

THE SECOND LANGUAGE INFLUENCE ON USING TRANSLATION IN CBI CLASSROOM: THE CASE OF FRENCH LANGUAGE FOR ALGERIAN TEACHERS TEACHING CONTENT IN ENGLISH

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Abstract: The use of translation in EFL classes has long been a source of discussion among language instructors and industry experts. While some contend that using L1 in an EFL classroom will impede students' ability to learn, others maintain that translation can aid in language acquisition if it is connected to a genuine communicative goal. The situation may look more problematic in a learning context where French and English swap roles and compete to be a essential language of teaching such as the Algerian learning context . In order to illustrate content teachers' opinions about the role of the second language in translating challenging course concepts, an online survey was sent to 32 university teachers. The results indicated that teachers feel obligated to translate challenging concepts into Arabic or French because of students' poor English proficiency. The purpose of the current study is to shed light on the impact of French as a second language on Algerian teachers who aim to or currently instruct content in English across the different disciplines. . Furthermore, the majority of teachers did not state categorically which language—French or Arabic—they would use to interpret complex phrases in the CBI course because this could depend on the students' proficiency in both languages, their real needs, and the course objectives.

Keywords: Arabic, Context; English, French, Translation

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1. Introduction

Particularly when it comes to the communicative method, translation, or the fifth skill, has been frequently left out of EFL classes. Proponents and opponents of L1 remain at odds over its legitimate usage in EFL classes. Nonetheless, more recent research has chosen to employ L1 in EFL classes with innovative approaches (Roka, 1992). Regarding the Algerian learning setting, it might appear more complicated than in any other learning context where English is a foreign language and French is the second language after Arabic, the official language. Naturally, the French language occupation to such an important place within the Algerian school system is owed to the French colonization to Algeria who progressively established their education system (Benbareh, 1999). French instruction has always been a vital component of Algerian education, regardless of the degree of education—from schools to universities. Since the country's independence in 1962, the majority of university courses have been taught in French or Arabic, with very few being taught in English. The integration of English as a medium of teaching in Algerian higher education under the CBI (Content Based teaching) method is a recent initiative from the Ministry of Higher Education. The strategy looks good in theory for raising the standard of university education generally and for enhancing the delivery and instruction of courses; nevertheless, in reality, the new endeavor might run into certain difficulties. The language proficiency issue may be one of these difficulties for both content teachers and students. Due to the poor proficiency of some students in French during the prior French as a medium of instruction method, content teachers occasionally turned to L1 translation to help their students understand complex French course words and concepts. Instructors may experience a language barrier with the new EMI program, but it will be in English this time. Therefore, teachers may also need to interpret complex jargon to help students understand the topic. However, in the Algerian teaching and learning setting, which language—French as a second language or Arabic as the official language—would content teachers choose to use as a means of translation under the CBI model?

2. Literature Review

2.1 Definition of Translation

Translation was defined in multiple ways. Translation is the process of changing a text's meaning from one language to another in a way that is consistent with the author's purpose, according to Newmark (1988, p. 5). In a similar vein, Najduchowski (2008) characterizes the use of L1 as an advantageous instrument that our kids may find useful in addition to the chalk, the whiteboard, the CD player, etc. as needed. According to Buckmaster (2000), translation is the process of enhancing our students' understanding of L1 and L2 structures through comparison and contrast. Translation also has been defined as the operation made on languages or a process of substituting a text in one language for another (Catford, 1974). Translation is the process of transferring the meaning of the source language into the target language, according to Ghazala (1995). In conclusion, it is evident that Catford's (1965) theory of translation is a subfield of comparative linguistics since it addresses a particular kind of relationship between languages.

2.2 The Role of Translation in EFL Classroom

As was said in the introduction section, some academics believe that translation is the sixth competence in EFL instruction. For a variety of reasons, including the belief that using L1 is counterproductive to learning a new language and the necessity for students to have extensive exposure to the language, translation as a lesson explanation tool has rarely been encouraged in EFL classrooms. As a matter of fact, EFL teaching methods based on static

materials fail to meet student' needs and paces (Dekhakhena, 2025). Thus, The introduction of the Communicative Approach, which forbade students from using their native tongue in EFL classes, seemed to be a rejection of the use of translation being considered as a traditional method. The Grammar Translation Method, which promoted translating individual words and phrases devoid of context, was initially rejected. The target language serves as both the medium and the goal in a naturalistic second language learning process, as envisioned by the Communicative Approach. Indeed, translation can be more useful with young language learners. In this regard, Seftiawan (2018) states that using L1 with 6- year learners can help them to study EFL and master vocabularies through translation. Stibbard (1994) also believes translation can be useful a tool for learning a foreign language whether with children or adult if it is used properly following the principles of translation theory; however, proponents of using translation in ELT contend that learning EFL in one's native tongue can be a successful strategy. Language teachers are fully aware of the trend toward using translation in language instruction. In this sense, Corder (1981) attests that a student's mother tongue can make up for any shortcomings in their second language acquisition. Additionally, translation can save time when it comes to understanding checks, joke explanations, and task instructions. Most significantly, using translation in an EFL classroom can enhance and strengthen the current approaches to teaching the language as well as provide students with more opportunities for active participation in class (Cook, 2001). However, there exists a third group of EFL educators who permit the use of translation in the classroom, albeit cautiously, as they insist on offering a definitive response to the question of how teachers should use the mother tongue in the classroom (Toci, 2021). This group stands in opposition to those who oppose the use of translation in EFL classrooms.

2.3 The Role of Translation in Content Based Instruction (CBI)

One method for teaching topic or information using language is known as content-based instruction, or CBI. Translation is important for the CBI since it helps explain difficult words and clarifies instructions, even though language learning is prioritized more highly. One intriguing way that translation might be seen as a helpful tool in the CBI approach is that it can encourage students to study material, particularly in a setting where English is not their first language, like Algeria. Nonetheless, the traditional understanding of translation as a merely mechanical process of transferring a source text into a target text in a different language should be abandoned in favor of this kind of translation integration in CBI classrooms (Canepari 2018). The same researcher proposed a model of a Content and Language Integrated Learning (CLIL) unit in her study. CLIL is a word that is similar to CBI, but it uses different translation techniques. The example outlines three steps of the translation process: interlinguistic, intralinguistic, and intersemiotic (see fig. 1). Translating meaning from one language to another is the goal of interlinguistic translation. In order to put this into effect, Canepari (2018) gave science students an exercise in which she gave them a human body and asked them to fill it in with the missing words in Italian. Later on, students will be required to fill in the picture using the provided English words. In terms of intralinguistic translation, this refers to translation that takes place within the same language that has been there for as long as language itself. This occurs more frequently when we give youngsters explanations (like "this is a cup"). We use it to sip water."). Similar to this, pupils were required to watch a video on rabies and then complete in English descriptions of scientific terminology they saw on the tape. Transposing a book into a movie is an example of an intersemiotic translation, which is translation between two or more media or sign systems. Students were given a series of posters with visual representations of rabies on them to comment on as an example of an intersemiotic translation job for science classes.

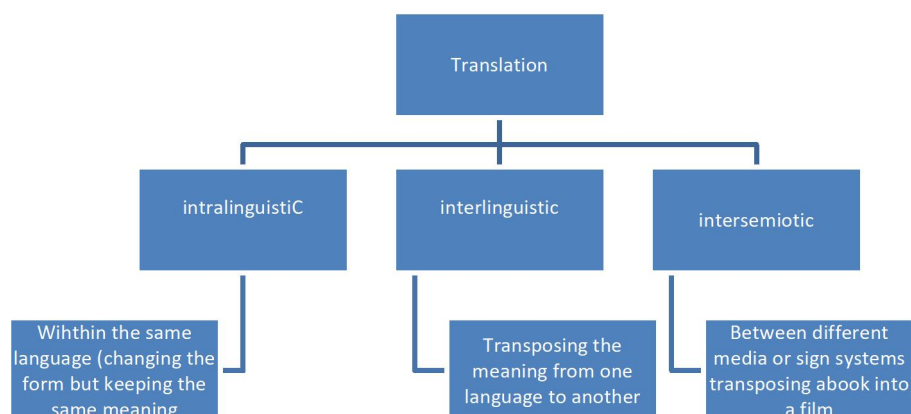


Figure 1. The Systematic Use of Translation in the CLIL Approach

2.4 CBI in Algerian Higher Education

Though content-based instruction integration discussions are at the heart of a current trend among Algerian university instructors, the Ministry of Algerian Higher Education appears to be taking the approach seriously. The Algerian Ministry of Higher Education has chosen English to be a language of the various university disciplines' content after a long experience with bilingual instruction using primarily French as a means of instruction (since 1962, the year of independence of the French colonization). This was intended to be applied later on as part of the Content and Language Integrated Learning (CLIL) or CBI approach (Content Based Instruction). This coincided with the significant LMD adjustments and improvements in the university curriculum reorganization, which culminated in the auspicious Professional Teaching Course in 2016. The project came about as a result of collaboration between the universities and several ELT providers, including the ENS (Ecoles Normales Supérieures) and CEIL (Centres d'Enseignement Intensif des Langues) within Higher Education institutions. Actually, the course was the outcome of a sizable initiative that sought to combine language and content for the first time in higher education. The United States Department of State, the Columbia University Global Center in Tunis, the Teachers College, Columbia University Applied Linguistics and TESOL Program, and the Algerian Ministry of Higher Education and Scientific Research collaborated in this four-way program. It was decided by all partners that the standard ESP courses would be the best way to explore new research directions for the recently established program.

3. Methodology

3.1 Context

The study came as an aftermath of the newly launched initiative of CLIL integration in Algerian University by the Ministry of Research and Higher Education. The aim of the project was to train instructors across the different disciplines to teach their modules' content in English. One challenge that content teachers may face is the issue of language proficiency for them as teachers and for their learners. In such a situation, translation whether through usage of mother tongue or the French language may help instructors to translate difficult concept in English and facilitate understanding for the EMI class students. For such a rationale, an online survey was submitted to 32 content teachers to seek view about the use of translation in the future EMI class and about which language whether the mother tongue or French they are going to resort to in order to translate difficult concepts in English in the EMI course.

3.2 Participants

The survey was submitted to 150 content teachers belonging to different Algerian universities who are currently in charge of different modules in different disciplines,

Age :						
Answer Choices	Between 20 and 30	Between 30 and 40	Between 40 and 50	Between 50 and 60	More than 60	Response Total
	0.00% 0	26.92% 7	57.69% 15	7.69% 2	7.69% 2	26

however ,only 32 teachers answered the survey questions . .Tables 1, 2 and 3 provide all the information concerning the background information of the target group of the survey participants and the branches of studies they belong to (age, teaching experience and specialism).

3.3 Procedures

The quantitative data used in this study came from an online survey that was submitted to 150 content instructors from several Algerian universities. Only 32 teachers finished the survey, which included nine multiple-choice questions with multiple choice answers covering broad topics including the respondents' age and experience as teachers . Since the main goal of the survey was to illustrate the value of translation in EMI classrooms and to find out which language teachers would prefer—French or Arabic—when translating complex concepts from the English course, it was necessary to include questions that elicited feedback from teachers about the role of translation in EMI classrooms generally and the possibility that both Arabic and French could be effective translation tools in EMI.An open-ended question at the end of the survey was designed to capture the teachers' opinions of how utilizing translation affects students' success in the EMI course. Every survey question has an Arabic translation attached in order to make the questions easier for survey participants to understand.

4.Results and Discussion

4.1 Quantitative Data Analysis

4.1.1-Participants' Age

Knowing the age ranges of the participants was crucial because younger teachers may be more passionate about using the target language—in this case, English—to teach subject. Conversely, instructors from the older generation could be more willing to use translation in an.

EMI classroom, whether it is Arabic or French. Table 1 presents the various age groups of the respondents to the study

Table 1 : Participants' Age

The majority of responders fit into the "Between 30 and 50" age group, according to the statistics in Table 1. This would imply that the majority of the data were gathered from an older group of teachers who are capable of expressing their mature opinions and experiences about various teaching and learning behaviors, tactics, and methods, such as the use of translation in EMI classes.

4.1.2-Teaching Experience

Similar to the age of the participants, teaching experience is another factor that could influence how instructors feel about using translation in EMI classes. The teaching experiences of the various groups of survey respondents are shown in Table 2.







Teaching Experience				
Answer Choices			Response Percent	Response Total
1	5 Years		9.68%	3
2	More than 5 years		6.45%	2
3	Between 5 and 10		3.23%	1
4	More than 10 years		12.90%	4
5	Between 10 and 15		35.48%	11
6	More than 15 years		32.26%	10

Table 2. *Teaching Experience*

The majority of respondents, as indicated by Table 2's data, had between 10 and more than 15 years of teaching experience. A sufficient amount of EMI instruction expertise will undoubtedly aid teachers in their search for methods and practical pedagogical resources to get past obstacles in the way of course delivery. Using translation to help the students comprehend the material and pick up new vocabulary may be one of these strategies. Thus, the survey participants are requested to contribute to the study with their attitudes and perspectives regarding the value of translation use in EMI courses based on their own teaching experiences as well as their translanguaging thoughts and practices.

4.1.3 Participants' Specialism

As indicated in Table 3, the survey was sent to content instructors who were in charge of several modules in the three primary disciplines of teaching, human, and business sciences.




3. Specialism				
Answer Choices			Response Percent	Response Total
1	Technical sciences		31.25%	10
2	Human sciences		53.13%	17
3	Business sciences		15.63%	5

Table 3. *Participants' Specialism*

The majority of respondents are from the human sciences branch, as Table 3 makes evident. It should be noted that the human sciences include fields such as history, sociology,

psychology, and anthropology. Interpretation is important for communicating complex concepts and cultural background. Teachers must therefore help students become more culturally aware and assist them in translating ideas that are distinctive to a given culture. In this aspect, Wills (2004) states, “A translator is supposed to be a bridge between linguistic and cultural communities». Additionally, it is important to support students in critically analyzing translated literature.

In the second most significant category, technical modules, instructors frequently address specialized language, intricate ideas, and real-world applications. In order to ensure that technical content is understood accurately, translation can be essential. Instructors should balance EMI with translation to achieve clarity without sacrificing technical correctness because in such a specialty, technical jargon may need exact translation to improve comprehension.

The business sciences branch has the lowest representation of any specialization in the survey (15%). It is well recognized that business modules cover subjects like management, finance, marketing, and economics. Business terminology and cross-cultural communication are impacted by translation. Using translated resources to investigate real-world business problems and encouraging students to build multilingual skills for global business contexts are effective ways to engage business class students.

4.1.4-Previous Experience with English Language Teaching

In order to portray the survey respondents' opinions regarding the practical application of translation, it was crucial to ascertain whether they had previously taught their topic. The number of teachers who had prior experience teaching in English is seen in Table 4 of this study.




4. Have you ever taught your subject in English?				
Answer Choices			Response Percent	Response Total
1	yes		18.75%	6
2	no		68.75%	22
3	sometimes		12.50%	4

Table 4: *Previous Experience with English Language Teaching*

Most teachers do not seem to have taught their subjects in English. Nonetheless, a sizable portion have firsthand knowledge of EMI. Given that the survey focuses on the adoption of EMI in Algerian higher education going forward, it is important to employ strategic approaches to overcome obstacles caused by a lack of or limited expertise with EMI. It is recommended that educators take a strong interest in their own professional growth and actively engage in workshops, courses, or training programs that are centered around EMI. Additionally, resources on efficient EMI procedures, methods for teaching languages, and classroom management should be made available to educators.

4.1.5 –Current Language of Instruction

It was also crucial to show how many survey respondents are currently using English to teach their courses; Table 5 amply demonstrates this point. Finding out how much English is used for instruction across disciplines was the goal, along with learning from the

experiences of professors who are already using the language and how they handle translation in their EMI classes.





5 Do you teach your subject in :				
Answer Choices			Response Percent	Response Total
1	Arabic		64.52%	20
2	French		22.58%	7
3	English		6.45%	2
4	other		6.45%	2

Table 5: *Current Used Language of Instruction*

Table 5's findings support Table 4's data, which shows that the majority of survey teachers have either no experience with EMI or very little. One could argue that the intended EMI teachers should have a weak command of the English language. Nevertheless, EMI entails a change in teaching and learning methodologies, which the intended EMI educators should be trained in and aware of. An issue pertaining to language is that instructors may experience marginalization because of their English accents. By acknowledging the variety of accents that can enhance worldwide education, educators can surmount this obstacle (Prabjandee, 2022).

Teachers should engage in reflective practice, consistently updating their teaching practices, and adjusting to the EMI setting in order to address the pedagogical problems associated with CBI.

4.1.6-The Necessity for the Translation Task

For a variety of reasons covered in the theoretical portion of the current study, it is still unclear if content teachers in Algeria generally and survey respondents in particular were in favor of or against using translation in EMI classes. The purpose of Table 6 was to present the participants' perspectives regarding the usage of translation in the EMI course.




6-Do you think that Translation is necessary ?				
Answer Choices			Response Percent	Response Total
1	Yes		68.75%	22
2	No		6.25%	2
3	Sometimes		25.00%	8

Table 6: *The Necessity for the Translation Task in EMI Class*

According to Table 6's findings, a large majority of respondents (68%) think that EMI requires translation. There could be significant causes for this. Translation can improve understanding for clarity, particularly when it comes to technical jargon or complicated topics. For students who are not fluent in English, translation can also assist them close language gaps. For the 25% of people who think translation is not always required, it may be understood that before using translation as a method, meaning transmission depends more on the learners' level, the type of content, and the teaching-learning setting. As for the 6% of poll respondents who think translation is unnecessary, it is acknowledged that they might support complete EMI immersion without the need for translation.in this regard , in the full EMI context , the instruction elements should be fully fulfilled in English “ full EMI’ ; however, in practice , English is used intentionally or spontaneously in some parts ((Pecorari & Malmström, 2018).

To sum up, different situations call for different translations. Effectively balancing translation and EMI is essential for good instruction.

4.1.7- Reasons for Translation Importance

For a variety of reasons, teaching English content in a bilingual school environment that also includes Arabic and French can be rather challenging. The primary justifications for compelling content lecturers to employ translation while instructing in English are made clear in Table 1.




7. Translation is necessary due to				
Answer Choices			Response Percent	Response Total
1	The students' weak level in English		56.67%	17
2	The instructor's insufficient level in English		30.00%	9
3	the difficulty of the subject		13.33%	4
			answered	30
			skipped	2

Table 7: The Significance of Translation

Once more, Table 7's results seem to support the survey respondents' responses in Table 6. The majority of poll respondents (56%) affirm that one valid justification for employing translation in an EMI classroom is the students' low proficiency level. Consequently, translation guarantees that complicated content is understandable and accessible to students who struggle with language barriers. Given that the instructor's proficiency in English is limited (as indicated by 30% of the replies), translation becomes crucial in enabling the instructor to fluently and accurately explain the subject matter. The final minority of participants (13%) said that the difficulty of the issue makes translation necessary. It is true that certain subjects are difficult by nature, and translating helps to make difficult ideas easier to understand.

4.1.8– The Rationale behind Employing French for Translation

The official language of education in schools and universities is Arabic, although since independence (1962) and due to historical factors (French colonialism), French has frequently been taught as a second language. If university lecturers are ever going to teach stuff in English, they might find it far more appropriate to use the French language to translate complex phrases. The purpose of the survey was to find out what other factors, which are shown in Table 8, led teachers to select French as their language of translation in the present or future EMI class.





8-In CBI , I use French because of				
Answer Choices			Response Percent	Response Total
1	My good level in French		50.00%	12
2	The students' good level in French		4.17%	1
3	It is close in English in terms of structure (same latin letters)		20.83%	5
4	Availability of similar content course sources in french		25.00%	6
			answered	24
			skipped	8




Table 8 : Reasons of Using French as means of Translation

The study envisaged a learning situation where English is being targeted to replace both previously French or Arabic as a means of instruction in the different faculties of the Algerian universities . It was important to know which language whether Arabic or French are the target group of content teachers are going to use if ever they need to translate difficult concepts and terms for EMI class learners. Many survey participants admitted they will use French because their proficiency in French allows them to confidently teach content using this language. Furthermore, French shares Latin roots with English, leading to similarities in vocabulary and sentence structure. According to Liu (2014), despite the fact that English belongs to Germanic groups, the effect of French on English is beyond measure. This linguistic proximity facilitates comprehension for students. Finally, a minority of educators stated that French would allow them with any easy access to the course materials and, thus, It allows them to align content with existing resources.

4.1.9- The Rationale behind Employing Arabic for Translation

Regarding the current study, both educators and students grew up in a society where English is regarded as a foreign language, Arabic is the official language, and French is the second language. Given this, content instructors who want to teach their course in English could choose to convert challenging English phrases for their EMI course students into Arabic.

Additional factors that can persuade the target group of content teachers to incorporate Arabic within their EMI course are shown in Table 9.

9-In CBI , I use Arabic because (of)				
Answer Choices			Response Percent	Response Total
1	It is easier for the students(mother tongue)		82.14%	23
2	It is easier for me		14.29%	4
3	The availability of similar content course sources in Arabic		3.57%	1

9-Reasons of Using Arabic as means of Translation

Table 9 results choose to highlight the factors that can force teachers to translate challenging concepts in the EMI course into students' mother tongues—Arabic, dialectical Algerian Arabic, or Berber—in contrast to the goal of Table 8's data collection. According to the study, the majority of teachers said they would utilize their students' mother tongues because it would be easier for them and would increase knowledge, motivation, and involvement. Most significantly, speaking to students in their home tongue might help them feel more at ease both linguistically and culturally. In answer to the following group of responses (14%), teachers could feel more at ease and self-assured when they are teaching in their mother tongue. However, it is crucial to strike a balance between the needs of the students and the comfort of the instructor. In this regard, Tomlinson et al (2019) admit that a differentiated instruction can take place if only a teacher is going to tailor resources, teaching methods, learning activities, to suit the students' interests and learning preferences. Regarding the final category of survey replies, a small percentage of participants (3%) stated that having access to course materials in their mother tongue could assist them in supporting their teaching, even though they will need to modify the content to fit the context of teaching and learning.

In conclusion, it should be noted that, regardless of the mother tongue or French that educators select for CBI, it is always important to keep the course pedagogical objectives in mind while taking instructor proficiency and student needs into account. In fact and in the words of West (1994), they are the type of need determined by the target situation and are supposed to account for all of the educational and pedagogical aspects of the lessons(Dine, 2021).

5 Qualitative Data Analysis

Participants were asked to respond to a question on the possibility that translation skills might improve the course success at the end of the survey. Teachers that participated in the poll had interesting opinions and attitudes. The majority of participants generally concurred that translation can enhance the quality of the course material. According to a significant point of view, learners who are exposed to languages other than English will have more language

options and be able to build a deeper and more nuanced awareness of their own tongue. Furthermore, others who hold similar opinions think that exposing students to a variety of languages will enhance their appreciation of two languages. Other participants affirmed that translation will help students understand concepts that need for a lengthy explanation, make difficult English terms easier to understand, and enable quick comprehension of the course outcomes—all of which are primary goals for any teacher when designing a course. According to a participant, many industrialized nations instruct their citizens in their mother tongue at the university and school levels. As a result, it is reasonable for Algerians to follow suit and instruct in Arabic, their mother tongue.

According to the explanations given in the poll, access to pertinent course materials in several languages, including English, is another crucial factor that makes translation crucial for scholars. Students also feel free to seek clarification and comprehension by asking questions, which is one of the reasons for improving class interaction and communication.

It is evident that all survey content teachers expressed pleasure with the use of translation in the EMI class, even though it was unclear which language participants advocated more. The lack of a rigid consensus over the language—French or Arabic—that should be used to translate complex terms for their EMI class students may be due to a variety of factors, as previously noted in the quantitative data analysis. One explanation is that the students' or the teacher's proficiency in French, Arabic, or both is inadequate.

In summary, in an educational setting like Algeria, where teachers and learners have received instruction in Arabic, the official language, or French, the second language, to varying degrees, it can be challenging to determine which language teachers will choose to use as a translation tool in their upcoming CBI classes. This is because each language has unique benefits that should be taken into account before being used in a CBI course. For many students, Arabic is their first language, which facilitates their engagement with the material. Consequently, teaching Arabic to students can facilitate their understanding of any subject that is related to Arabic culture or any student's mother tongue. Nevertheless, speaking in their mother tongue can aid students in comprehending difficult subjects. Another advantage that may encourage instructors to use L1 in the CBI classroom is the fact that it gives a sense of security and stress-free feeling for learners ((Butzkamm, 2003). In addition to being proficient in their own tongue, instructors also aim to achieve a balance between exposure to Arabic and the target language.

Regarding the employment of French as a translation tool in CBI, both Algerian teachers and students speak it as a second language, and it holds cultural relevance for them. Therefore, educators may feel more comfortable using French to translate challenging course material into English, much like they would with Arabic. Moreover, there are Latin origins in both French and English, which could help with understanding.

In the end, the decision is based on the instructor's skill, the needs of the students, and the situation. Given the advantages and benefits of both languages, educators should definitely concentrate more on determining which best matches their objectives and available resources.

6-Conclusion

Translation can be a valuable tool in CBI, but thoughtful implementation is essential. In a teaching and learning environment of bilingual aspect such as the Algerian school and university studies, Instructors are likely to benefit from the potential of both the learners' mother tongue and the French language deliver the CBI course with much confidence. However, using any language for Translation in CBI can be beneficial with certain important

practical considerations. Instructors should employ first translation methodically, treating it as a purely communicative exercise involving meaning-negotiation across the three primary translation stages (intralinguistic, interlinguistic, and intersemiotic). However, when employing translation in EMI, teachers should prepare their lessons with their students' needs in mind and create goals that take into account their challenges in comprehending the material in its entirety. If the aforementioned tactics are kept in mind, translation as a tool can be quite useful in the context of higher education.

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