

ESTABLISHING EXTENSIVE READING CORPUS TO DEVELOP EMOTIONAL INTELLIGENCE FOR 5TH-GRADE STUDENTS

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Abstract. In regards to the obstacles in teaching and studying extensive reading in elementary schools, the goals of the 2018 Literature National Curriculum as well as the acknowledgment of the role of emotional intelligence development for students in life, it is necessary to conduct a discussion in terms of theories about emotional intelligence and a survey of extensive reading education in elementary schools. In practice, elementary school students have been receiving extensive reading (previously as supplementary reading and now as a requirement in the output standards of the 2018 Literature National Curriculum). However, apart from the master's thesis of author Le Thi Hang [1] which is considered an opening thesis for building reading materials to develop emotional intelligence in elementary schools, there have been no studies on building and exploiting extensive reading materials to develop emotional intelligence for elementary school students in specific grades explicitly and systematically. Based on multiple studied theories, we have established an extensive reading corpus system to develop emotional intelligence for 5th-grade students.

Keywords: extensive reading corpus, corpus for developing emotional intelligence, extensive reading for 5th-grade students.

1. Introduction

Today, besides general qualities, abilities, and professional competencies, educators are the most concerned about the development of learner's emotional intelligence. Emotional intelligence education aims to guide students to develop harmoniously both physically and mentally, especially in life skills education. However, the development of emotional intelligence for students in school remains facing multiple obstacles, especially regarding elementary school students, who are in the process of developing and cultivating their minds and physiology.

In 1990, Peter Salovey, John Mayer, and David Caruso with their research on Emotional Intelligence (Emotional quotient - EQ or Emotional intelligence - EI) [2] explained emotional intelligence quite completely. Among them, three researchers are especially interested in controlling and regulating the emotions of oneself and others, using those emotions to guide thoughts and actions. In 1995, the book "Emotional Intelligence" [3] by Daniel Goleman defines emotional intelligence more specifically and systematically. However, Goleman's research still does not clearly distinguish between emotional intelligence and human personality. Around the world, research projects on emotional intelligence have initially proposed, given definitions, and built models of emotional intelligence. However, research projects have only paid attention to

explaining the theory of emotional intelligence but have not gone into depth about how to develop human emotional intelligence. Because of that, the SEL program was born. This program helps children gain more practical experiences and hone life skills.

The issue of education to develop emotional intelligence in Vietnam: In 2004, in the study “Research on the intelligence index of students at Vietnam National University, Hanoi” [4], Nguyen Cong Khanh also mentioned the theoretical model of emotional intelligence. However, emotional intelligence has not been given much attention and research. In 2007, Nguyen Hoi Loan in “Emotional intelligence of students in high-quality classes” at Hanoi National University [5] conducted research on the current state of emotional intelligence among students enrolled in high-quality classes. The aim was to identify issues and propose measures to enhance the effectiveness of this training program. The scientific work also demonstrated the impact of emotional intelligence on the development, establishment, and management of social relationships. In 2010, in the master's thesis “Emotional intelligence of high school students in Bao Loc city - Lam Dong province” [6], Vo Hoang Anh Thu researched the current situation, level, and manifestations of emotional intelligence among students at Bao Loc high school in Lam Dong and proposed several measures to improve the emotional intelligence of these students. In 2022, in the master's thesis “Developing extensive reading materials to enhance emotional intelligence for elementary school students” [1], Le Thi Hang outlined a model and developed resources to foster emotional intelligence through extensive reading in Vietnamese language teaching at the elementary level. However, because it is an introductory thesis, the author mainly only provides materials and suggestions for exploiting extensive reading materials without orienting the materials to a specific audience. Research projects have shown the importance of emotional intelligence education in Vietnam for Literature in particular and other fields in general. The common point of these studies is that emotional intelligence has a significant impact on the quality of work and life. It helps us improve our physical and mental health, increase our leadership abilities, and the ability to resolve everyday conflict situations.

Extensive reading teaching in elementary schools: In 2018, the Literature General Education Program considered extensive reading as a mandatory requirement in the output standards of reading skills. For 5th-grade students, in 1 year, need to read at least 35 literary texts and 18 informational texts (including reading comprehension guide texts on the Internet) of a length comparable to the standard texts they have studied. In 2020, in the research project “Building a blog to support extensive reading in teaching fourth grade Vietnamese in Ho Chi Minh City”, Nguyen Ngoc Thuy An outlined the current situation of teaching extensive reading and the use of blogs in teaching. The author also built a blog to support students in the extensive reading class with many interesting readings and games. In 2022, Ho Thi Thanh Nhan in the scientific publication “Solution to improve extensive reading efficiency for students in grades 4 and 5 in Hue City” [7] proposed several solutions to increase the effectiveness of extensive reading for students in grades 4 and 5 such as building a reading community, organizing reading activities - sharing books by topic, build reading materials for students. Research on teaching and learning to develop emotional intelligence for Vietnamese students has shown the importance of emotional development.

2. Content

2.1. Theoretical foundation

2.1.1. Emotional intelligence and the role of emotional intelligence education for elementary school students

** Theory of emotional intelligence*

From the perspective of individuals' adaptive capacity, R. Sternberg (1948) stated, "Intelligence is a purposeful adaptation to the environment. Intelligence is the result of human interaction with the residing environment, and is the premise for that interaction" [8; 151].

Two researchers J. Mayer and P. Salovey stated, "Emotional intelligence is the ability to perceive, evaluate and express emotions accurately, the ability to receive and create emotions when emotions are expressed in thinking; the ability to understand emotions and emotional knowledge, the ability to regulate emotions to accelerate the formation and development of emotions and intelligence" [2; 25-26].

Additionally, from the perspective of researching emotions and the relationships between emotions and intelligence, Daniel Goleman has defined, "Emotions are both a feeling and thoughts, special psychological and physiological states, as well as the scale of action tendencies caused by it" [3; 5].

Bar-On also introduced the concept of emotional intelligence, "Emotional intelligence is a series of non-cognitive abilities and skills that affect a person's ability to succeed at work and cope with the demands and pressure from the environment" [9; 15].

Emotional intelligence determination factors: After 1990, P. Salovey and J. Mayer were the first to use the concept of "Emotional Intelligence" to describe "intellectual" people. Subsequently, researchers Daniel Goleman (USA), and Malcolm Higgs also published a definition for this phrase. They believed that five factors determined emotional intelligence including self-awareness, self-regulation, motivation, empathy, and social skills.

Levels of emotional intelligence: Emotional intelligence is divided into 4 levels from recognition to management. Especially regarding children, the development of emotional intelligence for children is based on the following 4 levels: (1) Recognizing emotions; (2) Understanding emotions; (3) Forming emotions; and (4) Managing one's own emotions. Emotional intelligence plays a major role in controlling stress, ensuring normal brain activity, and avoiding mental illnesses such as anxiety, depression, anger issues, etc. that affect daily life. The role of emotional intelligence is clearly shown in building human relationships (family, friends, co-workers, etc).

** The role of emotional intelligence in life*

Emotional intelligence helps people in many areas. When people recognize and address their emotions and adjust them to suit the situation, they have gradually entered the threshold of success. Important skill groups to develop emotional intelligence include Stress reduction skills, skills to recognize and manage emotions, interpersonal and non-verbal communication skills, skills to utilize humor and playfulness to deal with challenges, and skills to resolve conflicts positively and confidently. These five skills to develop emotional intelligence need to be utilized and applied in practice, especially in teaching in general and elementary school teaching in particular, because elementary school students are in the process of comprehensive development mentally and physically. During this period, if there is proper direction from family and school, children will develop their emotional intelligence (EQ) and intelligence (IQ) in the best way. Emotional intelligence education for children needs to be done right in real life, in daily communication situations, and in studying, etc.

** The role of emotional intelligence education for students*

Firstly, educating students on emotional intelligence helps them learn how to recognize their own and other people's emotions, and express appropriate emotions in each situation. The results of this activity will help children develop the ability to recognize emotions.

Secondly, emotional intelligence education helps learners develop the ability to understand emotions. Students understand complex emotions and emotional transformation. This creates

sensitivity in feeling the meaning of emotions. This is important in building relationships and cultivating positive emotions.

Thirdly, emotional intelligence education helps learners create positive emotions and use these emotions to support thinking effectively. This is core to problem-solving, creativity and empathy.

However, schools today still exclusively focus on equipping students with knowledge and innovating teaching methods to develop students' intelligence, while paying little attention to emotional development. The role of the family is also very important in developing children's emotional intelligence because the family is where education in a broad sense originates. Families must have close coordination with schools to promote the development of emotional intelligence for students.

2.1.2. Teaching reading to elementary students

*Text in reading comprehension activities: The concept of text in Literature teaching programs and corpus has changed, initially approaching the world's trend of teaching and accepting text creation. It can be acknowledged that Literature teaching programs and corpus from 2000 onwards define the concept of text as limited to the scope of linguistic expression channels. From 2000 onwards, this concept has changed. Compared to the curriculum and teaching corpus before 2000, it can be stated that the development of the concept of text in the content and classification mentioned above is reflected in the clear and consistent identification of the object of reading comprehension activities which is text. Before becoming an educational science issue, reading was a matter of literary theory. The perspectives on reading comprehension during the first seven decades of the 20th century were summarized in the book "Reading comprehension and reading comprehension strategies in general schools" [10; 11] by Pham Thi Thu Huong as follows:

- Emphasis on exploring comprehension skills, viewing them as the foundation for organizing curricula (what is taught) and assessment (what is learned).
- Belief by many scholars that comprehension skills could be effectively developed by practicing each skill separately within a balanced and orderly framework. These skills were typically arranged from understanding literal meanings to making inferences.
- The reading comprehension curriculum and assessment being so closely intertwined that they resembled the classic philosophical problem of the chicken and the egg.
- Notably absent from discussions on reading comprehension curricula was any pedagogical advice to support students' comprehension skills.
- Common in the training materials of that period were questions and text-related tasks, but the role of questioning and discussion about the text was not given much emphasis.
- From these studies, a simplistic view of reading comprehension emerged, one that focused primarily on decoding and understanding literal meanings.

*Readers in the process of reading and understanding the text: Determining the reader's subjective role in receiving literature in general, reading comprehension, and teaching reading comprehension Literature, in particular, creates democracy in the school educational environment. Instead of a "quiet school," students can be "noisy." Instead of "listening school", students can speak up. Readers are involved and have the right to create a "dialogue" and interaction. It is a process of actively conversing with the text around the artistic message being sent, a process of dialogue with teachers, dialogue with friends, and dialogue with other readers to form an "interpretive community". It is also the process of self-dialogue, self-discovery, self-awareness, purification, and self-improvement of personality.

2.1.3. Overview of extensive reading and extensive reading for 5th-grade students

*An overview of extensive reading: Extensive reading was formed initially with the meaning

of “reading according to interests” to remove readers' psychological barriers, creating a comfortable and appealing reading environment. This is mandatory content in the 2018 general education curriculum for Literature, especially for elementary school students. Adding extensive reading content to teaching content aims to improve knowledge, and skills and develop students' thinking capacity. Lessons learned from texts/works help children practice their personality and develop themselves. Reading literature is to feel, to enjoy and to develop oneself, contributing to cultivating a happy life.

Characteristics of extensive reading: Extensive reading has many advantages for developing Vietnamese skills of elementary school students, especially 5th-grade students because of its characteristics of flexibility and openness in practice reading such as:

(1) Extensive reading helps students improve reading skills in a positive way. Learners have the initiative in choosing texts (according to topic, interests, etc); Not limited by space or time. The text selected for extensive reading must both ensure interest requirements and ensure that it can be read in flexible, longer periods of time (at home, on field trips, etc.).

(2) Extensive reading integrates training in writing, speaking, and listening skills depending on specific learning requirements and situations. Specifically, during reading-sharing hours, students will present and discuss (actively speaking and listening), thereby, they will further improve their skills in conveying and listening to information.

(3) Extensive reading helps students form active reading habits and cultivate their love of reading. By choosing reading texts based on interests, topics, etc. when reading extensively, children will have a comfortable state of mind. Gradually, this will become a positive habit for students to actively seek knowledge. The passion for reading will spread and become a need in children's lives.

**Personality characteristics of 5th-grade students about reading and extensive reading*

The formation of elementary school students personalities has the following basic characteristics: Firstly, their personality at this time is holistic and innocent. In the process of development, children always express their thoughts, perceptions, feelings, and thoughts honestly and frankly, their personality is still hidden. Secondly, their personality characteristics are still being formed. Elementary school students are still in the process of comprehensive development in all aspects, so their personalities are gradually improving with their development process. Elementary school students perceive more emotionally than rationally. Students' emotions are specific and always associated with vivid, brilliant phenomena, etc. At this time, their ability to self-control is still premature, emotional, and easily displeased. The specific manifestation is that children cry quickly and also laugh quickly, innocently, and carefree. Therefore, educating students on emotional intelligence needs to be skillful, and must always strengthen their emotions through specific activities and situations. Thirdly, the interests and dreams of elementary school students are increasingly revealed and developed very clearly. When learning about the world around them, children show high curiosity and inquisitiveness. However, their interest is not yet sustainable, for example, in learning, their interest is dominated by many learning contents. Elementary school students have many thrilling and innocent dreams (wanting to have magic, wanting to become a princess, etc). These are dreams that are far from reality, but if teachers can convert these dreams well into real life, this will bring high educational significance to students.

Fourthly, elementary school students are just in the process of forming their personality. Children are curious, compassionate, easy to imitate adults and peers, stubborn, and often defy adults' requests.

**The role of extensive reading for elementary school students:* The 2018 Literature General Education Program considered extensive reading as a mandatory requirement in the output standards of reading skills. For 5th-grade students, in a school year, they need to read extensively at least 35 literary texts and 18 informational texts (including guided reading texts on the Internet)

with a length equivalent to learned text. Extensive reading helps children have a comfortable learning mindset and practice reading habits. The more they read, the easier their reading will become. Their reading ability will increase if they maintain the habit of reading for a long time. Elementary school students have had a certain development in vocabulary, literary, and life knowledge, but for them to have a safe and effective reading environment, the direction and companionship of teachers are indispensable. Teachers will help students learn how to respond to the text and the text lessons, as a result, they will be aware of their own position and role in the reading process. Extensive reading helps children improve their vocabulary and cultivate good feelings, etc.

2.2. Practical basis

2.2.1. Current 5th grade curriculum and textbooks and issues of emotional intelligence development

The general goal of developing the qualities of the 2018 Literature National Curriculum is to form and develop students with key qualities: patriotism, kindness, diligence, honesty, and responsibility; Nurture the soul, form, and develop personality. Literature, a Vietnamese subject in elementary school, helps students discover themselves and the world around them, understand people, have a rich spiritual life, have a humane concept of life and behavior; love the Vietnamese language and literature; be conscious of the nation's roots and identity, contributing to preserving and developing Vietnamese cultural values; and have the spirit of absorbing the quintessence of human culture and the ability to integrate internationally.

Elementary school goal: Help students form and develop key qualities with specific expressions: Love for nature, family, and homeland; Be conscious of one's roots; Love beauty, and goodness and have healthy emotions; Have an interest in learning and working; Honesty and upright in study and life; Be conscious of taking responsibility for themselves, their family, society, and the surrounding environment.

Designing the program according to topic-based integration: According to vertical integration requirements, the full-level program is arranged into two rounds: According to horizontal integration requirements (concurrent), the Vietnamese subject program in each class in elementary schools demonstrates the combination of Vietnamese knowledge, literature, culture and life, and between reading, writing, listening and speaking skills. Knowledge, skills, and attitudes are formed and developed through lessons and linked together according to a system of learning topics.

2.2.2. Practice of teaching and learning content to develop emotional intelligence in Vietnamese subject in grade 5

The issue of emotional skills education for students in elementary schools has received a lot of attention from teachers and administrators recently. Through the education of emotional skills integrated into subjects such as Ethics, Vietnamese, Science-Social, Music, etc, children recognize their own emotions and understand the emotions of others, control emotions, empathize, etc., and have appropriate behavior. Survey results of 95 students in grades 5A and 5B at Van Dien B Town Elementary School showed that they demonstrated a high proportion of positive emotional skills such as: "Say thank you and apologize when necessary." 63.2%; "Ashamed to not keep promises" 55.8%; "Cooperate with friends to complete assigned tasks well" 55.8%, "In all cases try to wait for your turn (talk, do, play)" 70.5%. However, there were still many students who showed negative emotions and low ability to control emotions such as "Apathetic, arrogant" 25.3%, "Easily irritated" 24.2%, and "Suspicious, lack of sympathy" 18.9%. According to teachers, most students showed positive emotions, however, many of them did not yet know how to behave and control their emotions in the situation. Some students

behaved rudely and disruptively; Others were withdrawn and not open-minded. This shows that emotional skills education for students in schools still has many limitations.

2.3. Establishing an extensive reading corpus system to develop emotional intelligence for 5th-grade students

2.3.1. Principles of selecting and establishing corpus

Principle of ensuring integration: Integration means synthesizing in one unit, lesson or exercise, test, and many related areas of knowledge and skills to enhance educational effectiveness. and save learning time for learners. Establishing integrated extensive reading corpus and exercises is demonstrated through thematic integration with the central character being the student, the disciplinary integration between reading comprehension and writing, listening, speaking, observation, and presentation skills; Interdisciplinary integration between Vietnamese and other subjects such as Science - Social, Ethics, Fine Arts, etc; Combining recognition and understanding exercises, especially application exercises.

Principle of ensuring systematicity: The system of exercises to utilize the corpus is linked together as a whole in both format and content, the exercise system is divided according to the level of knowledge achieved or types of exercises. consistent in content and format.

Principles to ensure the goals of the 2018 Literature General Education Program: The corpus system and exercises to utilize data are built to help students develop emotional intelligence while remaining closely adhering to the goals of the Vietnamese elementary program in the 2018 Literature National Curriculum, ensuring student graduating standards after completing the program. The corpus utilization exercises are built with increasing difficulty to help students improve their knowledge, skills, and ability to apply, suitable for many types of students.

Principle of ensuring suitability: When designing exercises and corpus, it is necessary to anticipate the organization of utilization of that corpus. Establishing a corpus system needs to be suitable for 5th-grade students. The content of the corpus provided needs to be scientifically accurate and consistent with the goals and content of the program.

Principle of ensuring creativity: In addition to building a system of corpus and utilization exercises to ensure suitability, there should be exercises that ensure creativity and develop students' creativity. Corpus with unique methods of utilization stimulates curiosity and creativity to help students gain a foundation and create momentum for studying at the next level. Choosing and utilizing reading comprehension teaching corpus needs to activate appropriate "aesthetic distance".

Therefore, in the process of establishing a corpus and utilizing those, it is necessary to create problematic situations to cause an imbalance in students' awareness. Accordingly, the things students learn will be new compared to what they already know, creating cognitive inconsistencies in learners. To achieve cognitive balance, students are required to actively work to acquire new knowledge.

Principles of ensuring inheritance and creativity: Research projects need to inherit and selectively absorb previous research. However, the established corpus system and utilization exercises must also show its scalability. The established corpus system and utilization exercises serve as tool to help teachers and learners supplement the corpus based on the established corpus system or expand the form of using the utilization exercise system. In addition, the system of corpus and exercises initially exposes students to new texts, helping them recognize their own emotions and thereby have appropriate ways to control their emotions.

2.3.2. Process of selecting and establishing corpus

To build a corpus system to develop emotional intelligence and exercises to utilize the corpus in accordance with the set criteria, it is necessary to determine the process according to the following steps:

Step 1: Research documents on developing emotional intelligence for students and current programs by collecting and researching documents related to emotional intelligence and teaching methods and skill development. resources for elementary school students. Along with that is the study of the 2018 Literature General Education Program, researching the psychological characteristics of elementary school students.

Step 2: Study the texts taught in the Elementary Education Curriculum and the current status of teaching those texts in schools (using investigation and survey methods).

Step 3: Synthesize, analyze and evaluate the survey results, using statistical methods to draw scientifically valuable conclusions about the current status of reading comprehension teaching in elementary schools.

Step 4: Based on theory and practice basis, set up a table describing the standards to be met.

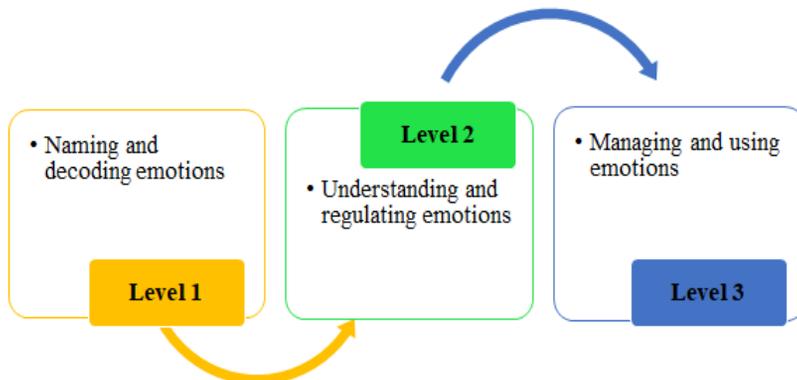
Step 5: Establish a corpus system to develop emotional intelligence for students and utilise exercises that closely adhere to the description of the assessment levels; The exercise system specifies the level students need to achieve.

Step 6: Discuss and consult experts about the feasibility of the established corpus and exercise system.

Step 7: Experiment, edit and supplement, to reaffirm the purpose of establishing a system of exercises in teaching, and create test products to initially evaluate the feasibility of this exercise system as well as its long-term development orientation.

2.3.3. Process of utilizing emotional intelligence corpus

The corpus utilization process model generally has 3 levels:



* Level 1: Address and decode emotions. The ability to “address emotions” is considered the key for children to have appropriate attitudes and behaviors when communicating. The lack of precise names for emotions is like taking pictures in black and white when life is so colorful.

* Level 2: Understand and regulate emotions. Understanding one’s own emotions will help one express their thoughts through their behavior to others. Only by identifying current emotions can people control emotions rationally, think carefully about actions and words, and not make unfortunate mistakes.

*Level 3: Manage and use emotions. Emotion management is the individual's ability to perceive their emotions in a specific situation. When people understand the effects of emotions on themselves and others, they will know how to regulate and express emotions appropriately.

2.3.4. Designing an extensive reading corpus system to develop emotional intelligence for 5th-grade students

The following model is the model of the corpus system to develop emotional intelligence for 5th-grade students that I have established:

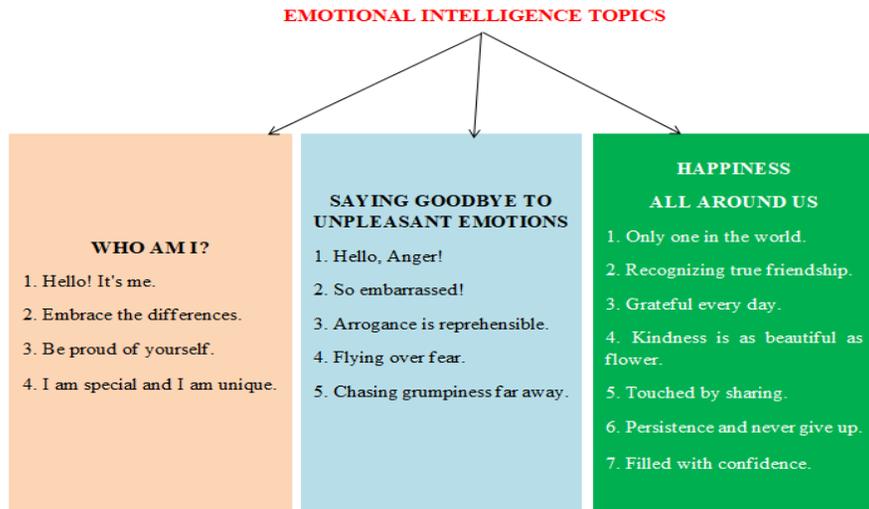


Figure 1. Emotional intelligence topics

TOPIC 1: WHO AM I?

1. Hello! It's me

I AM THE SUNSHINE

Hello, my name is Nhat Minh. My mom told me that "Nhat Minh" means sunshine. She hopes that I will be a ray of sunlight, shining and bringing warmth to all living things. That's why I try to do good deeds every day, like helping my mom water the flowers, clean the house, pick vegetables, do my homework, and share with my friends. Every good deed I do is written down by my mom on a small piece of paper and placed in a beautiful jar. Over time, the jar fills up which makes me feel really happy.

I have a keen nose that can distinguish different scents. My dad knows this, so he often plays a game with me where we guess what dish my mom is cooking. After my mom finishes cooking, my dad and I stand in the living room, smell the aroma, and guess what she made for dinner. Gradually, before each meal, I can quickly guess what my mom cooked. Our game doesn't stop at guessing dishes; we also guess the scents of different flowers. I would be blindfolded, and my dad would take me to a spot in the garden to identify a plant or flower by its scent. As a result, my nose has become even keener.

One day, while my dad and I were watering the garden, I suddenly smelled a strange burning odor coming from our neighbor Mr. An's house. Even though my dad hadn't noticed anything unusual yet, he trusted my super-sensitive nose, so we hurried over to Mr. An's house. Both Mr. An and Mrs. An were at work, and only their child - Tit was home. By then, the smell was stronger, and smoke was billowing from the kitchen where a pot of fish stew was burning. My dad told Tit and me to stay back while he carefully turned off the gas and opened all the windows. Afterward, he said to me "It's thanks to your nose, Nhat Minh". You can't imagine how grateful Mr. An was when he came back home, thanking us repeatedly.

Perhaps because of this memorable event, I've nurtured the dream of becoming a firefighter someday. Nhat Minh... Nhat Minh will become the best firefighter.

(Đo Xuân Thao - Đinh Thị Ngọc Mai)

Corpus-based exercise:

1. What special talent does Nhat Minh have? (Please check the box ✓ at the beginning of the line before the correct answer)
 - It is possible to hear sounds from very far away.
 - Can help others in any situation.
 - Has a keen sense of smell that can distinguish many scents.
 - Can help dad prepare delicious dishes.
2. Why does Minh want to become a firefighter?
3. If I had a keen sense of smell like Nhat Minh, what would I do?
4. Fingerprints are very important for each person. Please write your special qualities in the space below to create your own unique fingerprint.

I am special in my own way

Figure 2&3. Illustration of corpus for topic 1

3. Conclusions

To meet the goal of developing student qualities and abilities according to the 2018 Literature National Curriculum, teaching and developing emotional intelligence plays an extremely important role. Along with reading to understand the content, reading to understand form, and reading to compare and connect, extensive reading is an indispensable step. The 2018 Literature National Curriculum has stipulated the minimum level for extensive reading activities in each grade and the general reading comprehension test in each grade includes extensive reading. However, currently, 5th-grade students do not have a systematic system of extensive reading corpus and exercises so that teachers and students can teach and learn effectively. Based on the established theoretical and practical foundations, we proceed to establish an extensive reading

corpus system to develop emotional intelligence for 5th-grade students based on 6 principles and 7 established steps. The extensive corpus and structure of reading lessons, and the steps to build reading comprehension exercises are closely linked together to form a whole, which is the premise for reading teaching to achieve the best results to contribute to emotional intelligence development for students. Hopefully, the corpus system will be established to help students develop comprehensive emotional intelligence.

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