

Foreign Language Classroom Bridging Theory And Practice

Early Intervention Pnina S. Klein 2014-01-14 First published in 1996. This book presents a new theoretical and practical model for early intervention: the Mediation Intervention for Sensitizing Caregivers (MISC). Aid agencies including the World Health Organization (WHO), UNICEF, and Redd Barna supported research projects on the implementation of this approach with poor, high-risk children in various countries. This book presents reasons for implementation, processes of intervention, and some outcomes of the MISC approach in six countries: Israel, Sweden, USA, Ethiopia, Sri Lanka, and Indonesia.

Theory and Practice in EFL Teacher Education Julia Isabel Hüttner 2012 This volume brings together articles written by experts in the thriving field of language

teacher education from a variety of geographical and institutional contexts, with a particular focus on EFL.

African American Scenebook Kathryn Ervin 2014-06-03 Kathryn Ervin and Ethel Pitts Walker have compiled a delicately balanced and impeccably coherent anthology of some of the best scenes from the past sixty years of African American theatre. Each scene subtly articulates African American culture in a Western frame and explores universal themes embedded in unique characters, stories, languages, and time periods. Theatrically appropriate for secondary students, African American Scenebook also provides unique opportunities for classroom discussion about the difficult issues relating to race in America.

Teaching and Testing L2 Interactional Competence

M. Rafael Salaberry
2019-05-20 This volume features the latest research findings on L2 interactional competence to demonstrate the potential for developing and implementing research-based pedagogy that targets interactional competence (IC) in early instruction in a variety of L2 learning and teaching contexts. Incorporating contributions from both leading and emerging researchers in the area, the book is organized into four sections to provide a systematic account of interactional competence, defined as a set of skills required to co-construct an effective interaction with a variety of interlocutors in a variety of settings, and advocates for IC to be part of a well-rounded curriculum of L2 instruction. The volume provides a comprehensive overview of the different theoretical perspectives on IC within Conversation Analysis, and moves into a discussion of conversation-analytic research findings from a variety of contexts and of their

pedagogical implications. The book then presents examples of pedagogy in practice and also illustrates the potential for implementing IC in testing settings. This volume makes a valuable contribution to the growing literature on interactional competence and will be of particular interest to graduate students and researchers in applied linguistics, SLA, language education, curriculum and instruction studies, and educational linguistics. Chapter 13 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution-Non Commercial-No Derivatives (CC-BY-NC-ND) 4.0 license.

[International Approaches to Bridging the Language Gap](#)
Huertas-Abril, Cristina-
Aránzazu 2019-11-15 In the age of information, an essential priority in the context of international education is the development of language learning and its inconsistencies. The gap

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between language and education has intermittently grown through time, with mistaken assumptions about how linguistic shortcomings are being solved around the world. Research on comparative educational approaches to teaching verbiage and the foundation of future language development are instrumental in positively impacting the global narrative of dialectal education. International Approaches to Bridging the Language Gap is a collection of innovative research on the methods and applications of second language teaching as well as social developments regarding intercultural learning. While highlighting topics including curricular approaches, digital competence, and linguistic disparities, this book is ideally designed for language instructors, linguists, teachers, researchers, public administrators, cultural centers, policymakers, government officials, academicians, researchers, and students seeking current

research on the latest advancements of multilingual education.

At-Risk Youth Robert F. Kronick 2013-04-11 This book is about theory, practice, and reform in working with youth who are at-risk in our schools. The book addresses several important topics, including: Problems of definition of at-risk and measurement; social, political and health aspects of being at-risk; theories of at-risk status including coping competence, agency intrinsic motivation and cultivation theory; the voices of those who are at-risk; groups that are often ignored when discussing at-risk youth, Native Americans and Appalachians; necessary changes such as prevention, early intervention, and a critical look at assessment practices and grades; a look at the role of higher education. [Georgetown University Round Table on Languages and Linguistics \(GURT\) 1993: Strategic Interaction and Language Acquisition](#) James E. Alatis 1994-06-01 The papers in this volume examine

strategies for language acquisition and language teaching, focusing on applications of the strategic interaction method.

The Foreign Language

Classroom Margaret A Haggstrom 1995-08-01 First published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Multiculturalism in Academe

Libby V. Morris 2016-06-11 First Published in 1996. Routledge is an imprint of Taylor & Francis, an informa company.

Hybrid Language Teaching in Practice

Berta Carrasco 2015-03-17 This book allows readers to explore the inner workings of a hybrid class from the perspectives of two instructors with different pedagogical orientations, from the students' perspectives, including learning outcomes and immediately practical teaching tools. The authors meet the challenge of how to preserve pedagogy and content while making good use of digital tools and online opportunities. Language

teachers at the secondary and postsecondary level will enjoy the authors' first person narrative of the creation of a pedagogically-sound hybrid course, practical examples from their courses, as well as student learning outcomes and feedback on the various technological activities. During a year-long study of the authors' hybrid courses they used a mixed methods design to answer these questions: How does a hybrid course change our teaching? How does the hybrid course affect student learning experiences? What technology-based activities are most effective in our hybrid course?.

Changing Language Teaching Through Language Testing

Liyong Cheng 2005-10-06 There has been growing interest in recent years in the influence of tests on teaching and learning - a phenomenon commonly referred to as 'washback'. Despite persistent assertions about its nature and scope, empirical studies investigating test washback are still limited

in number, and few of these make use of both qualitative and quantitative methods in washback research. This volume presents a study of how the introduction of the 1996 Hong Kong Certificate of Education in English - a high stakes public examination - impacted on classroom teaching and learning in Hong Kong secondary schools. The washback effect was observed initially at the larger 'macro' level, among different stakeholder groups within the Hong Kong educational context; and also at the more local 'micro' level, in terms of teachers' attitudes, teaching content and classroom interactions. This study: provides a theoretical background to the washback concept, discusses the need for empirical investigation of washback, describes the use of a mixed methodology approach in washback research, offers insights into the role of tests as agents of innovation and change in the classroom and broader educational context. This volume will be of

particular relevance to language test developers and researchers interested in the consequential validity of tests; it will also be of interest to teachers, curriculum designers, policymakers and others in education concerned with the interface between language testing and teaching practices/programs. Book jacket.

Bridging Theory and Practices for Educational Sciences Abdülkadir Kabadayı

2021-09-15 Bridging Theory and Practices for Educational Sciences

Resources in Education
1993-08

Effects of the Second Language on the First Vivian Cook

2003-02-14 This book looks at changes in the first language of people who know a second language, thus seeing L2 users as people in their own right differing from the monolingual in both first and second languages. It presents theories and research that investigate the first language of second language users from a variety of perspectives including

vocabulary, pragmatics, cognition, and syntax and using a variety of linguistic and psychological models.

Investigations in Teaching and Learning Languages Danuta Gabryś-Barker 2014-07-08 The book presents most recent investigations into foreign language teaching and learning discussed by prominent scholars in the field. A wide variety of topics ranges from theoretical approaches to foreign language instruction to a discussion of findings of empirical research in language learning and pedagogy. The theoretical part of the volume tackles issues which constitute the backbone to the understanding of the processes involved in language development, learning and teaching and thus contribute to applied research. The empirical articles in Parts Two and Three of the volume report on studies focusing on such important issues as various dimensions of awareness (language, cross-cultural competence or affectivity) and specific methodologies implemented in

different educational settings (such as, for instance, dyslexic learners) or in teacher training programmes.

Cultures, Contexts, and World Englishes Yamuna Kachru 2008-04-15 This volume aims to familiarize readers with the varieties of world Englishes used across cultures and to create awareness of some of the linguistic and socially relevant contexts and functions that have given rise to them. It emphasizes that effective communication among users of different Englishes requires awareness of the varieties in use and their cultural, social, and ideational functions. *Cultures, Contexts and World Englishes*: demonstrates the rich results of integrating theory, methodology and application features critical and detailed discussion of the sociolinguistics of English in the globalized world gives equal emphasis to grammar and pragmatics of variation and to uses of Englishes in spoken and written modes in major English-using regions of

the world. Each chapter includes suggestions for further reading and challenging discussion questions and appropriate research projects designed to enhance the usefulness of this volume in courses such as world Englishes, English in the Global Context, Sociolinguistics, Critical Applied Linguistics, Language Contact and Convergence, Ethnography of Communication, and Crosscultural Communication.

Russian Language Studies in North America Veronika Makarova 2012-06-01 This collection provides a comprehensive overview of Russian language research in Canada and Russia, with a focus on elements of structure, as well as on language dynamics and change.

English in Europe Jasone Cenoz 2000-01-01 This book emerges as a response to the increasing use of English as a lingua franca in the multilingual European context. It provides an up-to-date overview of the sociolinguistic,

psycholinguistic and educational aspects of research on third language acquisition by focusing on English as a third language.

Bridging Theory and Practice in Teacher Education

2007-01-01 This book addresses both the concerns of teacher candidates and their misconceptions about the relation of theory and practice in education. The contributors to this volume share the belief that theories provide teachers with a frame of reference and a language with which to name and critically analyze many of the problems they face daily.

The Routledge Handbook of Second Language Acquisition and Discourse

Brian Paltridge 2024-03-29 This state-of-the-art volume offers a comprehensive and accessible examination of perspectives within the field of discourse analysis on the processes and conditions of second language learning, teaching, and use. Led by Brian Paltridge and Matthew T. Prior, this collection brings together leading global researchers in

the field to guide readers through background theories, theoretical paradigms, methodological issues, and pedagogical implications by synthesizing current and past work, and setting a future agenda for discourse-oriented second language research. The book is a critical resource which will be indispensable for scholars and advanced students of applied linguistics, second language acquisition, education, and related fields.

Foreign Language and Mother Tongue

Istvan Kecskes 2000-06-01 This is the first book that discusses the effect of foreign language learning on first language processing. The authors argue that multilingual development is a dynamic and cumulative process characterized by transfer of different nature, and results in a common underlying conceptual base with two or more language channels that constantly interact with each other. Language representation and processing are discussed from a cognitive-pragmatic rather

than a lexical-syntactic perspective. This required the review of several crucial issues of L2 acquisition, such as transfer, vocabulary development, conceptual fluency, and pragmatic skills. The authors also reviewed a large body of literature touching on cognitive psychology, linguistics, psycholinguistics, SLA, philosophy, and education in order to explain multilingual development and the positive effect of foreign language learning on the first language. An important read for linguists and language educators alike, this volume: * attempts to explain multilingual development from a cognitive-pragmatic perspective, * argues that foreign language learning has a positive effect on the development and use of mother tongue skills, * relies on research findings of several different disciplines, * builds on the results of quantitative research conducted by the authors, and touches on a wide range of literature.

Children's Literature

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Nuba 2013-09-13 This chronological guide to the developmental stages, and corresponding literary needs and preferences, of early childhood is the unique result of combining the expertise of educational professionals with that of a children's librarian. Each chapter describes a developmental stage of childhood and presents appropriate books for that reading level, providing expert guidance in today's crowded children's book market.

Critical ELT in Action

Graham V. Crookes 2013-03-20 Uniquely bridging theory and practice, this text introduces and overviews the various domains associated with the term critical pedagogy in the field of TESOL/ELT. Critical pedagogy addresses concepts, values, curriculum, instructional and associated practices involved in language teaching for social justice. Bringing critical pedagogy to classroom practitioners in a practical and comprehensible way, the text is designed to help teachers get started on

critically grounded work in their own teaching. Features • Textbook extracts offer direct and quick illustration of what this perspective might look like in practice • Coverage of feminist and anti-racist pedagogies; sexual identity, oppression and pedagogy; peace and environmental education; and critical English as a foreign language—and their implications for second-language teaching • Historical background • Theoretical background on language and learning • Consideration of applicability of critical/radical educational concepts and traditions to non-Western cultural contexts • A focus on issues of compromise and resistance This original, timely, and informative text is ideal for any course on methods and approaches in TESOL.

Intercultural Competence in Instructed Language

Learning Paula Garrett-Rucks 2016-03-01 There is pressure on world language educators to prepare learners with 21st century skills to meet the challenges of an increasingly

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interconnected globalized world. The need for change was summarized in the 2007 report of the MLA Ad Hoc Committee on Foreign Languages that suggested the implementation of curricular reform by developing students' "translingual and transcultural competence" (p. 3) which allows someone "to operate between languages" (p.237). However, the integration of such a meaningful cultural component in instructed language learning is a complex topic. This book recognizes the difficulty world language educators face to achieve the goals of the MLA report, particularly at beginning levels of instruction in target language use classrooms. Accordingly, this book informs instructed language learning and teaching by bridging developmental theories from the fields of intercultural competence with second language pedagogies—particularly communicative language teaching (CLT) and literacy-based approaches—providing

examples of practical applications inside the classroom and beyond. It is intended to support the many FL educators who have consistently reported that they are struggling to incorporate meaningful cultural instruction into their practice (Fox & Diaz-Greenberg 2006; Phillips & Abbott, 2011; Sercu, 2005). This book provides a framework to foster learners' deep cultural reflection at beginning levels of instruction while preserving target language use policies, bridging CLT pedagogies to intercultural communicative competence (ICC) literacy-based approaches. It starts by synthesizing prominent definitions of culture and culture learning models and then summarizes disparate sources of research findings on culture learning projects (which primarily take place at advanced levels of language learning) to the Standards-based classroom at all levels of instruction, K-16. Although research on fostering learners' intercultural competence at

beginning levels of language instruction is in its infancy, it is of utmost concern given that the vast majority of U.S. language learners rarely continue to advanced levels of instruction (Zimmer-Lowe, 2008). In addition, this book challenges FL educators to advocate for their FL programs and to give greater visibility and credibility to the profession in institutional internationalization efforts. The theoretical components of this book deconstruct the connections between language, thought and culture and problematize developmental models in the IC field that neglect to consider the important role of language. This book provides K-16 FL educators with the discourse needed to 1) explain to administrators, parents and students how world language study prepares learners to compete in an increasingly global market beyond the learner's development of linguistic proficiency and 2) convince administrators of the value in and the need for world

language study in order to support institutional internationalization efforts. The last chapter of this book provides guidance and suggestions on ways to expand K-12 teacher preparation programs and continuing education training to foster learners' intercultural communicative competence while preserving a Standards-based curriculum. In sum, this book is intended to 1) support all K-16 world language educators with their program advocacy and instruction; 2) serve as a reference manual or course book in teacher preparation programs; 3) serve as a reference manual or course book for research and graduate courses on the teaching and learning of languages.

Second Language Acquisition Theory and Pedagogy

Fred R. Eckman
2013-10-08 A volume on second-language acquisition theory and pedagogy is, at the same time, a mark of progress and a bit of an anomaly. The progress is shown by the fact

that the two disciplines have established themselves as areas of study not only distinct from each other, but also different from linguistic theory. This was not always the case, at least not in the United States. The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely-accepted theory of SLA. Grouped into five sections, the papers in this volume: * consider questions about L2 theory and pedagogy at the macro-level, from the standpoint of the L2 setting; * consider input in terms of factors which are internal to the learner; * examine the question of external factors affecting the input, such as the issue of whether points of grammar can be explicitly taught; * deal with questions of certain complex, linguistic behaviors and the various external and social variables that influence learners; and * discuss issues surrounding the teaching of pronunciation

factors that affect a non-native accent.

Excellence in Teaching and Learning Adnan Salhi 2006

Excellence in Teaching and Learning is a collaborative effort among education scholars that addresses the theory, practice, and policy gaps that have plagued classrooms for a long time. Divided into three parts, it focuses on practical strategies for teaching and learning in different subject areas and at all levels; provides research-based models for improving teacher quality; and addresses diversity within classrooms with regard to the requirements for achieving excellence. This book will interest teachers, teacher educators, administrators, and policy makers.

THE LITERATURE OF LANGUAGE AND THE LANGUAGE OF LITERATURE IN AFRICA AND THE DIASPORA Edited

by Dainess Dainess Maganda
2017-04-26 We live in a world that sees and also contesting ideas of Eurocentrism in the

interpretation of various issues, including African literatures and cultures. This book seeks to engage readers into a critical examination of the meaning, history, ambiguity, status and perceptions surrounding African languages and literature. It presents current shifts in form and practice surrounding regional, national, and "postcolonial"; models towards "world literature" by focusing on African literature as a focal point for understanding perceptions of the world towards African languages and literature. The book shows the importance of wrestling with issues of global aftermaths of slavery, audience, readership, diasporic and transnational connections, as well as digital and social media without undermining the conflicts that literature presents in and on its own merit.

Grammar Instruction and Second Language

Development Paul D. Toth
2014-10-27 Grammar
Instruction and Second

Language Development presents a theoretical and practical framework for how classroom instruction may affect learners' linguistic development in a second language. It will push opposing theoretical positions toward greater accountability to the realities that classroom teachers face as instructional designers. This book will appeal to both second language graduate students and researchers, regardless of the target language they work in. *Al-'Arabiyya* Karin C. Ryding
2015-11-16 *Al-'Arabiyya* is the annual journal of the American Association of Teachers of Arabic and serves scholars in the United States and abroad. *Al-'Arabiyya* includes scholarly articles and reviews that advance the study, research, and teaching of Arabic language, linguistics, literature, and pedagogy.

The Moral Dimensions of Teaching

Cary Buzzelli
2014-03-18 Cary Buzzelli and Bill Johnson reinvigorate the enduring question: What is the place of morality in the

classroom? Departing from notions of a morality that can only be abstract and absolute, these authors ground their investigation in analyses of actual teacher-student interactions. This approach illuminates the ways in which language, power and culture impact "the moral" in teaching. Buzzelli and Johnson's study addresses a wide range of moral issues in various classroom contexts. Its practical and diverse examples make it a valuable resource for teachers and teacher development programs.

Intelligent Language Tutors V.

Melissa Holland 2014-01-09

The techniques of natural language processing (NLP) have been widely applied in machine translation and automated message understanding, but have only recently been utilized in second language teaching. This book offers both an argument for and a critical examination of this new application, with an examination of how systems may be designed to exploit the power of NLP, accommodate its

limitations, and minimize its risks. This volume marks the first collection of work in the U.S. and Canada that incorporates advanced human language technologies into language tutoring systems, covering languages as diverse as Arabic, Spanish, Japanese, and English. The book is organized into sections that express the levels of analysis dealt with in learning and teaching a language and with the tasks of the student as writer, reader, conversant, and actor in the world. These sections bring together research by specialists in linguistics, artificial intelligence, psychology, instructional design, and language teaching. In addition to providing detailed descriptions of working systems, amply illustrated with screens from lesson and authoring interfaces, the contributors address a spectrum of common issues: *

What can current NLP technology contribute to computer-assisted language instruction and to research on

language learning? * How can this technology meet the demands of pedagogical theory for communicative language teaching in authentic contexts? * How can designers constrain tutoring environments to ensure accurate analysis of learners' language? * What can NLP-based systems teach us about language acquisition, about linguistic theory, and about theories of language pedagogy? * What lessons have been learned in using these systems to date? Discipline-specific issues are illuminated as well: the relative merits of the major syntactic frameworks for NLP-based language tutoring; the adaptation of theories like lexical conceptual structure to support semantic interpretation; the integration of input language with visual microworlds and dialogue games; the pragmatics of the tutoring discourse; the selection of instructional principles to guide system design; and the accommodation of design to individual differences and learner styles. A concluding section assesses

this work from larger theoretical and practical perspectives -- experimental psychology and psycholinguistics, linguistics, language teaching, and second language acquisition research. *The Foreign Language Classroom* Margaret Austin Haggstrom 1995 First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company. **Theoretical and Applied Perspectives on Teaching Foreign Languages in Multilingual Settings** Anna Krulatz 2022-06-21 This book promotes linguistically responsive foreign language teaching practices in multilingual contexts by facilitating a dialogue between teachers and researchers. It advances a discussion of how to connect the acquisition of subsequent foreign languages with previous language knowledge to create culturally and linguistically inclusive foreign language classrooms, and how to strengthen the connection between research on multilingualism and foreign

language teaching practice. The chapters present new approaches to foreign language instruction in multilingual settings, many of them forged in collaboration between foreign language teachers and researchers of multilingualism. The authors report findings of classroom-based research, including case studies and action research on topics such as the functions and applications of translanguaging in the foreign language classroom, the role of learners' own languages in teaching additional languages, linguistically and culturally inclusive foreign language pedagogies, and teacher and learner attitudes to multilingual teaching approaches.

Images of Mainstreaming

Clayton Keller 2013-10-15 This work occupies a unique place amongst the array of books addressing the inclusion of students with disabilities in general education classrooms. In contrast to the more prescriptive books on the market, Images of

Mainstreaming emphasizes the extensive use of case studies and the use of reflection on case studies to change teaching practices. Its goal is to help preservice and practicing teachers and administrators examine the challenging issue of inclusion from the perspective of other teachers.

English as a Foreign Language in the German Elementary School Howard De Leeuw 1997

Bridging Discourses in the

ESL Classroom Pauline

Gibbons 2018-10-18 Bridging Discourses in the ESL

Classroom is concerned with the nature of talk in multilingual classrooms.

Examining the interactions between students learning in and through English as a second language and their teachers, this book identifies the patterns of discourse which support and enable both second language development and the learning of curriculum knowledge. These patterns are 'bridging discourses', combining the everyday language used by the student

with the specialised language of the academic register. Drawing on second language acquisition research and systemic functional linguistic theory, in particular the work of Halliday and Vygotsky, Pauline Gibbons develops tools to view classroom talk through a powerful interdisciplinary lens. Putting forward an innovative new theory of classroom discourse analysis, this book focuses on applying theory to practice. This is an invaluable resource for all teachers, researchers and students of linguistics and education.

New Directions in Second Language Pragmatics J.

César Félix-Brasdefer
2021-02-22 New Directions in Second Language Pragmatics brings together varying perspectives in second language (L2) pragmatics to show both historical developments in the field, while also looking towards the future, including theoretical, empirical, and implementation perspectives. This volume is divided in four sections:

teaching and learning speech acts, assessing pragmatic competence, analyzing discourses in digital contexts, and current issues in L2 pragmatics. The chapters focus on various aspects related to the learning, teaching, and assessing of L2 pragmatics and cover a range of learning environments. The authors address current topics in L2 pragmatics such as: speech acts from a discursive perspective; pragmatics instruction in the foreign language classroom and during study abroad; assessment of pragmatic competence; research methods used to collect pragmatics data; pragmatics in computer-mediated contexts; the role of implicit and explicit knowledge; discourse markers as a resource for interaction; and the framework of translanguaging practice. Taken together, the chapters in this volume foreground innovations and new directions in the field of L2 pragmatics while, at the same time, ground their work in the existing literature.

Consequently, this volume both highlights where the field of L2 pragmatics has been and offers cutting-edge insights into where it is going in the future.

Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes

Facer, Betty Rose
2010-12-31 The use of Academic Podcasting Technology and MALL (Mobile Assisted Language Learning) is reshaping teaching and learning by supporting, expanding, and enhancing course content, learning activities, and teacher-student interactions. Academic Podcasting and Mobile Assisted Language Learning: Applications and Outcomes shares innovative and pedagogically effective ways to improve foreign language education by identifying the instructional uses and benefits of academic podcasting technology and MALL in foreign language acquisition. These include instructional uses, students' perceived learning gains, how instructors can use/have used the

technology (successes and challenges), study abroad experiences with the technology, pedagogical impact, and economic perspectives on its use.

Extensive Reading

Sue Leather 2021-05-23 Extensive Reading is an innovative resource bridging theory and practice for those seeking to learn about extensive reading (ER) for L2 students' language development, including ways to motivate students to read extensively and to assess learning. Grounded in contemporary theory and the latest research both on ER and motivation, experts Sue Leather and Jez Uden offer a rich array of original activities to help teachers in the classroom and beyond with this effective but difficult-to-implement pedagogical tool. Advanced students, researchers, teacher trainers, and pre- and in-service teachers - and ultimately their students themselves - will benefit from this book.

Religion and Schooling in Contemporary America

Thomas C. Hunt 2013-10-18
With articles dealing with denomination, law, public policy and financing this anthology grants an evenhanded view of the impact of religion on our nation's public schools.

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