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Implementation of Deep Learning Approach in English Learning at SMAN 2 Lintau Buo: A Study on Meaningful, Joyful, and Mindful Aspects

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ABSTRACT

This study investigated the implementation of Deep Learning in English language teaching at SMAN 2 Lintau Buo, focusing on meaningful, mindful, and joyful learning. It aimed to examine how English teachers implemented these principles, identify their efforts, and explore the challenges encountered. This study employed a descriptive qualitative design involving two English teachers selected through purposive sampling. Data were collected through three classroom observations of each teacher and stimulated recall interviews. The data were analyzed through data condensation, data display, and conclusion drawing and verification. The findings revealed that both teachers implemented Deep Learning by reviewing prior knowledge, connecting materials to students' daily experiences, asking questions, conducting contextualized tasks, facilitating peer discussions and presentations, and providing feedback. Meaningful learning was the most dominant principle, followed by joyful learning, while mindful learning was the least consistently demonstrated. Teachers attempted to contextualize materials, vary interactive activities, provide individual assistance and feedback, and motivate students through appreciation and additional scores. However, they faced challenges involving limited instructional time, inadequate facilities and learning resources, diverse student abilities, classroom management, low student motivation and confidence, unequal participation, and limited familiarity with Deep Learning. The study concludes that implementation was evident but inconsistent. Strengthening teacher professional development, improving learning resources, and incorporating explicit reflection activities are necessary to support meaningful, mindful, and joyful learning in English classrooms.

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ABSTRAK

Penelitian ini mengkaji penerapan Deep Learning (pembelajaran mendalam) dalam pengajaran bahasa Inggris di SMAN 2 Lintau Buo, dengan fokus pada pembelajaran yang bermakna (meaningful), penuh kesadaran (mindful), dan menyenangkan (joyful). Penelitian ini bertujuan untuk menelaah bagaimana guru bahasa Inggris menerapkan prinsip-prinsip tersebut, mengidentifikasi upaya yang dilakukan, serta mengeksplorasi tantangan yang dihadapi. Studi ini menggunakan desain kualitatif deskriptif yang melibatkan dua orang guru bahasa Inggris yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui tiga kali observasi kelas untuk setiap guru serta wawancara stimulated recall. Analisis data dilakukan melalui tahapan kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa kedua guru menerapkan Deep Learning dengan cara meninjau pengetahuan awal, mengaitkan materi dengan pengalaman sehari-hari siswa, mengajukan pertanyaan, melaksanakan tugas yang kontekstual,

memfasilitasi diskusi dan presentasi antar-siswa, serta memberikan umpan balik. Pembelajaran yang bermakna merupakan prinsip yang paling dominan, diikuti oleh pembelajaran yang menyenangkan, sementara pembelajaran yang penuh kesadaran adalah prinsip yang paling jarang ditunjukkan secara konsisten. Para guru berupaya mengontekstualisasikan materi, memvariasikan kegiatan interaktif, memberikan bantuan serta umpan balik secara individual, dan memotivasi siswa melalui pemberian apresiasi dan nilai tambahan. Namun, mereka menghadapi berbagai tantangan, seperti keterbatasan waktu pembelajaran, fasilitas dan sumber belajar yang kurang memadai, keberagaman kemampuan siswa, pengelolaan kelas, rendahnya motivasi dan kepercayaan diri siswa, partisipasi yang tidak merata, serta kurangnya pemahaman mendalam mengenai Deep Learning. Penelitian ini menyimpulkan bahwa penerapan Deep Learning telah dilakukan, namun belum konsisten. Penguatan pengembangan profesional guru, peningkatan sumber belajar, dan penyertaan kegiatan refleksi secara eksplisit diperlukan untuk mendukung pembelajaran yang bermakna, penuh kesadaran, dan menyenangkan di kelas bahasa Inggris.

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INTRODUCTION

English language teaching (ELT) involves more than teaching grammatical structures and vocabulary. It also aims to develop students' ability to understand, interpret, and use language in meaningful communication. To achieve these objectives, teachers need to provide learning experiences that connect language knowledge with students' prior experiences, encourage reflection, and promote active participation. However, these objectives may be difficult to achieve when classroom instruction focuses primarily on textbooks, teacher explanations, and the completion of exercises. Students may finish assigned tasks without fully understanding the learning materials or recognizing how their knowledge can be applied in real-life situations. This concern highlights the importance of instructional approaches that support deeper understanding, learner autonomy, and meaningful participation.

Research on learning has emphasized that students benefit from opportunities to connect new knowledge with existing knowledge, monitor their understanding, and apply what they learn in different contexts. In language education, these principles are particularly relevant because students need to develop linguistic knowledge and use it for communicative purposes. Communicative Language Teaching emphasizes meaningful language use rather than focusing exclusively on grammatical forms. Consequently, English teachers need to design activities that encourage students to communicate, interpret information, solve problems, and reflect on their learning.

In Indonesia, the Deep Learning approach (*Pembelajaran Mendalam*) has been introduced by the Ministry of Primary and Secondary Education as a pedagogical framework that integrates meaningful, mindful, and joyful learning (Kementerian Pendidikan Dasar dan Menengah, 2025). In this context, Deep Learning refers to an educational approach rather than

deep learning in artificial intelligence (Andayanie et al., 2025); (Nafi'ah & Faruq, 2025). Fullan et al., (2018) associated deep learning with the development of six global competencies: communication, collaboration, creativity, critical thinking, character, and citizenship. The three principles provide complementary directions for translating these broader educational aims into classroom practices. Meaningful learning emphasizes connections between new knowledge and students' experiences; mindful learning encourages conscious engagement and reflection; and joyful learning emphasizes positive emotional experiences and active participation.

Despite the potential of these principles, their implementation requires teachers to translate broad pedagogical concepts into concrete instructional decisions. Teachers must consider learning objectives, students' language proficiency, available resources, classroom management, assessment, and instructional time. Research on professional development has shown that improving teaching practice requires more than presenting teachers with new concepts; it also requires opportunities to develop knowledge, practice instructional strategies, and receive appropriate support (Darling-Hammond et al., 2017). Therefore, the implementation of Deep Learning needs to be examined through actual classroom practices rather than through conceptual understanding alone.

This issue was relevant at SMAN 2 Lintau Buo, Indonesia, where Deep Learning had been introduced relatively recently. During the researcher's teaching practice in the second semester of 2025, preliminary observations indicated that English lessons were still frequently dominated by textbook-based activities. Teachers appeared familiar with the concepts of meaningful, mindful, and joyful learning but experienced difficulties translating them into concrete classroom strategies. Student participation was also uneven, with some students actively participating while others remained relatively passive. Some activities appeared to emphasize task completion rather than reflection or connections between learning materials and real-life experiences. These preliminary observations suggested that implementing Deep Learning involved pedagogical and contextual challenges in addition to understanding its conceptual framework.

Recent studies have provided insights into the implementation of Deep Learning in Indonesian educational settings. Andayanie et al., (2025) discussed instructional strategies associated with meaningful, mindful, and joyful learning, including personalized learning, project-based learning, and game-based learning, and identified educator preparedness, limited technological infrastructure, and misalignment of conventional assessment as persistent challenges. Prihantoro et al., (2025) examined the policies, concepts, and implementation of Deep Learning in Indonesian senior high schools. In the field of English language teaching, Ricita et al., (2025) examined teachers' and students' perceptions of Deep Learning and identified issues related to infrastructure, digital literacy, and curriculum constraints. Studies on teacher readiness have also reported that English teachers generally showed positive understanding of, or attitudes toward, Deep Learning but still needed further training and support to implement it in practice (Luckita et al., 2025); Riani & Sujarwati, 2025), while Tatipang et al., (2026) investigated EFL teachers' understanding and readiness in Indonesian secondary schools. In addition, Kurnianingsih et al., (2026) reported that implementation tended to be dominated by meaningful and joyful learning, with mindful learning receiving limited attention. However, these studies differ in educational levels, research methods, and classroom contexts, and several of them rely on teachers' perceptions or readiness rather than on observed classroom practice. This indicates the need for further context-specific investigation of how the three principles are enacted in senior high school English classrooms.

Accordingly, this study investigated the implementation of Deep Learning in English language teaching at SMAN 2 Lintau Buo. Specifically, it examined how two English teachers

implemented meaningful, mindful, and joyful learning, what efforts they made to facilitate these principles, and what challenges they encountered. The study employed a descriptive qualitative design using classroom observations and stimulated recall interviews. Classroom observations documented instructional practices, while stimulated recall interviews enabled teachers to explain and reflect on their teaching decisions. By combining these sources, the study connected observable classroom activities with teachers' accounts of their instructional reasoning. The study was expected to contribute to the understanding of Deep Learning implementation in Indonesian senior high school English classrooms and provide insights for teachers and school stakeholders seeking to support reflective, relevant, and engaging language instruction.

METHOD

This study employed a descriptive qualitative design to investigate the implementation of Deep Learning in English language teaching at SMAN 2 Lintau Buo, Indonesia. This design was appropriate for examining classroom practices, teachers' instructional decisions, and their experiences without manipulating the teaching environment. The study focused on three principles: meaningful, mindful, and joyful learning, as well as teachers' efforts and challenges. The participants were two English teachers selected through purposive sampling based on their experience implementing Deep Learning and willingness to participate. T1 was a 44-year-old teacher with 19 years of teaching experience who had received Deep Learning training and taught Grade XII. T2 was a 28-year-old teacher with one year of teaching experience who taught Grade XI. Both participants were assigned codes to maintain confidentiality. The instruments consisted of a classroom observation checklist and a Stimulated Recall Interview (SRI) guideline. The checklist was developed based on the Deep Learning framework and relevant Indonesian educational policy, covering meaningful, mindful, and joyful learning. Each indicator included an operational definition to guide observation and rating. The SRI guideline contained questions about classroom practices, teachers' instructional decisions, efforts, and challenges. Classroom videos were also used as prompts during the interviews.

Instrument content validity was supported through review by the research advisor, who examined the relevance and clarity of the checklist indicators and interview questions. Consistency was supported by using the same checklist and observation procedures across all six lessons, with video recordings enabling the researcher to review classroom events. Data trustworthiness was strengthened through methodological triangulation, detailed descriptions, repeated observations, and the comparison of observation evidence with teachers' interview explanations. Interview transcripts were checked against recordings, and the coding and categorization were reviewed by the advisor. Data were collected from July 13 to August 1, 2026, through six classroom observations and six SRI sessions. Each teacher was observed three times, with each lesson lasting 120 minutes. The researcher acted as a non-participant observer and documented classroom activities using video recordings, field notes, and the checklist. After each observation, an individual SRI session lasting approximately 15 minutes was conducted on the same day. Selected video excerpts prompted teachers to explain their actions, intentions, and instructional considerations. Interviews were recorded with participants' consent and transcribed for analysis. Data analysis followed three stages: data condensation, data display, and conclusion drawing and verification. First, observation records and interview transcripts were coded according to the research questions and the three Deep Learning principles. Relevant evidence was categorized under implementation, teachers' efforts, and teachers' challenges. Second, observation findings and interview findings were displayed separately in tables and descriptive narratives. Finally, the researcher compared both sources, revisited the recordings and transcripts, and verified interpretations against the

available evidence. Findings supported by only one source were distinguished from those corroborated by both sources.

RESULTS

Implementation of meaningful learning

Meaningful learning was most clearly evidenced through teachers' efforts to connect English learning with familiar situations and to give students opportunities to apply expressions in classroom tasks. T1 connected asking for and giving suggestions with everyday problems and used flashcards depicting situations. These activities gave students a concrete context for considering when a suggestion might be appropriate. T2 also used familiar topics, including discussion of the Makan Bergizi Gratis (MBG) program, to invite students to express opinions and engage with the lesson. In both classrooms, contextualization appeared to be a practical way to make the language material more accessible.

The observations also showed the use of dialogue activities and opportunities to practice target expressions. These tasks allowed students to move beyond simply hearing an explanation and to try using English in a structured classroom context. T1 used dialogue creation and performance and included peer review; T2 used varied LKPD-based activities that included reading, translating, and dialogue practice. The SRI data helped explain why the teachers selected familiar examples and repeated material: they considered students' prior knowledge and readiness when deciding how to present the content.

However, the evidence did not support a claim that all indicators of meaningful learning were fully demonstrated. The notes did not clearly establish an authentic audience or purpose beyond the classroom, and they did not consistently show students making independent choices based on their own interests or goals. The distinction matters because a contextual task can be relevant without providing an authentic communicative outcome. Thus, meaningful learning was visible primarily in contextualization and guided application, while authentic purpose and student agency remained less explicit.

Implementation of mindful learning

Mindful learning was primarily reflected in teacher-led questioning, review of prior material, monitoring, correction, and feedback. T1 repeatedly reviewed earlier content and, when whole-class questions received little response, shifted to asking students individually. In the SRI, T1 explained that individual questioning seemed more effective for eliciting responses from students who had not volunteered. This explanation provides insight into the teacher's decision, while the observation records establish that the strategy was used.

T2 moved around the classroom, visited students' desks, gave individual assistance, and checked completed tasks. These practices enabled the teacher to identify students who needed help and to respond during the lesson. Both teachers used questioning and feedback to check whether students could complete the activity. Such practices are relevant to mindful learning because they can help students focus on the task and identify difficulties.

Nevertheless, the data showed a difference between teachers' monitoring and students' independent metacognition. Asking a question or checking a worksheet does not, by itself, demonstrate that students reflected on how they learned, evaluated a strategy, or independently monitored their progress. The observation summaries did not consistently document sustained student reflection or self-monitoring. Some students also remained distracted, sleepy, or passive in particular lessons. Consequently, mindful learning was less clearly evidenced at the student level than contextualization and activity variation were in the other two dimensions.

Implementation of joyful learning

Joyful learning was supported through varied activities, interaction, encouragement, and positive reinforcement. T1 used flashcards, dialogue creation and performance, peer review, and individual questioning. T2 combined reading, translation, written tasks, and dialogue practice. Both teachers gave appreciation or additional scores to encourage participation. These strategies offered different ways to engage with English and could reduce the monotony of a lesson dominated by teacher explanation. The evidence of engagement was not uniform, however. Some students volunteered to read or present, while others remained passive, hesitant, sleepy, or distracted by mobile phones. In some situations, students needed individual prompting before participating. The classroom atmosphere therefore included both engagement and disengagement. The findings support the conclusion that teachers made efforts to create a positive learning environment, but they do not justify the stronger claim that all students consistently experienced the lessons as enjoyable or participated confidently.

Table 1. Summary of implementation, efforts, and challenges across the three dimensions

Dimension	Practices evidenced	Qualification
Meaningful	Familiar contexts, flashcards, dialogue tasks, contextual questions.	Authentic purpose and independent student choice were not clearly evidenced.
Mindful	Review, questioning, monitoring, correction, individual assistance.	Student-led reflection and self-monitoring were not consistently documented.
Joyful	Varied tasks, peer interaction, appreciation, additional scores.	Participation and confidence varied; some students were disengaged.

Teachers' efforts to facilitate implementation

The SRI accounts indicated that the teachers made adjustments in response to students' needs and the practical conditions of the classroom. T1's efforts included contextualizing the lesson, reviewing previous material, modeling and correcting pronunciation, using flashcards, organizing peer review and dialogue tasks, asking passive students questions individually, and giving appreciation or additional scores. These efforts combined content support with attempts to increase participation. T2's efforts included asking contextual questions, using varied LKPD activities, moving around the classroom to provide individual support, assessing completed work immediately, and reflecting on students' classroom behavior. T2's monitoring allowed her to assist students who struggled with tasks. Both teachers used familiar topics and positive reinforcement, although their strategies differed in emphasis: T1 more frequently used structured activities such as flashcards and peer review, while T2 emphasized in-the-moment guidance and checking student work.

Table 2. Teachers' efforts to facilitate Deep Learning

Teacher	Efforts described in the data	Purpose reflected in the practice
T1	Connected lessons with familiar contexts; reviewed previous material; used alternative media and flashcards; organized dialogue practice and peer review; questioned students individually and corrected pronunciation.	Supported contextual understanding, practice, participation, and feedback.

The teachers also adapted to limitations in facilities and materials. When projection equipment or the smartboard was not available, T1 sometimes relied on students' mobile phones or conventional printed materials. T2 reported that access to projectors was limited and that students sometimes failed to bring printed LKPD. These adaptations helped lessons continue, but they also show that implementation depended on the resources available rather than solely on teachers' pedagogical intentions.

Challenges in implementing Deep Learning

The data identified challenges in instructional resources and time, student attention and classroom management, and motivation and confidence. The observation records documented students using mobile phones, sleeping, talking while the teacher explained, becoming noisy after finishing tasks, or failing to bring printed worksheets. These are observable classroom conditions. The teachers' SRI responses added their interpretations of the difficulties, including the challenge of motivating passive students and the need to repeat explanations for students with different levels of readiness. Time and facilities constrained the completion and delivery of activities. The teachers described limited access to projectors or smartboards and difficulties when students did not bring printed LKPD. When learning tasks require contextual discussion, collaboration, and reflection, the time needed to guide students can be substantial. If the lesson is interrupted by resource constraints or if students need repeated explanations, opportunities for deeper discussion or reflection may be reduced.

Student motivation and confidence were also concerns. Both teachers described passive participation as a challenge, and the observations showed that not all students volunteered to answer or perform. However, the study does not establish a single cause for this pattern. Students' readiness, confidence, attention, task demands, and classroom conditions may intersect, but further evidence particularly students' own perspectives would be needed to explain these relationships in more detail. Teachers' familiarity with Deep Learning also differed. T1 reported attending a three-month training course but did not claim complete familiarity with every indicator. T2 reported that she had not attended training and had mainly received information from T1. This information comes from SRI, not direct observation. It helps contextualize the teachers' accounts but does not prove that differences in training caused particular classroom practices.

Table 3. Challenges in implementing Deep Learning

Challenge	Evidence described in the study	Implication for implementation
Limited time	Teachers reported time constraints when conducting learning activities and completing tasks.	Some activities and deeper reflection could be difficult to complete within the lesson.
Limited facilities and learning materials	Access to projectors or smartboards was limited; some students did not bring or print the LKPD.	Teachers had to adjust media and task delivery to available resources.
Uneven attention and classroom management	Observation notes included students who used mobile phones, slept, talked, or remained passive.	Teachers needed to monitor the class and redirect attention during activities.

Differences in motivation, confidence, and ability	Participation varied; some students hesitated to answer or perform, while others participated more actively.	Teachers needed varied tasks, encouragement, and individual support.
Different levels of familiarity with Deep Learning	T1 had attended training, whereas T2 reported that she had not; the teachers' familiarity with the framework differed.	Teachers were still interpreting how the principles and indicators could be enacted in classroom practice.

DISCUSSION

The findings suggest that Deep Learning implementation in this setting was partial and uneven rather than absent. Both teachers demonstrated practices associated with the three principles, but the strength of the evidence differed. Meaningful learning was most visible in the use of familiar contexts and guided language application. Joyful learning was supported by varied activities and positive reinforcement, while mindful learning was more often represented by teacher-led monitoring than by student-led reflection. This pattern underlines the need to analyze not only whether a teaching strategy occurred, but also what it enabled students to do.

The prominence of contextualization is consistent with the view that learning becomes more meaningful when new material is connected with learners' prior knowledge and used in comprehensible contexts. It also aligns with communicative approaches to language teaching, in which language is learned through use for meaningful communication. The present findings refine this connection by distinguishing contextual relevance from authentic communication. Familiar topics made the material accessible, but the data did not consistently show a purpose or audience beyond the classroom. Future lesson design could therefore retain familiar contexts while adding a clearer communicative outcome, such as giving advice to a defined audience, producing a useful class resource, or selecting a personally relevant situation.

The less explicit evidence for mindful learning is important because self-regulation requires more than teacher monitoring. Panadero (2017) emphasizes planning, monitoring, and evaluation as processes within self-regulated learning. In this study, teachers' questions and feedback provided scaffolding, but the observations did not consistently show students naming their own difficulties, explaining their strategies, or evaluating progress. The findings do not imply that such processes never occurred; rather, they were not sufficiently documented in the observed evidence to support a strong claim. Teachers could make this dimension more visible by including brief reflection prompts, self-checklists, peer explanation, and opportunities for students to revise work and explain the revision.

The findings concerning joyful learning correspond with research emphasizing the relationship between affect, teacher behavior, and willingness to communicate (Dewaele, 2019). Varied activities and positive reinforcement created opportunities for participation, but the presence of an engaging activity did not eliminate differences in confidence or attention. This qualification is consistent with the view that classroom emotion and engagement are shaped by interacting social and instructional conditions. Teachers may therefore need both engaging activity formats and deliberate support for students who are reluctant to participate, such as think-pair-share before whole-class responses, rehearsed dialogue, or low-stakes speaking opportunities.

The teachers' efforts also illustrate the importance of adaptive teaching. T1's move from whole-class questioning to individual questioning and T2's circulation and immediate assistance show how teachers responded to classroom signals. Such adaptations resemble the broader need for pedagogical adaptivity and responsiveness to learner differences (König et al., 2020); (Suprayogi et al., 2017). Yet the data also show that responsive support can become time-consuming when students require repeated explanation or when materials are unavailable. School-level support for accessible teaching resources and shared lesson planning may help teachers sustain contextual and collaborative activities.

The resource and time challenges echo wider concerns about implementation conditions and professional learning. Darling-Hammond et al., (2017) emphasize the role of effective professional development in changing practice, while Andayanie et al., (2025) identify educator preparedness and limited infrastructure among the main challenges of Deep Learning implementation. Research on Deep Learning readiness in Indonesian contexts has also highlighted variation in teachers' understanding and preparedness (Riani & Sujarwati, 2025; (Tatipang et al., 2026). The current study adds classroom-based detail: limited familiarity was reported by the teachers, but the observed lessons still included relevant practices. This suggests that professional learning should not only define the framework; it should help teachers design authentic tasks, elicit student reflection, assess participation, and adapt activities to available resources.

Methodologically, combining observation and SRI was useful because the sources answered different questions. Observation showed what happened in the lesson, whereas SRI helped explain why a teacher chose a strategy or perceived a particular challenge. Keeping these sources distinct prevented teachers' stated intentions from being treated as direct evidence of student experience. This is especially important for constructs such as mindfulness and joy, which can be overclaimed if teacher actions are used as proxies for students' internal processes. Future studies could strengthen the analysis through student interviews, systematic meeting-level indicator tables, and an independent review of coding, where feasible.

The study has limitations. It involved two teachers in one senior high school and six observations, and therefore offers a contextual account rather than statistically generalizable results. It did not directly collect students' perspectives or measure learning outcomes. The aggregated summaries also cannot replace a transparent meeting-by-meeting evidence trail for every checklist indicator. Future research could examine more schools, include student perspectives, and document how specific reflective and authentic tasks shape participation and language use over time. These directions follow from the present evidence without assuming that any single strategy will automatically improve learning.

CONCLUSION

This study examined the implementation of the Deep Learning approach in English learning at SMAN 2 Lintau Buo, focusing on meaningful, mindful, and joyful learning, the efforts made by teachers, and the challenges they encountered. The findings showed that the three principles were reflected in classroom practices to different degrees. Meaningful learning was the most evident, particularly through connections between lesson materials and students' everyday experiences, contextual questions, and practical learning activities. Joyful learning was also supported through varied tasks, peer interaction, dialogue activities, and positive feedback. However, mindful learning was less consistently demonstrated, especially in relation to students' sustained attention, self-monitoring, and reflection on their own learning.

The teachers made several efforts to support these principles. They connected English materials with familiar contexts, varied learning activities, checked students' understanding,

provided individual assistance, and used feedback and positive reinforcement. These practices indicated that the teachers attempted to make learning more relevant, engaging, and supportive. Nevertheless, implementation remained challenging because of limited instructional time, inadequate access to learning facilities, differences in students' abilities, uneven participation, and difficulties in maintaining students' attention and motivation. These findings suggest that implementing Deep Learning requires more than the use of varied classroom activities; it also requires sustained attention to students' active involvement and reflective learning.

This study contributes a context-specific account of how Deep Learning principles were enacted in senior high school English classrooms by combining classroom observations with Stimulated Recall Interviews. The combination of these sources helped distinguish practices observed during lessons from teachers' explanations of their intentions and challenges. The findings should be interpreted within the context of the two participating teachers and should not be generalized to all English teachers or schools.

Future research could involve more teachers and schools with different institutional conditions to examine how professional development, learning resources, and classroom contexts shape implementation. Further studies could also investigate practical strategies for strengthening students' reflection, self-monitoring, and sustained attention during English lessons. Such research could provide a deeper understanding of how meaningful, mindful, and joyful learning can be implemented more consistently in classroom practice.

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