEAK Talk in	pairs	Ask and answer questions using
SPEAK Talk in	pairs	Student A Imagine you have
few PRACTICE SPEAK Talk in	pairs	Student A go to page
SPEAK ROLE PLAY Talk in	pairs	Student A Imagine that you
the sentences SPEAK Talk in	pairs	Read about Andys problem below
the situations and talk in	pairs	Complete the dialogues
in brackets SPEAK Talk in	pairs	about a day out Last
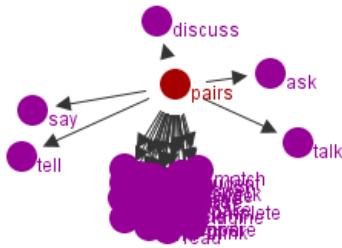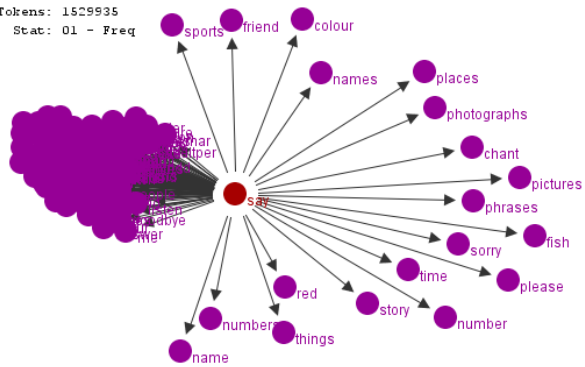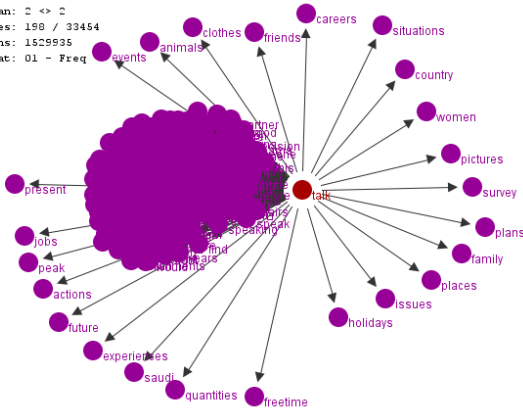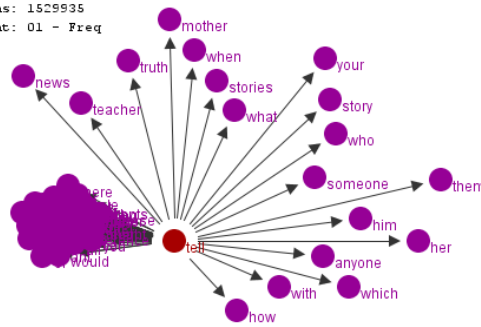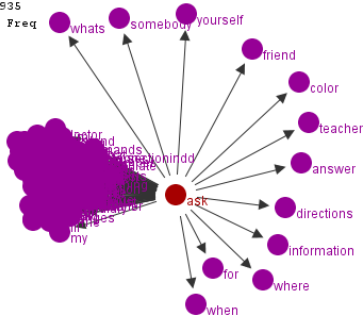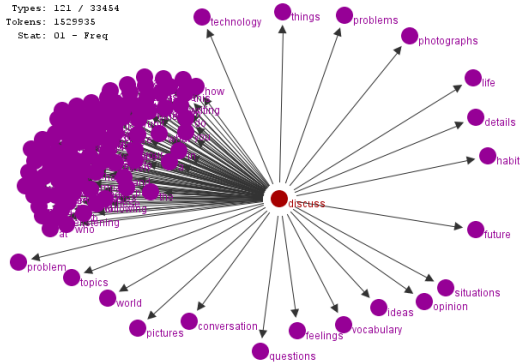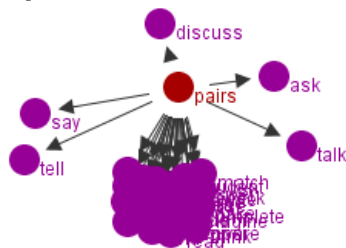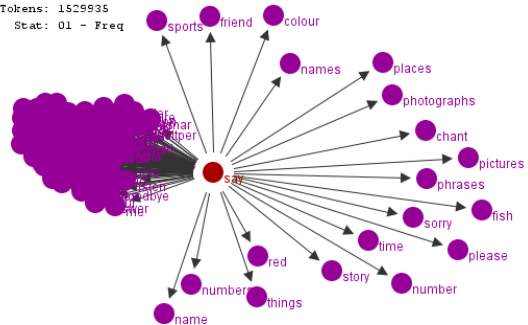
Figure 1. Extracting the collocates *say*, *talk*, *tell*, *ask* and *discuss* associated with *in_pairs* by GraphColl.jar (Brezina et al., 2015) version 1.0.0.

REFERENCES

[1] Aldera, A. S. (2017). Teaching EFL in Saudi Arabian Context: Textbooks and Culture. *Journal of Language Teaching and Research*, *8*.2, 221–228. doi.org/10.17507/jltr.0802.03

[2] Almujaiwel, S. and Al-Thubaity, A. (2016). Arabic Corpus Processing Tools for Corpus Linguistics and Language Teaching. *Proceedings of the 2016 International Conference on the Globalization of Second Language Acquisition and Teacher Education* (G-SLATE2) 4-6 August, Fukuoka (Japan): INTESDA, 103-108.

[3] Alptekin, C., (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, *56*.1, 57–64. doi.org/10.1093/elt/56.1.57.

[4] Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, *4*.5, 17-26. doi.org/10.5539/ijel.v4n5p17.

[5] Anthony, L. (2014). *AntConc* (Version 3.4.3) [Computer Software]. Tokyo, Japan: Waseda University. Retrieved February 2, 2018, from http://www.antlab.sci.waseda.ac.jp/.

[6] Borghetti, C. (2013). Integrating Intercultural and Communicative Objectives in the Foreign Language Class: A proposal for the integration of two models. *The Language Learning Journal. 41*.3, 254–267. doi.org/10.1080/09571736.2013.836344.

[7] Brezina, V., McEnery, T. and Wattam, S. (2015). Collocations in context: A new perspective on collocation networks. *International Journal of Corpus Linguistics*, *20*, 2, 139–173. doi.org/10.1075/ijcl.20.2.01bre.

[8] Bygate, M. (2009). Teaching and testing speaking. In M. H. Long and C. J. Doughty (Eds.), *The Handbook of Language Teaching*. Chichester, West Sussex: Wiley-Blackwell, 412–440.

[9] Byram, M. (2009). Intercultural competence in foreign languages–The intercultural speaker and the pedagogy of foreign language education. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence*. Thousand Oaks, CA: Sage Publications, 321–332.

[10] Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*.1, 1–47. doi.org/10.1093/applin/I.1.1.

[11] Celce-Murcia, M., (2001). Language teaching approaches: An overview. In Celce-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language*. Boston, MA: Heinle and Heinle, 3-11.

[12] Chambers, R. (2012). Sharing and Co‑Generating Knowledges: Reflections on Experiences with PRA and CLTS. *IDS Bulletin*, *43*.3, 71–87. doi.org/10.1111/j.1759-5436.2012.00324.x.

[13] Chaney, A. L. and Burk, T. L. (1998). Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon.

[14] Cook, G. (2003). Applied Linguistics. Oxford: Oxford University Press.

[15] Crookall, D. and Oxford, R. (1991). Dealing with anxiety: Some practical activities for language learners and teacher trainees. In E. K. Horwitz and D. J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications*. Englewood Cliffs, NJ: Prentice-Hall, 141–150.

[16] Dil, Y. (2009). EFL Learners' Communication Obstacles. *Electronic Journal of Social Sciences*, *8*.29, 84–100.

[17] Ellis, R. (1997). The Empirical Evaluation of Language Teaching Materials. *ELT Journal*, *51*.1, 36–42. doi.org/10.1093/elt/51.1.36.

[18] Gani, S. A., Fajrina, D. and Hanifa, R. (2015). Students' Learning Strategies for Developing Speaking Ability. *Studies in English Language and Education*, 2.1, 16–28. doi.org/10.24815/siele.v2i1.2232.

[19] Gilmore, A. (2007). Authentic Materials and Authenticity in Foreign Language Learning. *Language Teaching*, *40*.2, 97–118. doi.org/10.1017/S0261444807004144.

[20] Granger, S. (1998). The Computer Learner Corpus: a versatile new source of data for SLA research. In S. Granger (Ed.) *Learner English on Computer*. Longman: London, 3–18.

[21] Gray, J. (2010). The branding of English and the culture of the new capitalism: Representations of the world of work in English language textbooks. *Applied Linguistics, 31*.5, 714–733. doi.org/10.1093/applin/amq034.

[22] Harwood, N. (2010). English Language Teaching Materials. New York: Cambridge University Press.

[23] Hedge, T. (2000). Teaching and Learning in the Language Classroom: A guide to current ideas about the theory and practice of English language teaching. Oxford: Oxford University Press.

[24] Hutchinson, T. and Torres, E. (1994). The Textbook as Agent of Change. *ELT Journal*. 48.4, 315–328.

[25] Johnson, K., & Johnson. H. (1998). Encyclopedic Dictionary of Applied Linguistics: A Handbook for Language Teaching. Oxford: Blackwell Publishers.

[26] Kilgarriff, A., Rychly, P., Smrz, P., & Tugwell, D. (2004). The sketch engine. In G. Williams & S. Vessier (Eds.), *Proceedings of the Eleventh Euralex International Congress*. Lorient, France: Université de Bretagne, 105–115.

[27] Kramsch, C. (1993). Context and Culture in Language Teaching. Oxford: Oxford University Press.

[28] Lantolf, J. P. (Ed.). (2000). Sociocultural Theory and Second Language Learning. Oxford: Oxford University Press.

[29] Lantolf, J. P. and Appel, G. (Eds.). (1994). Vygotskian approaches to second language research. Norwood, New Jersey: Ablex Publishing Corporation.

[30] Lanzaron, A. (2001). Teaching Oral Skills. In M. Celce-Murcia, (Ed.), *Teaching English as a Second or Foreign Language*. Boston: Heinle and Heinle, 103-115.

[31] Larsen-Freeman, D. (2000). Second language acquisition and applied linguistics. *Annual Review of Applied Linguistics*, *20*, 165–181. doi.org/10.1017/S026719050020010X.

[32] Leong, L. M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2.1, 34–41. doi.org/10.18869/acadpub.ijree.2.1.34.

[33] Littlewood, W. T. (1998). Foreign and Second Language Learning: language-acquisition research and its implications for the classroom. New York: Cambridge University Press.

[34] Mart, C. T. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2.6, 91–96. doi.org/10.5539/ijel.v2n6p91.

[35] Mattos, A. M. A. (2000). A Vygotskian approach to evaluation in foreign language learning contexts. *ELT Journal*, *54*, 335–345. doi.org/10.1093/elt/54.4.335.

[36] McCarthy, M., & O'Keeffe, A. (2004). 2. Research in the Teaching of Speaking. *Annual Review of Applied Linguistics*, *24*, 26–43. doi.org/10.1017/S0267190504000029.

[37] Nieto, S. (2010). Language, Culture, and Teaching. Critical perspectives. New York: Routledge.

[38] Nordlund, M. (2016). EFL Textbooks for Young Learners: A Comparative Analysis of Vocabulary. *Education Inquiry*, 7.1, 47-68. doi.org/10.3402/edui.v7.27764.

[39] Nunan, D. (1988). Syllabus Design. Oxford: Oxford University Press.

[40] Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia‐Pacific Region. *TESOL*, *37*.4, 589–613. doi.org/10.2307/3588214.

[41] Nunan, D. (2004). Task-Based Language Teaching. Cambridge: Cambridge University Press.

[42] Oradee, T. (2012). Developing speaking skills using three communicative activities (discussion, problem-solving, and role-playing). *International Journal of Social Science and Humanity*, 2.6, 533–535. doi.org/10.7763/IJSSH.2012.V2.164.

[43] Pourhosein Gilakjani, A. (2016). What Factors Influence the English Pronunciation of EFL Learners? *Modern Journal of Language Teaching Methods*, 6.2, 314–326.

[44] Prodromou, L. (1992). What culture? Which culture? Cross-cultural factors in language learning. *ELT journal*, *46*.1, 39–50. doi.org/10.1093/elt/46.1.39.

[45] Reid, E. (2015). Techniques Developing Intercultural Communicative Competences in English Language Lessons. *Procedia-Social and Behavioral Sciences*, *186*, 939–943. doi.org/10.1016/j.sbspro.2015.04.011.

[46] Reiser, R. A., & Dempsey, J. V. (Eds.). (2012). Trends and issues in instructional design and technology. Boston, MA: Pearson.

[47] Richard-Amato, P. A. (1996). Making it happen. New York, NY: Longman.

[48] Richards, J. C. (2014). The ELT Textbook. In S. Garton and K. Graves, (Eds.), *International Perspectives on Materials in ELT*. Basingstoke: Palgrave Macmillan, 19–36.

[49] Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.

[50] Roberts, A., Al-Sulaiti, L., & Atwell, E. (2006). aConCorde: Towards an open-source, extendable concordancer for Arabic. *Corpora 1*.2, 39–60.

[51] Roberts, A. (2014). A ConCorde [Computer Software]. Retrieved February 2, 2018, from http://www.andy-roberts.net/coding/aconcorde.

[52] Robinson, P. (2001). Task complexity, cognitive load, and syllabus design. In P. P. Robinson (Ed.), *Cognition and Second Language Instruction*, Cambridge: Cambridge University Press.

[53] Sharoff, S. (2014). IntelliText Corpus Queries [Computer Software]. Retrieved February 2, 2018, from http://www.corpus.leeds.ac.uk/itweb/htdocs/Query.html.

[54] Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In Richards J. and W. Renandya (Eds). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press, 204–211.

[55] Silverman, R. D. (2007). Vocabulary development of English-language and English-only learners in kindergarten. *The Elementary School Journal*, *107*.4, 365–383. doi.org/10.1086/516669.

[56] Swain, M., & Lapkin, S. (2002). Talking it through: Two French immersion learners' response to reformulation. *International Journal of Educational Research*, *37*.3, 285–304. doi.org/10.1016/S0883-0355(03)00006-5.

[57] Talley, P. C., & Hui-ling T. (2014). Implicit and Explicit Teaching of English Speaking in the EFL Classroom. *International Journal of Humanities and Social Science*. *4*.6. 38–46.

[58] Tomlinson, B., Dat, B., Masuhara, H., & Rubdy, R. (2001). EFL Courses for Adults. *ELT Journal*, *55*.1, 80–101. doi.org/10.1093/elt/55.1.80.

[59] Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at LE Thanh Hien High School. *Asian Journal of Educational Research*, *3*.2, 8–23.

[60] Tyler, A. (2012). Cognitive Linguistics and Second Language Learning: Theoretical Basics and Experimental Evidence. NY: Routledge.

[61] Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

[62] Vygotsky, L. S. (1978a). Interaction between learning and development. *Readings on the Development of Children*, *23*.3, 34–41.

[63] Vygotsky, L. S. (1978b). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.

[64] Weir, C. J. (1990). Communicative Language Testing. Prentice-Hall International (UK) Ltd.

[65] Wong, M. S. L. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *RELC journal*, *36*.3, 245–269. doi.org/10.1177/0033688205060050.

[66] Wood, D. (1988). How children think and learn. Oxford: Basil Blackwell.

[67] Yalçın, Ö., & İnceçay, V. (2014). Foreign language speaking anxiety: The case of spontaneous speaking activities. *Procedia-Social and Behavioral Sciences*, *116*, 2620–2624. doi.org/10.1016/j.sbspro.2014.01.623.

[68] Yang, L., H. & Fleming, M. (2013). How Chinese college students make sense of foreign films and TV series: implications for the development of intercultural communicative competence in ELT. *The Language Learning Journal*, *41*.3, 297–310. doi.org/10.1080/09571736.2013.836347.

[69] Yuan, F., & Ellis, R. (2003). The effect of pre-task planning and online planning on fluency, complexity, and accuracy in L2 oral production. *Applied Linguistics*, *24*.1, 1–27. doi.org/10.1093/applin/24.1.1.

Ahmed Abdulateef Al Khateeb has received a PhD from the University of Southampton, Graduate School of Humanities, Modern Languages, United Kingdom in 2015. He is currently working as an Assistant Professor of Modern Languages and Applied Linguistics and the Head of English Language Department at King Faisal University, Al-Ahsa, Saudi Arabia. Dr Al Khateeb research interests include technology-enhanced language learning (TELL), technology-mediated intercultural exchange/ communication for language learning (telecollaboration) and neuro/cognitive Linguistics. He has widely published in scholarly journals in the area of social networking tools and English language learning and teaching. He has also published an edited chapter (Designing a Wiki-Based Course for Enhancing the Practice of Writing Skills in the 21st Century: Moving from Theoretical Grounding into Practical Knowledge) in an eminent book by IGI: Engaging 21st Century Writers with Social Media, 259 – 279.

Sultan Almujaiwel is an Associate Professor of Corpus and Applied Linguistics at King Saud University, Riyadh, Saudi Arabia. He is going to be a Visiting Scholar at UC Berkeley (USA) from January 7, 2019 to July 31, 2019. He teaches and conducts research on various aspects of corpus-based discourse analysis and corpus-linguistic methods, with an interest in how large/small-scale natural language data are used in applied linguistics and social sciences. His recent publications include articles on corpus processing tools for corpus linguistics and language teaching published in *GSLATE 2016*, a quantitative inquiry into the keywords between primary and reference Arabic corpora (co-authorship) published in the *Journal of Quantitative Linguistics*, and on the grammatical construction of function words between old and modern written Arabic, which was a corpus-based analysis published in *Corpus Linguistics and Linguistic Theory*.