



การสร้างแรงจูงใจในการเรียนภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 4 ด้วยรูปแบบปฏิสัมพันธ์ทางสังคม  
The Effect of Teaching English with the Social Interaction Model on Students' Motivation of  
English Language Learning in Fourth Grade Thai Students

เพ็ญโบมัย ชัมแอล<sup>1\*</sup> สุชาติ ทังสธิรสิมา<sup>2</sup> และ ปิยะวรรณ ศรีสุรักษ์<sup>3</sup>

Penhboromey Sam El<sup>1\*</sup> Suchat Thangsathirasima<sup>2</sup> and Piyawan Srisuruk<sup>3\*</sup>

บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลของการเสริมสร้างแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ โดยการสอนภาษาอังกฤษด้วยการใช้รูปแบบปฏิสัมพันธ์ทางสังคม กลุ่มตัวอย่างที่ใช้ในการวิจัย คือ นักเรียนชั้นประถมศึกษาปีที่ 4 จำนวน 23 คนโดยมีรูปแบบการวิจัยคือ แบบแผนการทดลองขั้นต้นโดยใช้กลุ่มตัวอย่างกลุ่มเดียว เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แผนการจัดการเรียนรู้วิชาภาษาอังกฤษที่ใช้รูปแบบการมีปฏิสัมพันธ์ทางสังคม และแบบวัดแรงจูงใจในการเรียนภาษาอังกฤษ วิเคราะห์ข้อมูลโดยสถิติ Paired Sample *t*-Test การสอนภาษาอังกฤษโดยใช้รูปแบบปฏิสัมพันธ์ทางสังคมส่งผลต่อแรงจูงใจของนักเรียนในการเรียนภาษาอังกฤษ ผลการวิจัย พบว่า ก่อนทดลอง (pre-test) ( $M = 70.17$ ,  $SD = 9.60$ ) และหลังการทดลอง (post-test) ( $M = 74.78$ ,  $SD = 5.87$ ) มีความแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 ( $t = 2.16$ )

**คำสำคัญ :** โมเดลปฏิสัมพันธ์ทางสังคม, แรงจูงใจ, นักเรียนชั้นประถมศึกษาปีที่ 4

Article Info: Received 22 June 2021; Received in revised form 6 August 2021; Accepted 12 August 2021

<sup>1</sup> นักศึกษามหาบัณฑิตสาขาวิชาจิตวิทยาการศึกษาและการให้คำปรึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น อีเมล : penhboromeysa@kku.ac.th

Graduate Student in Department of Educational Psychology and Counseling, Faculty of Education, Khon Kaen University

Email: penhboromeysa@kku.ac.th

<sup>2</sup> อาจารย์ประจำสาขาวิชาจิตวิทยาการศึกษาและการให้คำปรึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น อีเมล : stuv4567@gmail.com

Lecturer in Department of Educational Psychology and Counseling, Faculty of Education, Khon Kaen University Email: stuv4567@gmail.com

<sup>3</sup> ประธานกรรมการบริหารหลักสูตรประจำสาขาวิชาจิตวิทยาการศึกษาและการให้คำปรึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยขอนแก่น อีเมล : piysri1@kku.ac.th

Head of Department of Educational Psychology and Counseling, Faculty of Education, Khon Kaen University Email: piysri1@kku.ac.th

\* Corresponding Author

### Abstract

This study aimed to promote students' motivation to learn the English language through teaching using English with the social interaction model. The study consisted of 23 fourth-grade Thai students. Pre-experimental research was applied in this study with a one-group pre-test and post-test design. The participants were chosen by the random sampling sample method which selected a single group (one class) from fourth-grade of the non-English program, the all members of the classes had an equal chance to be selected as participants. The research instruments in this study were designed lesson plans based on the Social Interaction Model and motivation questionnaire. Analysis in this study was measured by Paired Sample *t*-Test. The results indicated that teaching the English language with the Social Interaction Model may have a significant effect on students' motivation to learn the English language. There was a statistically significant difference at the 0.5 level between the pre-test ( $M = 70.17$ ,  $SD = 9.60$ ) and the post-test ( $M = 74.78$ ,  $SD = 5.87$ ), ( $t = 2.16$ )

**Keywords:** social interaction model, motivation, fourth-grade students

### Introduction

One of the most critical aspects of human development is communication. People communicate to interact with one another through languages in everyday life. All across the world, English is an international language between two languages, such as Chinese and Spanish (Ethnologue, 2020). Consequently, English has increasingly become one of the most widely used languages in several countries, including Europe (53.49%), Latin America (50.54%), the Middle East, and North Africa (44.92%), and Asia (55.94%) (World Economic Forum, 2016).

The English language is an essential foreign language that allows people to benefit from different areas including economics, entertainment, technology, and educational development. The English language takes part in one of the most crucial aspects of human resource development is education. The English language has been incorporated into almost every school curriculum over the last three decades. However, Thailand's English proficiency level is still far behind other Asian countries, even though English has been a part of the school curriculum since primary school (Thailand English Proficiency, 2019). As the researchers discovered, there are several key factors such as motivation, personal practice, study patterns, social backgrounds, technology, academic, culture, socioeconomic, and attitudinal factors that drive students to learn English effectively and fluently (El-Omari, 2016; Morales, 2017; Muchemwa, 2015; Wardah, 2018).

Many studies have investigated motivation as a crucial factor to be considered. Researchers have concentrated on how students' social environments are linked to their motivation in the classroom. Teachers' and students' interactions have a major impact on students' achievement and social motivation. Social Interaction in the classroom plays an essential role in English language learning (Santrock, 2018).

Motivation is regarded as a great method for learning the English language (Vialle et al., 2005). Other researchers also revealed the result that students' learning motivation is influenced by students' academic achievement (Heng, 2017; Kitjaroonchai, 2012a).

Social contexts have been put as an essential role in learning and cognitive growth. Vygotsky (1978) emphasized social interaction that is an important element for children to move forward. Teachers, students, peers, and adults must interact to share ideas and experiences to solve the problem and be interdependent to facilitate learning development to progress, because of assistance and collaboration today, children will be able to be successful in the future (Eggen & Kauchak, 2016). The Zone of Proximal Development of Vygotsky's theory emphasized collaboration through social interaction from adults and capable peers that children need to reach the potential development level successfully. Within this social interaction, children can perform the task independently in the potential development level and ensure that learning should match similarly with the children's developmental level. The assistance concepts help children to complete tasks that they cannot accomplish by themselves. Together with scaffolding and the Zone of Proximal development in education implication, students can improve their cognitive abilities and motivation to learn by social interaction in the classroom (Eggen & Kauchak, 2016).

Social interaction is the crucial key of all social life; without social interaction, it is an impossibility to live a life altogether because it contributes to our well-being through interaction with individuals or other groups of people (Apriliyanto & Saputro, 2018). Teachers' support, parents' involvement, and peers are the social factors that can interact with students and motivate them to have better English language achievement. Some researchers also found that social interaction has affected and influenced students' learning outcomes (Jeanjaroonsri, 2018; Keasberry, 2018; Matondang, 2017). Social interaction has a positive impact on learning outcomes when it comes to teacher-student interactions, it also affects an individual's cognitive growth. Educators and other researchers have also lent their support to this concept (Driscoll, 2000). In addition, other researchers sought the meaning of social interaction and how it is important with learning outcome even though they gave the differences of its definition, yet emphasized with the similar outcome. Social interaction is always interaction and associated relationship between people such as the individual and with the other individuals. In the school environment, social interaction can be seen through students with friends and teachers.

For the previous five years, some studies were carried mostly on adults to determine what factors stimulate students to learn English effectively rather than focusing on how to teach students with the motivating methods, and as researchers discovered, there were several key aspects such as motivation, personal practice, study habits, study habits, social factors, technology, academic, culture, socioeconomic, and attitudinal (El-Omari, 2016; Morales, 2017; Muchemwa, 2015; Wardah, 2018). the majority of the study in Thailand had explored the relationship between motivation and English language learning, to determine which types of motivation have the greatest impact on English language learning. This study has primarily been conducted with secondary school and university students, rather than primary school students (Kitjaroonchai, 2012a, 2012b; Ning, 2015; Rainvalee, 2015). Hence, investigation of social interaction in the

classroom is necessary to enhance students' motivation to learn the English language by teaching English with the Social Interaction Model at the primary school level.

### **Objective**

The objective of this research is to investigate the impact of promoting student English learning motivation using the Social Interaction Model.

### **Research Methodology**

The research methodology of this study details is as follows.

#### **1. Research design**

In this study, the author conducted pre-experimental research with a one-group and pretest-posttest design. The participants were assigned to do a pretest with a motivation questionnaire before studying with designed lesson plans based on the Social Interaction Model. After 12 periods of studying, the participants were required to do the post-test.

#### **2. Population and Sample group**

The population of this study consisted of Grade 4 students which are located in the primary school of Khon Kaen University in the academic year 2020-2021. The sample group was 23 students from the non-English program, 9 male, and 14 female. The sampling method of this study was the random sampling sample method. The author selected only one group (one class) from the fourth grade of the non-English program, every class had an equal chance to be selected as a sample group. The author placed the numbered slips of paper representing each class and then randomly draw out one of them. A numbered slip that drew out, indicated which class is selected for the study.

#### **3. Research tools**

Research tools in this study were divided into two types such as 1) The Social Interaction Model and 2) The Motivation questionnaire.

1) The Social Interaction Model is designed by the researcher and consisted of five important components as Introduction, Prompts and Modeling, Assistance and questioning, Interactive support and Collaborative, and Reflection and Evaluation by using Vygotsky's sociocultural theory with the well-known elements including scaffolding and The Zone of Proximal Development. The five components of the Social Interaction Model are presented in the table as follows.

Table 1

*The Social Interaction Model*

The five components of the Social Interaction Model	Learning Activities
1. Introduction	<ul style="list-style-type: none"> <li>-The teacher says that “Today we are going to learn...”</li> <li>-Then have the students repeat after.</li> <li>-Read and point to the vocabulary twice slowly and then ask students to repeat twice after</li> </ul>
2. Prompts and Modeling	<ul style="list-style-type: none"> <li>-Allow them to write down the new vocabulary in their notebook. (this activity can be flexible according to teaching period)</li> <li>-Question to students on what the lesson talks about by initiating some phrase and letting students <b>discover</b> the meaning.</li> </ul>
3. Assistance and questioning	<ul style="list-style-type: none"> <li>- Give applause after finish and teacher’s praise (great job, very good) or give them a performance score if possible.</li> <li>-Ask students thoroughly in case they can’t catch up on the lesson.</li> <li>- Assign students to work in groups or pairs</li> <li>- Give them time and walk thoroughly for each group to make sure they understand the instruction and what to do</li> <li>- Ask each group to present their answer to the class that allows them to compare their works with other classmates under the teacher’s guidance and support</li> </ul>
4. Interactive support and Collaboration	<ul style="list-style-type: none"> <li>- Give applause after finish and teacher’s praise (great job, very good, nice try) even if the answer is incorrect then the teacher corrects the right answers</li> </ul>
5. Reflection and Evaluation	<ul style="list-style-type: none"> <li>- The teacher says the question and answer twice, then have them repeat after. “What do we learn today? today we learn...”</li> <li>- Give applause after finish and teacher’s praise “Everyone did a very great job today” (a smiley speech)</li> </ul>

After that, the researcher designed 12 Lesson plans based on the Social Interaction Model’s components to experiment. Each designed lesson plan comprised 5 components of the Social Interaction Model. The author asked the teacher to give suggestions on the 12 lesson plans topics. The teacher taught the English subject by using 12 designed lesson plans based on the Social Interaction Model while participants attended their English subject as usual in the amount of teaching period 50 minutes and 4 times per week. The 12 designed lesson plans showed as follows.

## 1. Birthday Party

2. Birthday Party (2)
3. Food at Birthday Party
4. Food in Birthday Party (2)
5. Countable and Uncountable noun
6. Comparison
7. Dinosaur Food (1)
8. Dinosaur Food (2)
9. Yes / No Question
10. Adding “s” “es”
11. More and Less
12. Quantity

Five experts were invited to evaluate the research tools before experimenting. The IOC of the Social Interaction Model was 1 including all five components. The content validity Item Objective congruence (IOC) is the tool to evaluate the validity of the instrument. The range of score is +1 (for the appropriate item that is in congruence with the objective), 0 (for the item that is uncertain or not sure to be in congruence with the objective), and -1 (for an inappropriate item that is not in congruence with the objective).

1) The motivation questionnaire was used to evaluate the students' motivation. It is divided into two parts, including general information of students, and motivation in English language learning. The questionnaire consisted of two elements as Integrative Motivation referred to the association with the motivation which comes from the desire of learners to learn the language and there were 11 items including positive and negative questions in the questionnaire (item 1-11), and Instrumental Motivation emphasized gaining of the educational benefit from learning the English language such as gaining professional advancement or gaining good grades and there were 11 items including positive and negative questions in the questionnaire (item 12-22) which are the orientation scale to demonstrate the motivation toward the English language. There were 7 negative questions and 15 positive questions with the Five-point rating scales including both intrinsic and extrinsic as well as integrative and instrumental. The questionnaire in this study was adapted from (Gardner, 1985; Ning, 2015). The questionnaire was translated from English to Thai. The Thai questionnaire was verified and checked by the Faculty of Humanities and Social Science Khon Kaen University, Khon Kaen province.

The interpretation of the mean score of the Five-point scale section is based on Ning (2015) and Poompanom (2016) which addressed the level of motivational questions, the interpreting procedure of mean scores showed in the table as follows.

**Table 2***Interpretation of Mean Score of Motivational Level*

Scale	Mean Range	Motivational Level	Score Range
5	Strongly Agree	Very High	4.50-5.00
4	Agree	High	3.50-4.49
3	Moderate	Average	2.50-3.49
2	Disagree	Low	1.50-2.49
1	Strongly Disagree	Very Low	1.00-1.49

According to Table 2, the high scores are indicated the high students' motivation, and low scores are indicated the low students' motivation.

Before performing the study, the motivation questionnaire was required to be validated its reliability. The author did a try-out questionnaire consisting of 30 fourth-grade students (22 male and 8 female), who were not in the experiment group to verify that the questionnaire was valid to conduct the study. The Cronbach alpha was 0.874.

#### 4. Data Collection

The study was conducted 12 times within 3 weeks in the normal English class, which lasted 50 minutes. Participants were required to do the pre-test before participating. Participants were invited to complete the post-test after studying 12 times using the designed lesson plans based on the Social Interaction Model.

#### 5. Data Analysis Method

Paired sample *t*-test was used to compare and measure how students' motivation changed before and after studying with designed lesson plans based on the Social Interaction Model.

### Research Findings

This section explained the findings of the study according to research objectives. The result is illustrated as follows.

#### Motivation in Learning English

The Paired Sample T-test was used in this study to measure students' motivation before and after studying with the Social Interaction Model. The analysis revealed the mean differences between the Pre-test and the Post-test scores of the motivation questionnaire. The outcome illustrates as follows.

**Table 3***Comparing the mean scores with the pre-test and the post-test*

Score	Students' Motivation toward English language learning					
	df	N	M	SD	t	p
Pre-test score	22	23	70.17	9.60	2.16	0.04
Post-test score		23	74.78	5.87		

The outcome of comparison the mean scores with the pre-test and the post-test analysis by paired sample *t*-test indicated that post-test > pre-test at .05 significant difference ( $t = 2.16$ ). The mean post-test score ( $M = 74.78$ ,  $SD = 5.87$ ) was higher than the mean pre-test score ( $M = 70.17$ ,  $SD = 9.60$ ) after students learned English using the Social Interaction Model.

## Discussion

The discussion of this study is described in this section. The discussion of results here is presented according to the purpose of the study.

The findings suggested that students' motivation increased after studying their English subject with the Social Interaction Model 12 times in 50 minutes each time. As a result, this research indicated that five components of the social interaction model might affect students' motivation to learn the English language through 12 designed lesson plans. The teacher-student interaction has a positive effect on the motivation and achievement of students (Schunk et al., 2014; Akhtar et al., 2019). Muho and Kurani (2011) also supported the interaction in the classroom. The study discovered that the interaction has a positive influence on second language development. Thus, the classroom will be more enjoyable, initiative, and creative for learners. The finding also agreed by Eggen & Kauchak (2016) from Vygotsky's theory, the teacher and students work together with scaffolding and the Zone of Proximal development in education implication, students can improve their cognitive abilities and motivated to learn by social interaction in the classroom. The teacher utilizes the Social Interaction Model in the classroom to help students work together in groups. It was an effective student-centered teaching method that encourages students to interact with one another in an organized on-task way; so students are allowed to reflect, ask questions, seek assistance and support, reconsider, and take part in group discussions with their peers (Sejpal, 2013; Patel, 2010). Other studies discovered that collaborative learning between student-student had a beneficial impact on students' engagement, interaction, and interest in each other's language learning progress (Ibrahim et al., 2015; Rao, 2019; Sousa et al., 2019). Similarly to what the researchers stated, the five components of the social interaction model in this study including Introduction, Prompts and Modeling, Assistance and questioning, Interactive support and Collaboration, and Reflection and Evaluation that comprised of the teacher-student interaction, student-student interaction, asking questions, providing feedback, assisting and praising that presented the effective result on students' motivation to learn English language.

In conclusion, teaching the English language with designed lesson plans based on the Social Interaction Model may have a beneficial influence on students' motivation toward English language learning.

## Recommendations

The study provided some useful recommendations for conducting further research, as well as, for utilizing the Social Interaction Model. The recommendations are detailed as follows.



### Recommendations for further research

1. Due to the limitation of the study, the researcher focused and investigated only one group of participants, and there was no control group. For further investigation, it would be great if the researcher has control groups to maintain the good effect of the Social Interaction Model.

2. According to the findings of the study, the measurement of students' motivation toward English language learning in the middle of the experiment should be applied to verify the sustainability of the Social Interaction Model.

3. Based on the findings of the study, students' motivation was slightly increased due to the short periods of experimenting. Further study can extend experience periods longer than 3 weeks to investigate the improvement of students' motivation level toward English language learning.

### Recommendations for utilizing the Social Interaction Model

1. Lesson plan based on the Social Interaction Model is another crucial element in this study. Creating learning activities for the students also plays a significant role to increase their motivation to learn English. The activities of the Lesson plan based on the Social Interaction Model can be flexible according to the comfortable teaching styles of the teacher, however, to ensure that the teacher follows each step of the Social Interaction Model thoroughly. The teacher can create fun activities or games, attractive flashcards or, pictures related to the lesson to draw students' attention, thus, the students can practice their lesson as well as have fun with their friends. Importantly, the teacher plays a very significant role in this study also using the Social Interaction Model.

2. English teachers should be patient, especially, working with children. High patience is strongly recommended for English teachers who plan to apply the Social Interaction Model in their classroom. To be notified, different students, make different progress.

### Limitation of the study

1. There was no control group in the study due to the limitation of the study, the researcher focused and investigated a single group of participants.

2. Interpersonal relationships between the teacher and students also affect the learning process.

3. Participants with special needs education would not be able to participate in the study because the target group focuses on normal students.

### References

- Apriliyanto, B., & Saputro, D. R. S. (2018). Student's social interaction in mathematics learning. *Journal of Physics: Conference Series*, 983(1), 012130.
- Driscoll, M. P. (2000). *Psychology of learning for instruction* (2nd ed.). Allyn and Bacon.
- Eggen, P., & Kauchak, D. (2016). *Educational psychology: Windows on classrooms* (10th ed.). Pearson Education.
- Ethnologue. (2020). *What is the most spoken language?*. <https://www.ethnologue.com/guides/most-spoken-languages>

- El-Omari, A. H. (2016). Factors affecting students' achievement in English language learning. *Journal of Educational and Social Research*, 6(2), 9. <https://doi.org/10.5901/jesr.2016.v6n2p9>
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitude and motivation*. Edward Arnold.
- Heng, K. (2017). Cambodian EFL university students' learning strategies and motivation to improve their English language speaking skills: A qualitative study. *Journal of Studies in the English Language*, 12(2), 45-70.
- Ibrahim, N., Shak, M. S. Y., Mohd, T., Ismail, N. A., Perumal, P. D. a/p, Zaidi, A., & Yasin, S. M. A. (2015). The Importance of implementing collaborative learning in the English as a Second Language (ESL) classroom in Malaysia. *Procedia Economics and Finance*, 31, 346-353. [https://doi.org/10.1016/s2212-5671\(15\)01208-3](https://doi.org/10.1016/s2212-5671(15)01208-3)
- Jeanjaroonsri, R. (2018). A Study of constructive or restrictive features of classroom discourse in an EFL adult classroom in Thai context. *LEARN Journal: Language Education and Acquisition Research Network*, 11(1), 125-139.
- Kitjaroonchai, N. (2012a). Motivation toward English language learning of Thai students majoring in English at Asia-Pacific International University. *Human Behavior, Development and Society*, 7(1), 21-40.
- Kitjaroonchai, N. (2012b). Motivation toward English language learning of students in secondary and high schools in education service area office 4, Saraburi Province, Thailand. *International Journal of Language and Linguistics*, 1(1), 22-33. <https://doi.org/10.11648/j.ijll.20130101.14>
- Matondang, N. D. S. Z. (2017). The effect of learning model and social interaction to student's civic education achievement in 5th grade. *Journal of Research & Method in Education (IOSR-JRME)*, 7(4), 77-83. <https://doi.org/10.9790/7388-0704047783>
- Morales, S. (2017). Relationship between social context and L2 learning of EFL students in tertiary level. *English Language Teaching*, 10(10), 87-91. <https://doi.org/10.5539/elt.v10n10p87>
- Muchemwa, S. (2015). Factors influencing the learning of English language for academic purposes for foreign students: A case of Solusi University. *Journal of Natural and Social Sciences*, 4(3), 527-535.
- Muho, A., & Kurani, A. (2011). The role of interaction in second language acquisition. *European Scientific Journal*, 57(3), 350-355.
- Patel, B. H. (2010). Social interaction model. *Research in Education*, 2(5), 1-6.
- Poompanom, T. (2016). A survey study of students' motivation towards English language learning of pre-engineering school, Bangkok [Master's thesis]. Thammasat University Library. [http://ethesisarchive.library.tu.ac.th/thesis/2016/TU\\_2016\\_5621032381\\_5413\\_4083.pdf](http://ethesisarchive.library.tu.ac.th/thesis/2016/TU_2016_5621032381_5413_4083.pdf)
- Rao, P. S. (2019). Collaborative learning in English language classrooms. *An International Multidisciplinary Research Journal*, 9(2), 5. <https://doi.org/10.5958/2249-7137.2019.00020.x>

- Rainville, W. (2015). *Motivation toward English language learning of English Major students at a Thai public university* [Unpublished master's thesis]. Thammasat University.
- Santrock, J. W. (2018). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Schunk, D. H., Meece, J. L., & Pintrich, P. R. (2014). *Motivation in education: Theory, research, and applications* (4th ed.). Pearson.
- Sejpal, K. (2013). Models of teaching: The way of learning. *Rese*, 2(3), 18–24.
- Sousa, L. P. de Q., Tiraboschi, F. F., Lago, N. A. do, & Figueiredo, F. J. Q. de. (2019). Collaborative english language learning: Some reflections from interactions between pairs. *Trabalhos Em Linguística Aplicada*, 58(1), 259–286. <https://doi.org/10.1590/010318138653439430941>
- Thailand English Proficiency. (2019). *EF EPI 2019–EF English proficiency index – Thailand*. <https://www.ef.co.th/epi/regions/asia/thailand/>
- Vialle, W., Lysaght, P., & Verenikina, I. (2005). *Psychology for educators*. Cengage Learning Australia.
- Wardah, W. (2018). An analysis on the factors influencing the second language acquisition (students' English learning achievement) of the Ushuluddin, Adab, and Da'wah students *Al-Hikmah*, 12(1). <https://doi.org/10.24260/al-hikmah.v12i1.1061>
- World Economic Forum. (2016). *Which countries are best at English as a second language?*. <https://www.weforum.org/agenda/2016/11/which-countries-are-best-at-english-as-a-second-language-4d24c8c8-6cf6-4067-a753-4c82b4bc865b/>