

**LINGUISTICS 4327: (SECOND) LANGUAGE ACQUISITION**  
The University of Texas at Arlington - Spring 2009

Course ID (MyMav): 22044  
Meeting Times: Tuesdays and Thursdays, 5:30 – 6:50 PM  
Meeting Location: Trimble Hall 215  
Instructor: Dr. David J. Silva  
*Professor of Linguistics, Distinguished Teaching Professor, and Vice Provost for Academic Affairs*

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### **Course Description**

Second Language Acquisition (SLA) focuses on the distinctly human instinct of language acquisition as it operates outside (or beyond) the domain of an individual's first (native) language. More specifically, it examines how, why, and under what conditions human beings acquire a second language. While such a focus may seem simple and clear to language teachers, the human instinct of language acquisition comprises several complex dimensions that are explored in this course, including the linguistic, psycholinguistic, cognitive, socio-pragmatic, micro sociolinguistic, and macro sociolinguistic dimensions. While much of the course material reviews some of the scholarly literature regarding these theoretical dimensions, time will be dedicated to discussing their implications for instructional strategies in the second language classroom. The goal of this course is to help students develop BOTH a strong theoretical foundation with regard to language acquisition AND the acute analytical skills required to consider such theory critically, both on which to base future decisions in their classrooms.

*Special Note: Students will need audio-recording equipment for the language analysis assignments.*

### **Prerequisite**

Students in this course must be familiar with basic linguistic concepts (phonetic transcription, phonemic analysis, phrase structure, etc.) as taught in LING 3311 or a similar course/course sequence in linguistic analysis. Those who have not taken LING 3311 at UT Arlington must speak with the instructor immediately after the first class to verify their prerequisite work.

### **Intended Student Learning Outcomes**

After successfully completing this course, students should be able to:

1. identify the various dimensions of the "human experience" that bear upon the acquisition of a second language in order to recognize and appreciate the multiple contexts in which SLA occurs, including in the language classroom. [Knowledge]
2. distinguish between internal factors and external factors influencing SLA in order to arrive at reasonable diagnoses for observable SLA phenomena and seek out solutions to problems. [Comprehension]
3. identify and apply the core practices and principles associated with major theoretical frameworks employed in SLA research to new data in order to understand how these theories might aid in solving SLA-related problems. [Application]

4. investigate linguistic data and identify significant generalizations in terms of relevant theoretical constructs addressed in SLA literature in order to explain how a(n) (inter-)language system operates, thereby shedding light on how second languages are acquired. [Analysis]
5. debate the relative merits of various classroom policies and practices – as they are informed by SLA theory – in order arrive at sound pedagogical decisions. [Evaluation]
6. synthesize the primary findings from a selected body of scholarly literature on a given topic to propose what/how such literature might suggest about the language, language learners, and/or the language classroom. [Synthesis]

### Required Course Text

Gass, S. M., & L. Selinker. 2008. *Second language acquisition: An introductory course*, Third Edition. New York, NY: Routledge. ISBN 0-8058-5498-3

### Required Course Readings

To be assigned as we progress through the course and made available through the UT Arlington Central Library. *Decisions as to what is most appropriate will be made by the instructor after developing a clearer sense of how the students enrolled this semester see themselves using the course materials in their future endeavors.*

### Recommended Supplemental Texts

Doughty, C., and M. H. Long. (eds.). 2005. *The handbook of second language acquisition*. Malden, MA: Blackwell. (Available in electronic form at the UT Arlington library)

Ellis, R. 1994. *The study of second language acquisition*. New York: Oxford University Press.

### Course Requirements and Grade Calculation

To complete this course, each student must successfully fulfill the following requirements, each of which contributes to the final grade (100%) as indicated. For details about the work to be completed for each requirement, see below; for due dates, see the course schedule.

1. Attendance (each class is worth 0.37%, up to 10%).....	10%
2. Homework Assignments (four assignments, each worth 7%).....	28%
3. Interlanguage Analysis Essay (5-8 double-spaced word-processed pages) .....	12%
4. Interaction Analysis Essay (5-8 double-spaced word-processed pages) .....	12%
5. Debate Preparation and Participation (as part of a team) .....	12%
6. <u>Final Paper (12-15 double-spaced word-processed pages).....</u>	<u>26%</u>
Course Total.....	100%

#### Requirement #1: Homework Assignments (four at 7% each) 28%

Each of the four homework assignments will provide students with an opportunity either to apply theoretical concepts to data or to articulate their understanding of course concepts in an essay format. In preparing assignments, students should strive to demonstrate mastery of the course content by making sufficient and appropriate reference to the ideas covered in the textbook, lectures, and reading; by applying these ideas to the data being presented (if applicable); and by making their arguments clearly and coherently.

### Requirement #2: Interlanguage Analysis Essay

(5-8 typed pages)

12%

Students will collect their own data by audio-recording one non-native English speaker communicating in English during an authentic conversational interaction for approximately 20 minutes, and they will be required to discuss such data, in a 5-8 page typed essay, in terms of the errors that are evidenced (e.g., at the phonological, morphological, syntactic, pragmatic, and discourse levels). Students should base their discussion explicitly on identifying, classifying, explaining, and evaluating in accurately transcribed excerpts of interlanguage data. Students should discuss (a) by what standard and method these errors can be identified (identification); (b) what are one or two most frequently occurring types of errors and how can they be described? (classification); (c) what might be the source of these errors—based on a limited data set, of course—and what evidence supports your claim (explanation); and, (d) what are the local (i.e., at the sentential level) and the global (i.e., at the supra-sentential level) effects of such frequently occurring errors on the listener in terms of comprehension (evaluation). Students should draw upon previous scholarly literature to help them in their analyses. NOTE: translation of languages other than English in the data may be necessary in the transcription. Students should be selective about what excerpts from the transcript they include in their essays (i.e., no appendix is needed). Students should provide as much as is necessary to support their claims and give context to such claims.

#### *Assessment: (Questions used in grading)*

1. To what extent does the student fully understand the issues and concepts addressed in the readings?
2. How well-supported are the student's interpretations or conclusions, based specific data collected?
3. To what extent does the student ground such interpretations or conclusions on a strong, well-reasoned theoretical foundation of previous scholarly work?

### Requirement #3: Interaction Analysis Essay

(5-8 typed pages)

12%

Students will collect their own data by audio-recording, for approximately 20 minutes, one interaction between either two non-native or one native and one non-native speaker of English. That is, at least ONE of the interlocutors must be a non-native speaker of English. These interlocutors must be speaking in English—or at least a language that the student fully understands and is willing and able to translate in his/her essay—and the interlocutors must be engaged in meaningful and authentic conversational interaction. For the essay, students will be required to discuss such interactional data, in a 5-8 page typed essay, in terms of (a) the extent to which the interlocutors manage communicative breakdown through the negotiation of meaning and the negotiation of form, (b) how such negotiation plays out during the turn-by-turn analysis of the interaction, and (c) the extent to which such negotiation might provide opportunities for language learning or language acquisition for the non-native speaker of English. Students should base their discussion explicitly on specific selected excerpts from the interaction, and they should use scholarly literature to support their claims and interpretations. NOTE: translation of languages other than English in the data may be necessary in the transcription. Students should be selective about what excerpts from the transcript they include in their essays (i.e., no appendix is needed). Students should provide as much as is necessary to support their claims and give context to such claims.

#### *Assessment: (Questions used in grading)*

1. To what extent does the student fully understand the issues and concepts addressed in the readings?
2. How well-supported are the student's interpretations or conclusions, based on specific data collected?
3. To what extent does the student ground such interpretations or conclusions on a strong, well-reasoned theoretical foundation of previous scholarly work?

### Requirement #4: Participation in Debate

12%

Toward the end of the term, students will participate in a debate in assigned teams. They will work in their teams assigning responsibilities among the participants, including researching articles, sharing and synthesizing information, organizing arguments, and delivering arguments (and rebuttal) orally during class. Each team will

also provide the class with a one-page handout listing their main arguments and a second page bibliography of references used to support their claims. The topic of the classroom debate will be announced the week before spring break.

*Assessment Criteria: (Questions used in grading)*

Each team will be assigned one grade based on these criteria:

1. How clearly do the members of the group present well-reasoned arguments in support of the position assigned to them?
2. To what extent are the group's arguments supported by scholarly literature?
3. How well do group members provide well-informed answers in fielding questions from a scholarly audience?
4. To what extent do all members of the group participate in and contribute to the debate?

Requirement #5: Final Paper

26%

NOTE: Masters' and Ph.D. students can choose Options A or B; undergraduate students can choose Options A, B, or C.

**Option A: Synthesis Essay**

(10-15 double-spaced word-processed pages)

Students should identify a focused and clearly articulated problematic topic or issue that is related to the course material. Students, then, must conduct extensive library research on that topic or issue, reading and synthesizing relevant scholarly literature. In a 10-15 page essay, students then must articulate a clear and original "thesis statement" or argument of their own and must support that statement with organized and well-synthesized support from scholarly literature. Note: A synthesis paper is **not** solely a summary. The synthesis paper may address the same topic as covered in the debate but it must **expand significantly** on this topic. An ungraded proposal will be due and individual conferences throughout the semester will be required.

*Assessment: (Questions used in grading)*

1. How clear and logical is the student's main argument or point?
2. How well does the student use examples, details, quotations, etc. from previous scholarly literature from the course material and from outside library sources to support his/her argument or point?
3. To what extent does the student understand key concepts, ideas, terms, and theories?
4. To what extent does the student comprehensively discuss relevant scholarly literature to support this argument or point?
5. How effectively does the student synthesize information not merely by citing facts, quoting, and paraphrasing but ALSO by offering new insight or interpretation of information?

**Option B: Research Proposal**

(10-15 double-spaced word-processed pages)

Students can write a research proposal detailing a small study in second language acquisition. Students must pose ONE research question that reflects any of the course topics and employs a methodology based on scholarly literature that will help to answer the research question. Sections for the research proposal should include the following:

1. Introduction: What is the general problem? How will your research attempt to address this problem?
2. Literature Review: How has previous scholarly literature attempted to address this problem? What theoretical or methodological gaps exist in previous scholarly literature?
3. Research Question: In what ways does your research question fill those theoretical or methodological gaps?
4. Methodology: On what previous methodological foundation is your proposed research based? What key concepts or constructs will you be examining, and what are their exact operationalized definitions?
  - a. Research Site & Sample: Where exactly do you propose to conduct your site? Who exactly will be your subjects?

- b. Data Collection: What type of data will you collect? How exactly will you collect your data?
  - c. Data Analysis: How will you analyze your data in a step-by-step fashion, based on your methodological foundation and helping to answer your research question? Are there any delimitations to your study (i.e., any things that you will *not* be examining)?
5. Conclusion: What general conclusions might you be able to offer?
- a. What limitations can you see to your study?
  - b. What implications can you draw for real-world application and/or future scholarly research?

An ungraded proposal will be due and individual conferences throughout the semester will be required.

*Assessment: (Questions used in grading)*

1. How clearly articulated are the introductory problem, research question, methods, etc. of the proposal?
2. To what extent does the student synthesize and evaluate scholarly literature, identifying a theoretical or methodological gap out of which emerges the research question?
3. How well does the student draw upon relevant scholarly literature for a methodology?
4. To what extent does the student's data analysis methods match with data collection and, in turn, the research question?
5. How critically does the student consider the scope of the research (i.e., limitations, implications, delimitations, and/or future research)?

**Option C: Take-Home Essay**

(8-10 double-spaced word-processed pages)

*Only for Undergraduates*

Students will be given a choice of three essay questions that they will take home during review week. These students will choose ONE of these questions and will formulate a well-articulated and well-developed response.

*Assessment: (Questions used in grading)*

1. How clear and logical is the student's main argument or point, and how well does it address the question prompt?
2. To what extent does the student understand relevant concepts, ideas, terms, and theories in-depth?
3. How well does the student support the argument or point with relevant literature read for class?

## Dr. Silva's Philosophy on Grades

What do grades “mean”? Truth be told, all evaluation is subjective; even objective-looking evaluations involve establishing ranges and cut-off points for certain rewards. All the same, there are some fundamental principles that drive the manner in which grades are assigned to students.

Letter Grade	UT Arlington Description	More Detailed Interpretation	Percent Points	Grade Points
A	Excellent	The student has not only mastered the course material but has also demonstrated exceptional critical thinking, attention to detail, or originality, as appropriately assessed in the context of the discipline. Assessment criteria have been clearly achieved across all categories.	90-100	4.0
B	Good	The student has demonstrated very good understanding of the material by producing work that is essentially accurate, complete, and clear. Assessment criteria have been nearly achieved in all categories, or have been fully achieved in many categories. There is room for improvement, particularly in terms of detail/originality.	80-89	3.0
C	Fair	The student has demonstrated some understanding of the course material, but often produces work characterized by lapses in accuracy, detail, or clarity. Assessment criteria have been partially achieved across many categories. There is only partial evidence of sustained or fully articulated critical thinking.	70-79	2.0
D	Passing, but Below Average	The student has demonstrated only the most basic understanding of the course material. There are multiple lapses in accuracy, detail, and clarity. Assessment criteria have either been only partially achieved in only a minority of categories. The work presents minimal evidence of engagement or completion.	60-69	1.0
F	Failure	The student has not demonstrated satisfactory understanding of the course material. Assessment criteria have not been achieved in any substantive way. The work presents no evidence of any critical thinking. The student appears to have plagiarized and/or engaged in some other form of academic dishonesty.	0-59	0.0

“What is critical thinking?” Critical thinking involves working with ideas in ways that transcend simple knowledge or comprehension. Critical thinking involves being able to:

- **apply** knowledge to new situations,
- **analyze** data so that you understand its constituents (and how they work together),
- **synthesize** material from multiple sources to create a new sense of why it’s meaningful or useful, and
- **evaluate** information so that you can offer well-informed, fully defensible opinions on important matters.

While students might expect that additional time, effort, and thought put into a course is likely to result in higher quality performances, there is no guarantee that effort exerted will equate to a particular grade. How, then, can you enhance your mastery of the materials? Take advantage of all available resources to help you learn it at multiple levels: textbook, lectures, professor (via e-mail or at office hours), each other, library resources, on-line sources, etc.

### A Note

In language disciplines, we distinguish between two levels of linguistic functioning: competence vs. performance.

- Competence is what you know; it’s the cognitive abstraction that is your true understanding of X, Y, and Z.
- Performance is the means by which you demonstrate that knowledge to others.

In the ideal world, performance is a 100% accurate reflection of competence. Alas, we do not live in such a world; sometimes we get frustrated because we know more than we can demonstrate.

What does this all mean for you? As I can’t directly access your competence (i.e., I can’t get into your mind to observe first-hand what you know), I am **obliged** to use your performance on coursework as a reflection of your competence. Our collective hope is that your performance is, indeed, an accurate reflection of your competence. Given such a hope, look to enhance your performance by being prepared, staying calm, getting a good night’s sleep, etc. If, for whatever reason, you don’t perform well on a task, you need to assess what you did and then strive to remedy these performance problems before you’re asked to perform again.

## Important Course Policies

### Attendance and Participation

Since so much of class time will be dedicated to class discussion on theories that may be unfamiliar to you, it is critical to your understanding of the material that you participate at every class meeting. Optimal participation means:

- attending each class in its entirety;
- maintaining a physical and mental presence throughout the period, with no distractions;
- completing assignments and readings before the class meets;
- handing assignments in at the beginning of class on the due dates;
- participating in all ungraded formative assessments (e.g., reading comprehension quiz); and
- productively contributing to discussions.

For each class you attend, you will earn 0.37% toward the 10% total; under this system, you may miss three classes with no penalty. (There are no “excused” absences.) Those who miss a class meeting are responsible for obtaining all information (including notes) from a classmate.

### Food and Beverages

Those students who will be coming to class directly from work may want to bring food and/or beverages. For those choosing to do so, it is important to be discrete and polite: eating or drinking in class should not impede your own learning or the learning of others. In classes where there are computers available to students, however, no food or drink is permitted, as per University policy.

### Late Assignments

Late assignments will be accepted up to seven calendar days after the due date; they will lose three percentage points for each calendar day of lateness, for a maximum penalty of 21 points. Beyond seven calendar days after the assignment’s due date, the work will not be accepted for a grade.

Exceptions to the policy outlined immediately above will be enforced for both the debate presentation and the final paper: neither of these will be accepted beyond the due dates established by the instructor unless there documentable exigent circumstances (e.g., major illness, family crisis); the right and responsibility for determining the extent to which any particular circumstance is “exigent” lies solely with the instructor. Unless individual circumstances dictate otherwise, no student enrolled in this course will receive a grade of “incomplete” (“I”).

### Make-Up Work / Extra Credit Work

In this class, there are no provisions for either make-up work or extra credit assignments. Should extreme medical or personal circumstances prevent you from completing any course work, contact the instructor (in private) or your academic advisor.

### Documentation and Language Style for Written Work

For all written work, students should use a consistent, professionally accepted style of documentation and language use (e.g., APA style, LSA style). As this is a senior-level course, it is assumed that students are familiar with the basic requirements of language use in the academic domain. For those who are not, please consider a visit to The Writing Center and/or an appointment with the instructor.

### Final Review Week

The last two days of classes will be designated as Final Review Week. The purpose of this week is to allow for sufficient time to prepare for the final paper. On the first day of this week, final paper questions can be discussed and students will be allowed to ask and explore questions, problems, and concerns regarding the final examination. No assignments, tests, quizzes, readings, or new material will be scheduled for this week. The second final review day during the final week of classes will be devoted to teacher-study group conferences.

### Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation (Public Law 93112, the Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled the "American With Disabilities Act" (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

All members of the UT Arlington faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility rests with informing the instructor at the beginning of the semester and in providing authorized documentation through designated administrative channels. Any "unofficial" or "informal" requests for accommodation (i.e., those not recorded by the Office of Students with Disabilities) will be neither discussed nor honored.

If you have a disability that might influence your performance in this course, you must inform the instructor in writing (e-mail is fine) no later than **Tuesday, January 27, 2009**, and must officially register at the Office of Students with Disabilities before any accommodations can be considered.

For more information, contact UT Arlington's Office of Students with Disabilities, .University Hall, room 102 or visit <http://www.uta.edu/disability>.

### Academic Honesty

At The University of Texas at Arlington, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. Students involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

According to the UTA System *Regents and Regulations*, "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designated to give unfair advantage to a student, or the attempt to commit such acts" (Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

While the Department of Linguistics and TESOL hopes to foster a sense of community in which students can enhance their educational experiences by conferring with each other about the lectures, readings, and assignments, all work submitted must be the product of each student's own effort. Students are expected to know and honor the standards of academic integrity followed by U.S. universities; ignorance of these standards or even cultural differences concerning how such standards are understood in U.S. university culture are not an excuses for committing an act of academic dishonesty (including plagiarism). If you have questions, please speak with your instructor, your academic advisor, or the department chair.

All cases of suspected Academic Dishonesty will be referred to the Office of Student Conduct, E. H. Hereford University Center, Lower Level, room B-160. For more information on relevant standards and procedures, visit <http://www.uta.edu/studentaffairs/conduct>.

### **Student Support Services**

The University of Texas at Arlington supports a variety of student access programs to help students connect with the University to achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and counseling of both a personal and academic nature.

- Students requiring assistance academically, personally, or socially should contact University Counseling Services, Davis Hall 216 (<http://www.uta.edu/caacs/counseling>; 817-272-3671)
- Those who might like to pursue the possibility of tutoring should inquire with the staff of the University's SOAR Office, Hammond Hall, 1<sup>st</sup> floor (<http://www.uta.edu/soar>).
- Those who might benefit from assistance with their writing should schedule an appointment at The Writing Center, located in the Central Library, room 411 (<http://www.uta.edu/owl>).

### **Enrollment and Withdrawal**

Students are responsible for making all decisions regarding their enrollment status in all UT Arlington courses. Should a student decide to withdraw from a course, s/he must either (1) drop via MyMav or (2) complete and official "add/drop" and file it in the Linguistics and TESOL department office. Unless s/he officially withdraws, s/he will receive a grade of F. A student dropping his/her last (only) course cannot withdraw as above. Rather, s/he must go in person to the Office of Records Office (Davis Hall, room 129) and complete a request to resign from the university.

### **Auditing**

The Department of Linguistics and TESOL has a "no audit" policy. Students attending LING classes must be officially enrolled in those courses. Exception: Students who have already fulfilled degree requirements and would like to sit in on a comparable course to prepare for their comprehensive / diagnostic examinations may do so (with the permission of the professor).

### **Gifts to Faculty**

The Department of Linguistics and TESOL has a strict "no gift" policy: instructors may not accept gifts of any kind from students, including meals, food, or flowers. All linguistics instructors have been instructed to refuse gifts. Students can avoid placing their instructors in an awkward position by not offering them any gifts. Students wishing to honor their professors may make a contribution to the LING-TESOL Scholarship Fund; visit the department office (Hammond Hall 403) and ask for a "Gift Giving Guide."

## Course Schedule

Readings should be completed prior to the dates on which they are assigned below

Other brief readings may be added to this schedule as circumstances warrant.

Wk	Date	Topic	Reading	Events / Assignment Due
1	T, Jan 20	Welcome	-	
	R, Jan 22	Setting the Stage: Language	ch. 1	
2	T, Jan 27	Acquisition of L1, L2, L3, ...	ch. 2	
	R, Jan 29	Analyzing SLA Data: First Steps	ch. 3: 3.1-3.2	
3	T, Feb 03	Collecting SLA Data	ch. 3: 3.3-3.7	HW #1
	R, Feb 05	Language Transfer: A History	ch. 4	
4	T, Feb 10	Child SLA & Morpheme Order Studies	ch. 5: 5.1-5.4	
	R, Feb 12	The Role of L1 in SLA	ch. 5: 5.5-5.7	
5	T, Feb 17	SLA and Universal Grammar	ch. 6: 6.1-6.2	HW #2
	R, Feb 19	Transfer from the Perspective of UG	ch. 6: 6.3	
6	T, Feb 24	L2 Phonetics and Phonology	ch. 6: 6.4-6.5	
	R, Feb 26	SLA and Linguistic Typology	ch. 7: 7.1-7.2	
7	T, Mar 03	SLA and Functionalism	ch. 7: 7.3-7.4	HW #3
	R, Mar 05	SLA and Information Processing	ch. 8: 8.1-8.3	
8	T, Mar 10	Types of Knowledge	ch. 8: 8.4-8.7	
	R, Mar 12	"Rap Session": Online Resources/Debate	-	Interlanguage Analysis
9	T, Mar 17	Spring Break		
	R, Mar 19			
10	T, Mar 24	Article Presentation to Class	10 min/person	article outline (8 copies)
	R, Mar 26	Debate Research and Planning	Team at the Library	list of references (at least 5)
11	T, Mar 31	SLA and Social Contexts	ch. 9: 9.1-9.3	
	R, Apr 02*	Social Interaction and Language Use	ch. 9: 9.4-9.7	
12	T, Apr 07	The Role of Input	ch. 10: 10.1-10.3	HW #4
	R, Apr 09	The Role of Interaction	ch. 10: 10.4-10.5	
13	T, Apr 14	The Intersection of Input & Interaction	ch. 10: 10.6-10.8	paper proposal (ungraded)
	R, Apr 16	SLL in the Classroom	ch. 11	
14	T, Apr 21	Three As: Affect, Age and Aptitude	ch. 12: 12.1-12.6	Interaction Analysis
	R, Apr 23	Motivation and Personality	ch. 12: 12.7-12.10	
15	T, Apr 28	"Rap Session": SLA & Education Policy	TBA (short articles)	Debate Prep (last 45 min)
	R, Apr 30	In-Class Debate	Topic TBA	
16	T, May 05	Individual Conferences		
	R, May 07	Course Wrap-Up / Evaluations	chapter 14	
-	R, May 14	Final Paper due by 7:00 PM		

*\*The last date for to drop or withdraw from this course is Friday, April 3.*