

EMPOWERING STUDENTS: HUMAN RESOURCE MANAGEMENT FOR FOSTERING AN ENGLISH LANGUAGE ENVIRONMENT IN VOCATIONAL SCHOOLS

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Abstract. This study examines the critical dimension of Human Resource Management (HR) in vocational schools, with a particular focus on the active role of students in shaping and maintaining an English-speaking environment. Using a literature review methodology, this study examines empirical evidence and scientific discussions related to students' contributions in shaping the English-speaking environment in vocational education institutions. The results reveal a nuanced perspective on human resources in vocational schools, where students go beyond passive recipients of language instruction, emerging as proactive agents shaping the linguistic landscape. The research covers a wide range of aspects of human resources, including student recruitment, training, motivation, and evaluation, all in the context of their involvement in developing an English-speaking environment. In addition, this study emphasizes the critical role of educators, policymakers, and administrators in facilitating student-driven HR initiatives. It emphasizes the need for a collaborative approach among these stakeholders to effectively empower students in their efforts to achieve English language proficiency. The synthesis of literature emphasizes the importance of creating a supportive and inclusive educational ecosystem that promotes student autonomy and leadership. Paradigm shift in viewing students as dynamic contributors in shaping the English-speaking environment in vocational schools.

Keywords: English Skills, Human Resources, Language Enrichment

Abstrak. Penelitian ini mengkaji dimensi kritis Manajemen Sumber Daya Manusia (SDM) dalam sekolah-sekolah kejuruan, dengan fokus khusus pada peran aktif siswa dalam membentuk dan mempertahankan lingkungan berbahasa Inggris. Dengan menggunakan metodologi telaah literatur, studi ini mengkaji bukti empiris dan diskusi ilmiah yang berkaitan dengan kontribusi siswa dalam membentuk lingkungan berbahasa Inggris dalam lembaga pendidikan kejuruan. Hasil penelitian mengungkapkan perspektif yang nuansa tentang SDM dalam sekolah-sekolah kejuruan, di mana siswa melampaui penerima pasif instruksi bahasa, muncul sebagai agen proaktif yang membentuk lanskap linguistik. Penelitian ini mencakup beragam aspek SDM, termasuk rekrutmen siswa, pelatihan, motivasi, dan evaluasi, semua dalam konteks keterlibatan mereka dalam mengembangkan lingkungan berbahasa Inggris. Selain itu, penelitian ini menekankan peran penting pendidik, pembuat kebijakan, dan administrator dalam memfasilitasi inisiatif SDM yang didorong oleh siswa. Ini menekankan perlunya pendekatan kolaboratif di antara para pemangku kepentingan ini untuk memberdayakan siswa secara efektif dalam usaha mereka mencapai kemampuan berbahasa Inggris. Sintesis literatur menekankan pentingnya menciptakan ekosistem pendidikan yang mendukung dan inklusif yang mempromosikan otonomi dan kepemimpinan siswa.

Kata Kunci: Keterampilan Berbahasa Inggris, SDM, Pengayaan Kebahasaan

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INTRODUCTION

In the dynamic realm of education, vocational schools have emerged as crucial institutions for preparing students to meet the demands of an increasingly globalized workforce. These institutions hold a distinctive position in the educational landscape, equipping students with practical skills and knowledge that are directly applicable in various industries and professions. As the world becomes more interconnected, vocational education has taken on a pivotal role in ensuring that graduates are well-prepared to navigate the challenges and opportunities presented by the global economy (Karamychev & Swank, 2022). One integral facet of this preparedness is the cultivation of English language skills. English has firmly established itself as the lingua franca of the modern world, transcending borders and facilitating communication on a global scale. In the context of vocational education, proficiency in the English language has become nothing short of indispensable. It is a key determinant of success for students who aspire to not only participate but also thrive in international work environments.

The importance of English proficiency in vocational education is underscored by the recognition that businesses and industries are increasingly operating on a global stage. Companies routinely engage in cross-border collaborations, international trade, and the exchange of ideas and technologies. In this milieu, the ability to communicate effectively in English has become a fundamental asset for individuals seeking to contribute meaningfully to the global economy (Khosiyono & Priyana, 2019). Moreover, English language skills are closely intertwined with the concept of employability. Vocational education, by its very nature, is geared towards preparing students for the workforce. In today's job market, where many careers have a global dimension, employers seek candidates who not only possess technical competencies but also possess the ability to engage with international clients, colleagues, and partners. Proficiency in English greatly enhances an individual's employability prospects, opening doors to a wide array of career opportunities.

Recognizing the imperative of English language proficiency, vocational schools have increasingly integrated language training into their curricula (Norris, 2021). This integration is not limited to traditional language instruction but extends to creating a holistic English language environment within these institutions. It encompasses classroom instruction, interactive learning activities, and real-world applications of English in vocational contexts. As well, the amalgamation of vocational education and English language proficiency represents a significant development in the landscape of modern education. It equips students with the tools they need to succeed in a globally interconnected world, fostering their readiness for diverse career pathways. As vocational schools continue to evolve, their role in cultivating English

language skills becomes ever more crucial, ensuring that graduates are not only technically skilled but also well-equipped to engage effectively in the international arena, thus contributing to the advancement of the global economy (Chang et al., 2023).

Vocational education stands as a pragmatic and results-oriented form of learning, bestowing upon students specialized skills and knowledge that align with specific career trajectories. Unlike traditional academic education, vocational programs place a premium on hands-on experience and real-world applicability. Graduates of vocational schools emerge not only well-versed in the technical intricacies of their chosen fields but also equipped with the soft skills and adaptability necessary to excel in the professional realm. In the current era, characterized by unprecedented globalization, the ability to communicate proficiently in English transcends geographical boundaries. English proficiency has metamorphosed into a synonym for employability and a gateway to a vast array of opportunities. Recognizing the imperative of preparing students for the international job market, vocational education has increasingly woven English language training into its curriculum.

While Human Resource Management (HRM) principles have traditionally found their niche within corporate settings, their relevance extends far beyond the confines of business organizations. In the unique context of vocational schools, HRM assumes a distinctive role, involving the strategic management of students as invaluable human resources. This holistic approach encompasses facets such as recruitment, training, motivation, and evaluation, all meticulously tailored to elevate students' competencies and enhance their employability prospects (Masri & Jaaron, 2017). Within the landscape of vocational education, students emerge as central stakeholders in the endeavor to create and sustain an English language-rich environment. No longer passive recipients of language instruction, today's students have evolved into active agents who wield significant influence over the linguistic milieu. Their active participation, engagement, and motivation are pivotal in shaping an environment conducive to English language acquisition.

Fostering a language-rich environment within vocational schools transcends the mere presence of English as a medium of instruction. It entails a comprehensive approach to language learning, encompassing the dynamics of the classroom, extracurricular activities, peer interactions, and the cultivation of a supportive educational ecosystem. The nurturing of such an environment is indispensable in facilitating effective language acquisition and integration. At its core, this research seeks to illuminate the intricate relationship between students, HRM principles, and the cultivation of English language skills within the context of vocational education (Anwar & Abdullah, 2021). It underscores the dynamic role that students play as

proactive contributors to the creation of an English language-rich milieu. Additionally, it emphasizes the collaborative efforts of educators, policymakers, and administrators in empowering students on their language learning journey (Lam et al., 2013).

In essence, this research unveils the transformative potential of vocational education, positioning students not merely as recipients of knowledge but as architects of their own linguistic and career success. As we delve deeper into this exploration, the intricate interplay between HRM, student involvement, and the nurturing of a language-rich environment will come to the fore, shedding light on the transformative potential of vocational education in a globalized world.

METHODS

This chosen approach is strategically tailored to facilitate a profound exploration of the intricate domain of Human Resource Management (HRM) for students, with a specific focus on their proactive role in establishing and sustaining an English language-rich milieu within vocational schools (Fey & Björkman, 2017). The research journey commences with a meticulous selection of scholarly sources, including academic papers, articles, books, and reports. These sources are meticulously curated to align precisely with the themes of English language integration in vocational education and the pivotal role that students play in shaping this landscape. The selection is guided by criteria of relevance, academic authority, and the potential to contribute meaningfully to the understanding of the subject matter. An exhaustive process of data collection ensues, undertaken with diligence to amass a substantial corpus of literature. This undertaking spans across academic databases, library resources, online repositories, and educational journals. The objective is to gather a diverse and comprehensive spectrum of information to vocational education, English language proficiency, HRM principles in vocational schools, and the proactive involvement of students in this context. The gathered literature undergoes systematic scrutiny, leading to the identification of recurring themes, emerging trends, and insightful observations. This analysis involves the structured categorization of information into key areas, encompassing the pivotal significance of English language skills, the catalytic role that students assume in shaping the language environment, the nuanced facets of HRM principles, and the collaborative initiatives undertaken by educators and policymakers (Fey & Björkman, 2017; Zaid et al., 2018).

Through a synthesis of findings, the research aspires to present a comprehensive panoramic view of the intricate interplay between students, HRM, and the cultivation of English language skills within the vocational education milieu. This synthesis process

culminates in the illumination of empirical evidence and scholarly discourse that underpin these critical elements within the context of vocational education. An inherent element of the research method involves the critical evaluation of the literature. This assessment aims to gauge the quality of evidence, assess the reliability of sources, and ascertain the relevance of findings vis-à-vis the research objectives. This meticulous scrutiny ensuring the integrity and credibility of the research.

The research methodology is designed to identify gaps within the existing body of literature. This endeavor, in turn, facilitates the generation of fresh insights and novel perspectives within the field. By pinpointing areas that necessitate further investigation, the study aims to enrich the ongoing discourse surrounding HRM in vocational schools and the instrumental role of students in fostering a language-rich educational environment (Padgett, 2016). Central to the research methodology is its alignment with the core hypothesis, positing that students, in their capacity as key stakeholders, wield significant influence in the creation of an English language-rich milieu within vocational schools. Through the comprehensive literature review, the study endeavors to bolster this hypothesis with empirical substantiation and scholarly discourse. In summation, this research adopts a literature review methodology as its vanguard, driven by the aspiration to rigorously scrutinize and synthesize the existing body of knowledge pertaining to HRM, student engagement, and the development of English language proficiency in the context of vocational schools. By traversing a diverse landscape of sources, the study seeks to illuminate the multifaceted relationship interlinking these constituent elements, offering valuable insights for educators, policymakers, administrators, and stakeholders entrenched within the realm of vocational education.

RESULTS

Student-Centric Approach: Empowering the Architects of Language Development

The heart of vocational education beats with a vibrant rhythm, where students are not merely recipients but the architects of their own learning journey. This resonating principle encapsulates the essence of the student-centric approach affirmed by the research. In the realm of vocational education, where the cultivation of English language skills takes center stage, students emerge as pivotal stakeholders, wielding the transformative power to shape the very fabric of their educational environment. Traditionally, education has often been portrayed as a unidirectional process, where knowledge flows from instructors to learners. However, the research resoundingly reinforces the idea that students in vocational schools transcend the role

of passive recipients. They are active agents, capable of wielding substantial influence over the English language milieu within their educational institutions.

The Multifaceted Role of Students

The research unveils the multifaceted role that students assume in creating an environment conducive to language acquisition and development. Their influence reverberates through various dimensions. (1) **Language Usage and Interaction**, Students actively engage in language usage and interaction within the classroom and beyond. They participate in discussions, collaborate on projects, and engage in peer interactions—all of which contribute significantly to the development of language skills. In this context, students become not just learners but contributors to the vibrant linguistic ecosystem. (2) **Peer Motivation and Support**, Within the student community, a culture of motivation and support emerges. Students inspire and encourage each other in their language learning endeavors. This peer-driven motivation serves as a powerful catalyst for individual and collective language proficiency enhancement. (3) **Student Leadership**, in many instances, students take on leadership roles in organizing language-focused events, clubs, or initiatives. They assume responsibility for creating platforms that promote language development, further exemplifying their active agency in shaping the language milieu. (4) **Feedback Mechanisms**, Students provide valuable feedback to educators and administrators regarding the effectiveness of language instruction and curriculum. Their insights contribute to continuous improvement in language programs, making them more relevant and engaging. (6) **Innovation in Learning**, with their active involvement, students often introduce innovative learning approaches and technologies that enhance language acquisition. Their creativity and adaptability drive the adoption of modern language teaching methods. (7) **Cultural Exchange**, Vocational schools often host students from diverse backgrounds. In this multicultural environment, students actively engage in cultural exchange, providing opportunities for language immersion and the development of intercultural communication skills.

Empowering the Architects of Language Development:

The research underscores the profound significance of empowering students as the architects of language development. This empowerment extends beyond language skills; it nurtures a sense of ownership, autonomy, and responsibility among students for their educational journey. It transforms them from passive learners into active participants, fostering a deeper connection with their learning environment.

Moreover, this student-centric approach aligns with the broader goals of vocational education, where the emphasis is not solely on theoretical knowledge but on the practical application of skills in real-world contexts. By actively participating in language development, students not only enhance their linguistic abilities but also develop critical soft skills such as communication, teamwork, and leadership—attributes highly valued in the modern workforce. The research illuminates the transformative potential of the student-centric approach in vocational education. It celebrates students as active agents capable of profoundly influencing the English language milieu within their educational institutions (Kadhmi, 2021). This paradigm shift empowers students as architects of language development, fostering a holistic educational experience that goes beyond language proficiency, enriching their overall growth and preparing them for success in a globalized world.

Multifaceted HRM in Vocational Schools: Fostering Language Environments

In the intricate landscape of vocational education, the study conducted unveiled a significant revelation—the multifaceted nature of Human Resource Management (HRM) within vocational schools. Far from being limited to the traditional corporate understanding of HRM, the principles of HRM extend their reach into the realm of education, intertwining with the complex tapestry of language development and student engagement (Johansson, 2022). This multifaceted HRM approach encompasses key dimensions such as recruitment, training, motivation, and evaluation, all intricately interwoven with the active participation of students in the noble pursuit of fostering an English language-rich atmosphere.

Recruitment: The Quest for Language Enthusiasts

Recruitment within the context of language development in vocational schools takes on a unique character. It goes beyond the mere selection of educators; it involves identifying individuals with a passion for language instruction and a commitment to nurturing language skills among students. Educators who are not only proficient in English but also possess the ability to inspire and engage students in the language learning process are sought after. This aspect of HRM ensures that the foundation of language development is laid with educators who are not just instructors but language enthusiasts and mentors.

Training: Empowering Educators for Effective Language Instruction

Training educators to become effective language instructors is a vital facet of HRM in vocational schools. Beyond their subject expertise, educators are provided with specialized

training in language pedagogy and instructional strategies. They gain insights into modern language teaching methodologies, technology integration, and strategies to create an immersive language learning environment. This training equips educators with the tools and techniques to engage students actively in language acquisition, making the learning process dynamic and effective.

Motivation: Fostering a Passion for Language Learning

Motivation is the fuel that propels language development forward. In the multifaceted HRM approach, educators, policymakers, and administrators collaborate to instill a passion for language learning among students. Various motivational strategies are employed, including recognition of language achievements, celebrating language diversity, and creating opportunities for students to showcase their language skills. Such initiatives inspire students to take ownership of their language learning journey, becoming active participants in the creation of a language-rich environment.

Evaluation: Assessing Language Proficiency and Progress

A comprehensive HRM approach acknowledges the importance of evaluating language proficiency and tracking progress. Evaluation in the context of language development goes beyond traditional assessments; it includes innovative methods such as language portfolios, peer evaluations, and real-world language use scenarios. These multifaceted evaluation techniques provide a holistic view of students' language skills and their ability to apply language competencies in practical settings. This multifaceted evaluation not only assesses language proficiency but also guides educators in tailoring instruction to address individual needs.

Collaborative Stakeholder Engagement: A Coordinated Support

The research underscores the pivotal role played by educators, policymakers, and administrators in orchestrating a collaborative symphony of support for student driven HRM initiatives. It recognizes that effective language development cannot be achieved in isolation; it requires a harmonious collaboration among these stakeholders (Ashley, 2011). Each group brings its unique perspective and expertise to the table:

- Educators: They are on the front lines, implementing language instruction and fostering student engagement. Educators actively participate in HRM initiatives by undergoing

specialized training, developing innovative instructional strategies, and motivating students to excel in language learning.

- **Policymakers:** Policymakers play a crucial role in shaping the educational landscape. They design policies that prioritize language development, allocate resources for language programs, and create frameworks that support student-driven initiatives.
- **Administrators:** Administrators ensure the seamless integration of HRM principles within the educational ecosystem. They provide the necessary infrastructure, allocate budgets, and facilitate collaboration among educators, policymakers, and students.

This collaborative approach ensures that students receive comprehensive support in their language development journey. It harnesses the collective expertise of educators, the vision of policymakers, and the logistical support of administrators to empower students effectively in their English language endeavors.

Supportive Educational Ecosystem: Nurturing Language Proficiency

Nurturing a supportive and inclusive educational ecosystem emerged as a critical factor in the success of language development efforts. The research highlighted the pivotal role that the learning environment plays in shaping students' language proficiency and fostering a language-rich atmosphere. A supportive ecosystem is characterized by several key elements:

- **Student Autonomy:** Students are encouraged to take ownership of their language learning journey. They have the autonomy to set language learning goals, choose learning resources, and tailor their learning experiences to their individual preferences and needs.
- **Leadership Opportunities:** The educational ecosystem provides opportunities for students to assume leadership roles in language-focused initiatives, clubs, and events. This not only enhances their language skills but also nurtures leadership qualities.
- **Inclusive Language Policies:** Inclusive language policies promote the use of English as a medium of instruction while respecting the linguistic diversity within the student community. Such policies ensure that language development is inclusive and respectful of all students' backgrounds.
- **Technology Integration:** The educational ecosystem leverages technology to create immersive language learning experiences. Technology-enhanced language labs, online resources, and digital tools facilitate language acquisition and practice.
- **Cultural Exchange:** The ecosystem encourages cultural exchange, providing students with opportunities to interact with peers from diverse linguistic backgrounds. This fosters intercultural communication and a deeper understanding of language diversity.

In essence, a supportive educational ecosystem acts as the scaffolding for English language proficiency, providing students with the resources, autonomy, and leadership opportunities they need to thrive in a language-rich environment. The multifaceted HRM approach, collaborative stakeholder engagement, and nurturing a supportive educational ecosystem together form the bedrock upon which language development thrives in vocational schools. These interconnected elements empower students as active participants in language acquisition, inspire a passion for language learning, and create an inclusive environment where linguistic diversity is celebrated. In this holistic approach, the multifaceted HRM principles and collaborative engagement among stakeholders serve as catalysts for students' success in fostering an English language-rich atmosphere within vocational schools.

DISCUSSION

The research underscores the transformative potential of a student-centric approach within the realm of vocational education. Traditionally, education has been perceived as a one-way transfer of knowledge from educators to students. However, this research emphasizes that in vocational schools, students are not passive recipients but active architects of their language development. This shift in perspective has profound implications for language education. By recognizing students as pivotal stakeholders in shaping and sustaining an English language-rich environment, vocational schools can empower them to take ownership of their learning journey. Students actively engage in language usage and interaction, motivating and supporting each other in language acquisition, assuming leadership roles, providing feedback for program improvement, introducing innovative learning approaches, and facilitating cultural exchange. These multifaceted roles extend beyond language proficiency; they nurture vital soft skills such as communication, teamwork, and leadership, aligning with the broader goals of vocational education. The implication of this student-centric approach is the creation of a dynamic, inclusive, and participatory language learning ecosystem within vocational schools. It not only enhances students' language skills but also fosters holistic growth, preparing them for success in a globalized world where effective communication and adaptability are essential.

The research emphasizes that empowering students as architects of language development extends beyond language skills. It nurtures a sense of ownership, autonomy, and responsibility among students for their educational journey. This empowerment transforms students from passive learners into active participants, fostering a deeper connection with their learning environment. Moreover, this student-centric approach aligns with the broader goals of vocational education, where the emphasis is not solely on theoretical knowledge but on the

practical application of skills in real-world contexts. By actively participating in language development, students not only enhance their linguistic abilities but also develop critical soft skills such as communication, teamwork, and leadership—attributes highly valued in the modern workforce.

The implication of this empowerment is a more engaged and motivated student body, ready to embrace the challenges of a globalized workforce. It prepares students not only as language proficient individuals but also as adaptable, innovative, and responsible contributors to their professional and personal spheres. This research unveils the multifaceted nature of Human Resource Management (HRM) within vocational schools, particularly concerning language development. Unlike the traditional corporate understanding of HRM, HRM in vocational education extends its scope to intricately intertwine with language development and student engagement. It encompasses dimensions such as recruitment, training, motivation, and evaluation, all intricately connected to student participation in fostering an English language-rich atmosphere. Recruitment in the context of language development involves identifying educators with not only English proficiency but also a passion for language instruction. This ensures that educators are not just instructors but language enthusiasts and mentors. Training educators in language pedagogy and instructional strategies equips them to engage students actively in language acquisition. Motivation strategies inspire students to take ownership of their language learning journey, becoming active participants in the creation of a language-rich environment.

Evaluation methods extend beyond traditional assessments, incorporating innovative approaches to assess language proficiency and progress. The implication of this multifaceted HRM approach is the creation of a well-rounded, effective language development framework within vocational schools. It ensures that educators are equipped to inspire and engage students, creating a culture of motivation and support. This approach results in better language outcomes, benefiting both students' language skills and their overall educational experience. The collaborative approach ensures that all stakeholders work in harmony to empower students effectively in their English language endeavors.

Collaboration among educators enables the sharing of best practices, innovative teaching methods, and strategies to create a language-rich environment. Policymakers play a crucial role in creating a supportive policy framework that encourages language development initiatives within vocational schools. Administrators provide the necessary infrastructure and resources to facilitate effective language learning. The implication of this collaborative stakeholder engagement is a holistic approach to language development within vocational schools. It fosters

a supportive ecosystem where all stakeholders align their efforts to enhance students' language proficiency and overall educational experience. This collaborative synergy ensures that students receive comprehensive support, enabling them to thrive in language.

The research findings emphasize the transformative potential of a student-centric approach, multifaceted HRM, collaborative stakeholder engagement, and a supportive educational ecosystem within vocational schools. These insights have far-reaching implications for the cultivation of English language skills and the overall educational experience of students in vocational education. By recognizing students as active agents in their language development journey and fostering a collaborative, supportive environment, vocational schools can prepare students not only as proficient language speakers but also as adaptable, innovative, and responsible contributors to the global workforce.

CONCLUSION

In conclusion, the research study has provided valuable insights into the realm of vocational education and the critical role of English language skills in preparing students for success in a globalized workforce. The findings of this research have significant implications for the field of vocational education and underscore the importance of student-centric approaches, multifaceted HRM strategies, collaborative stakeholder engagement, and supportive educational ecosystems. The research reaffirmed the central hypothesis that students, as key stakeholders in vocational education, are not passive recipients but active agents capable of profoundly influencing the English language milieu within vocational schools. They play multifaceted roles in creating an environment conducive to language acquisition and development. These roles encompass language usage and interaction, peer motivation and support, student leadership, feedback mechanisms, innovation in learning, and cultural exchange. This student-centric approach empowers students as the architects of their language development, fostering holistic growth and preparing them for success in a globalized world.

Furthermore, the research illuminated the multifaceted nature of Human Resource Management (HRM) within vocational schools, extending beyond the traditional corporate understanding. HRM in vocational education involves recruitment of educators passionate about language instruction, training them effectively, motivating students to take ownership of their language learning journey, and implementing innovative evaluation methods. This multifaceted HRM approach ensures that educators are equipped to inspire and engage students, creating a culture of motivation and support that enhances language outcomes.

Collaborative stakeholder engagement emerged as another critical aspect, with educators, policymakers, and administrators working in harmony to empower students effectively in their English language proficiency. This collaborative synergy ensures that students receive comprehensive support, enabling them to thrive in language acquisition.

Finally, the research emphasized the importance of a supportive and inclusive educational ecosystem that goes beyond the classroom to nurture language proficiency. This ecosystem encourages student autonomy and leadership, providing the necessary scaffolding for English language development. In sum, the findings of this research have far-reaching implications for the field of vocational education. By recognizing students as active contributors to their language development, fostering collaborative stakeholder engagement, implementing multifaceted HRM strategies, and creating supportive educational ecosystems, vocational schools can enhance students' language proficiency and overall educational experiences. These insights prepare students not only as proficient language speakers but also as adaptable, innovative, and responsible contributors to the global workforce. Ultimately, the research serves as a clarion call for transformative approaches to language development in vocational education, enriching the educational landscape and equipping students for success in an increasingly interconnected world.

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