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أثر برنامج كورت على طلبة الإعدادية متعلمي اللغة الإنكليزية في الكتابة

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الكلمات المفتاحية

كورت

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ابداع

كتابة

طلاب

برنامج كورت عبارة عن سلسلة من أدوات التفكير التي تساعد في تنمية القدرة العقلية والحفاظ عليها ، وهو أمر ضروري لتعلم أجزاء مختلفة من العملية المعرفية. الكتابة هي قدرة حاسمة للتعبير عن الأفكار والمشاعر والتعبيرات. تعد إتقان الكتابة في تدريس اللغة الثانية أمراً مهماً لأنها تتيح للكاتب إنشاء مجموعة متنوعة من الرسائل وتحليلها وإيصالها إلى القراء ، مما يسمح للكاتب أن يكون له علاقة إيجابية بالمجتمع. تعمل كتابة المقطوعات الموسيقية على تحسين قدرة الطلاب على إنشاء نص تعبيرى باستخدام كلماتهم الخاصة أو ابتكار كلمات جديدة من خلال تعريضهم لمجموعة متنوعة من الموضوعات. من أجل تطوير مخرجات ناجحة بناءً على جودة التعليمات، تتطلب عملية التفكير مهارات إبداعية.

المشكلة التي تم تناولها في هذه الدراسة هي ضعف كفاءة الطلاب في الكتابة باللغة الإنجليزية. يمكن أن يكون عدم القدرة على تطوير تفكيرهم الإبداعي والنقدي في كتابة التكوين أحد التفسيرات. نتيجة لذلك ، يجب تنفيذ استراتيجيات وبرامج وإجراءات التفكير المعرفي الجديدة في جلسات عملية عند تدريس الكتابة التركيبية.

The Effect of CoRT Programme with EFL Preparatory School Students' in Writing

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Abstract:

The CoRT programme is a series of thinking tools that aid in the development and maintenance of mental ability, which is necessary for learning various parts of the cognitive process. Writing is a crucial ability for expressing thoughts, feelings, and expressions. Writing proficiency in second language teaching is important because it allows the writer to generate, analyze, and communicate a variety of messages to readers, allowing the writer to have a positive connection with society. Composition writing improves students' ability to create an expressive text using their own words or inventing new ones by exposing them to a variety of topics. In order to develop successful outputs based on the quality of instructions, the thinking process requires creative skills.

The problem explored in this study is students' low proficiency in English composition writing. The incapacity to develop their creative and critical thinking in composition writing could be one of the explanations. As a result, new cognitive thinking strategies, programmes, and procedures must be implemented in practical sessions when teaching composition writing.

This study aims at:

- 1 -Finding out if there is any significant difference between the experimental group's achievement at the recognition and the production levels in the posttest .
- 2 -Finding out if there is any significant difference between the experimental group's achievement in pre and posttest.

It is hypothesized that:

- 1 -There are statistically significant differences between the mean scores of the experimental group's achievement at the recognition and the production levels in the posttest .
- 2- There are statistically significant differences between the mean scores of the experimental group's achievement in the pre and posttest

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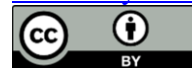
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CHAPTER ONE Introduction

1.1 Statement of the Problem

According to Wenden (1991:15), learning writing, particularly in an EFL setting, is a complex and challenging skill that requires students to be introduced to a variety of EFL contexts in order to strengthen and grow their learning. A successful teacher is one who works so hard to provide opportunities for his students to practice a range of writing styles. This activity will motivate students and raise their knowledge of the important role that writing plays in society. It is proved that writing improves students' thinking abilities. Therefore, educators emphasize on the importance of teaching writing skill in order to help students become better thinkers (Graham & MacArthur, 2013:104).

In Iraq, EFL composition writing instructors point out various flaws in pupils' writing abilities (Hussein, 2010: 93). They place a greater emphasis on theoretical rather than practical considerations. In teaching the writing skill, little attention is paid to the actual phase of writing when teaching the writing skill, (AL-Azzawi, 1998:78).

In conclusion, textbook designers must improve their instructions to fit the most modern needs of teaching and developing writing skills by studying new strategies and focusing the practical elements of writing. As a result, the purpose of this research is to see how effective the CoRT programme is at improving students' composition writing skills. This programme is designed to assist students in responding to challenging events, comprehending them, and making the necessary changes (De Bono, 1992: 30).

1.2 Aims of the Study

1- Finding out if there is any significant difference between the experimental group's achievement at the recognition and the production levels in the posttest.

2- Finding out if there is any significant difference between the experimental group's achievement in pre and posttest.

1.3 Hypotheses of the Study

1- There are statistically significant differences between the mean scores of the experimental group's achievement at the recognition and the production levels in the posttest.

2- There are statistically significant differences between the mean scores of the experimental group's achievement in the pre and post-test.

1.4 Limits of the Study

This study is limited to:

- 1- The use of CoRT programme – Creativity level on writing.
- 2- The prescribed textbook English for Iraq “students’ book, Activity book”.
- 3- Iraqi EFL fifth year preparatory school students in AL-Anbar / Al-Fetwa'a Preparatory School for Boys.
- 4- During the first course, academic year 2021-2022.

1.5 Definitions of the Basic Terms

1.5.1 CoRT Programme

The CoRT programme includes strategies for assisting students of all abilities in making good use of their abilities in academic and personal circumstances. In addition, the programme benefits all students, including those with special needs and those who are at risk (De Bono, 1998:45).

The operational definition: CoRT programme is a teaching course that consists of six levels, each of which comprises 10 lessons and reflects thinking approaches that are utilized to improve EFL preparatory students' writing performance.

1.5.2 Creativity

There are three different sorts of creativity: making something new, mixing things, and improving or enhancing things (Mikdashi, 1999:46).

Creativity is one of the most difficult aspects of human conduct. It can be influenced by a wide range of social, developmental, and educational experiences, all of which can lead to creativity in various domains (Runco and Sakamoto, 1999:78).

The operational definition: Creativity is defined as the ability to think or act in ways that are different from what others have done before, as well as to come up with new and original ideas, methods, or objects.

1.5.3 Performance

Performance is defined by Alvermann (1989: 12) as "a special skill or ability acquired through training or practice".

The operational definition of Performance can be measured not only in terms of what they accomplish, but also in terms of how they accomplish it. Excellent performance is the result of appropriate behavior and the successful application of required knowledge, skills, and competences.

1.5.4 Writing

Writing is "a means by which students in educational contexts represent and display what they know". While students' progress through school, their ability to use writing for this reason becomes more important" Rubie-Davies (2011: 51).

Randall (2004: 160) defines it as "the ability to create a form of words that, in general, has a higher truth value than the fact that it has been set down." Meyers' definition (2005: 2) is adopted by the researcher, who states "writing is an action - a process of discovering and organizing your ideas, putting them on paper, reshaping and revising them."

The operational definition: writing in its most basic definition, is a process that allows a writer to transform abstract, unseen thoughts and ideas into actual, visible thoughts and ideas. Students must be able to convert their concepts into concrete in order to improve their learning capacities. This can be accomplished by putting yourself in more and more real-life situations, such as writing conferences with teachers and

CHAPTER TWO

Theoretical Background and Previous Studies

2.1 CoRT Thinking Programme

2.1.1 History CoRT Programme

De Bono founded the Cognitive Research Trust in 1973, and it was later distributed in year 2000, due to technological advancements. Many authors apply the CoRT programme because of its ease of use and practicality. Students from various cultures from all around the world were asked to frame their thinking skills (De Bono, 1983: 43).

In 1970, IBM(International Business Machines) It is an American technology company, asked Dr. De Bono to design a thinking programme for students in the United States as a gift. The program was created at Cambridge University and thoroughly evaluated, with some of the findings published in Dr. De Bono's book "Teaching Thinking." The CoRT lessons were written by Dr. Edward

De Bono at Cambridge University and published in 1972 by Peter de Bono with teacher notes. The Cognitive Research Trust, founded by Dr. de Bono at Cambridge to study information-based pattern building in the brain, is known as CoRT, (<http://www.outoftheboxthinkingstudents.com/cort-reg-and-datt-reg.html>)

2.1.2 Concept of CoRT Programme

CoRT is one of De Bono's thinking-teaching programmes, which has been applied in a number of nations. It was founded by the Institution of Publishing and Developing Cognitive Research Trust. In his programme, De Bono started by saying that thinking can be taught because thinking explains things and emotions, and we must view it as a basic process, De Bono (1989:18). De Bono states that thinking is a type of traditional thinking that requires a person to continue through a series of logical stages that must be justified in order to achieve a specific result. The CoRT programme, focuses on a unique notion for thinking and perception, as well as the interaction between the two (De Bono, 1997:68).

The CoRT program is an interesting programme that is used to develop thinking skills and can be introduced into the curriculum. The lessons in the CoRT programme are appropriate for students of all ages, from elementary school to university (Attar, 2013:15)

The CoRT thinking programme is based on consciously directing attention to different components of thinking and clarifying these characteristics into clear concepts and tools that can be employed intentionally or unnaturally (De Bono, 1986:68)

The advantage of the CoRT program is not limited to highlighting the purpose behind the various aspects of thinking skills, but the crystallization of these aspects into clear and consistent concepts that make it possible for learners to use them intentionally or unintentionally. De Bono (1986: 68) sees similarities between the purpose of thinking and coaching. Both students and players must qualify for their abilities. While players need to develop their game skills, students need to develop their thinking skills. This is only possible by teaching and practicing thinking lessons until the thought process becomes easy and spontaneous, and this is the profession of the CoRT programme.

2.1.3 Benefits of the CoRT programme

CoRT programme is very interested programme, it is applied in order to improve the thinking skills, and it may be used by merging it with the curriculum. The lessons of CoRT programme are suitable by different ages from the primary level to the university level (Attar, 2013:25). According to the advantages that are shown above, the researcher believes that the CoRT program is very easy because it is used with all ages, it is easily used as well as it can be easily merged in the curriculum. The CoRT program is a very interesting programme, it is used to improve thinking skills, and it may be used by integrating it with the curriculum. CoRT programme courses are suitable for different ages from elementary school to university (ibid:27).

2.2 Writing

2.2.1 Concept of Writing Skill

There is a lot of connection between writing and thinking - in fact, they are intertwined. Writing is a process that enables the writer to make his or her thoughts and ideas that are abstract, invisible, tangible and observable. Students need to be able to process their thoughts in a tangible way to enhance their learning abilities. This can be done by practicing more and more real-life situations, including writing conferences with teachers and peers (Atwell, 1987: 10).

2.2.2 Creative Writing is Creating Thinking

Therefore, students should continue to work on creative thinking skills, which include problem solving, analysis, persuasive writing, and other higher-level skills. It is also important for them to define their role as responsible writers. They should also be encouraged to do research, reporting, media analysis (Wood et al, 1993: 198).

2.2.3 The Needed of the Creativity

Learning is best done when students identify with the subject. When the student makes up a story, both the right and left sides of the brain are involved, making learning easier. Therefore, it will be great if students want to do extra work, because they enjoy using language (Maxom, 2009: 288).

Creativity is an important element in connection with education and social development. With increasing complexity and information in society, society's problems need more creative solutions (Carter, 2007: 38).

In terms of education, creativity is an essential element for learning. Reddy (2004: 1) suggests that learning is a creative process



that connects students through the connection of previous knowledge and new knowledge in a meaningful individual way. He attributes this meaning to one's creativity. Torrance and Softer (1986: 8) state that teachers are often not equipped to develop, support, or evaluate creativity in their students. If education seeks to prepare students for productive life in society, the education system must take responsibility for supporting and developing creativity.

2.2.4 Types of Writing

Authors use different types of writing for different purposes. Information, persuasion and entertainment, Donovan (2009: 31) refers to three types of writing:

2.2.4.1 Descriptive Writing

Descriptive writing is a multidimensional task by which the writer can imaginatively deal with different faces of something, without real action, such as appearance, feeling, taste, and so on. For example, students may be asked to write descriptively about the protesters' behavior. However, observing a real event leads to a more effective description, which is often based on solid and sensory details. Examining small pieces of writing helps to develop writing skills and enables the writing of larger texts such as essay stories (Mahanand, 2013: 183).

Descriptive writing is the link between the real world and the author's inner feelings. As a result, the more loyal the author is, the more effective the description. Thus, what distinguishes descriptive writing from descriptive writing is that the former is much more private and sensitive than the latter.

(<http://www.learn.lexiconic.net/typesofwriting.pdf>).

2.2.4.2 Narrative Writing

Readers' ability to feel conflict with the characters and struggle depends on the power of the narrative, and this is what is called empathy. Based on this, they can identify the views and feelings of the characters (Donovan, 2009: 45).

Every piece of storytelling, whether it is a paragraph, an article, or a story, must have a struggle that must be dealt with and ultimately lead to a full understanding. To this end, the reader seeks knowledge about setting, challenge and solution to this challenge. In short, the combination of these elements is called a plot.

(<http://www.learn.lexiconic.net/typesofwriting.pdf>).



2.2.4.3 Persuasive Writing

Convincing writing, unlike argumentative writing, does not require the author to be familiar with all aspects of a particular subject, but is an attempt to impose and validate a personal point of view, but is written objectively and with a third-person point of view. (<http://www.learn.lexiconic.net/typesofwriting.pdf>).

2.3 Previous Studies

2.3.1 Robertson (1992)

This study aims to find the effect of using creative thinking techniques: Gardeners multiple intelligence theory and De Bono's STH technique in teaching English as L1 on secondary stage students' performance in composition writing.

To achieve this goal, a sample of fifty male and female students of the fifth grade level has been randomly chosen from a Conbrook secondary school in Canada.

The tool of this study consists of two classes: the first one which represents the experimental group have been taught according to the proposed techniques by "using the multiple intelligence theory and STH techniques", while the other section which represents the control group have been taught according to the conventional method based on the way of English textbook. Pre and posttests are employed to know students' performance.

The study shows that there is a major difference between the control group and the experimental group in favour of the experimental group. The results of the posttest show that the experimental group gains the positive result due to employing the proposed techniques.

2.3.2 AL-Bahadli (2011)

The study aims to search the impact of six Thinking Hats as a teaching tool on EFL college students' composition writing performance.

The sample of the study contains the 2nd year students in the Department of English, University of Baghdad. It included students enrolled at College of Education for Women, College of Arts, and College of Languages during the academic year 2010-2011. The population of the 2nd year students was (476) students.

Two groups from the total number; whereby sixty female students are chosen randomly. The experimental group contain thirty students and the control group contain thirty students. The

experimental whereas the control groups are submitted to the pre-posttest. The independent variables (six thinking hats as teaching techniques) are administered to the experimental group.

From the statistical analysis, the results of these outcomes of this study shows that the students' scores in the experimental group are better than that of the control group, which indicates that the six thinking hat technique is more effective on them in composition writing performance than the traditional method.

2.3.٣ Discussion of the Previous Studies

All the previous studies that have been reviewed in this section are related to the effectiveness of using CoRT programme in teaching thinking, speaking and listening skills. Although, they differ in the, examples, objectives, results and procedures that are adopted to achieve the intended objectives, they do enrich the existing research. It is expected to find differences and similarities in the strategies used, the target collection, the data collection, the results obtained.

These studies will discuss the purpose, samples, tools and findings with reference to the current study and as follows:

Aims

Robertson's study (1992) aims to investigate "the effect of using creative thinking techniques: Gardeners multiple intelligence theory and De Bono's STH technique in teaching English as a second language on secondary stage students' performance in composition writing".

Another study aims at identifying the impact of the Six Thinking Hats as a teaching technique on EFL college students' performance in composition writing, AL-Bahadli, k (2011).

Sample

There were different sample in the previous studies, which were from different levels due to the various aims of these studies. So, some studies have selected the preparatory levels such as ((Robertson (1992).

While the sample of the (AL-Bahadli, Kansa (2011). study was from the university level.

Tools

There were different types of tools that have been used in the previous studies, such as the creative thinking that used to measure students' thinking and how can extend students' thinking that has been used by Robertson

Six Thinking Hats that has used by AL-Bahadli. Which are used to elaborate students' thinking by using those six color hats.

Results

Robertson's study (1992) found that there is a significant difference between the control and experimental groups, favoring the experimental group. Because the proposed approaches are used, the experimental group achieves a positive result.

AL-Bahadli study (2011) findings that the experimental group's scores are higher than the control group's, indicating that the six thinking hats strategy is more successful on them in composition writing performance than the standard way.

CHAPTER THREE

Methodology and Procedures

3.1 Experimental Design

Experimental design is "the blueprint of techniques that enable the researchers to examine hypotheses by obtaining at accurate findings about the relationship between independent and dependent variables" (Best and Khan, 2006:177).

The experimental design describes how the researcher gathers the necessary data, adjusts the variables that may affect the data, and then performs the proper analysis to test the study's hypotheses through a detailed strategy. The researcher should choose an adequate experimental design that yields reliable results for both dependent and independent variables (Brown and Rodgers, 2002: 210).

Table (3.1)The Experimental Design of this Study

Groups	Independent Variable	Posttest
Experimental	CoRT 4 Programme	Posttest
Control	Conventional	Posttest



method

3.2 Population and Sample of the Study

Richards and Schmitt (2010:443) define the population as any group of items, persons, that share the common and observable features and from which a sample can be chosen.

Lehman and Mehrens (1971:18) also use the term "population" to refer to all of the specified groups of objects, as shown in table (3-2).

Table (3.2) The Population and Sample of the Study

Groups	Population	No. of pilot study	No. of sample
Experimental	40	10	30
Control	40	10	30
Total	80	20	60

3.3 Instructional Material

The experiment of this study has been done in the first semester of the academic year 2021 – 2022, and continued for about ten weeks. Because of the unique circumstances in which Iraq and other countries have been exposed to covid-19, the experimental group is taught using the CoRT 4 programme twice a week, while the control group is taught using conventional methods.

3.4 Construction of the Posttest

The posttest has been created based on the instructional material's content and behavioral objectives.

Table (3.3) The Specifications of the Items, Contents, Bloom Taxonomy, and Marks of the Posttest

Questions No.	Items No.	Behavioural Objective	Bloom Taxonomy	Scores
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Q\A	1	-To show the ability of the students to write about Ramadan in Iraq.	Creating	40
Q\B	1	- To show the ability of the students to write about the internet.		
Q2	10	-Ask the students to write creative sentences about people.	Creating	20
Q3	10	- Students should comprehend the passage, and then answer the questions in a short paragraph.	Comprehending	20
Q4	10	- Students should understand and analyze the picture, to describe it in a short paragraph.	Understanding And analyzing	20

3.5 Scoring Scheme of the Posttest

The researcher used O'Malley& Pierce's (1996:145) analytical scoring scheme to score the composition-writing test. The scoring scheme has major components that must be rated. Each component has a series of numerically rated scores. The score of first question is (40), second question is (20), third question is (20), and fourth question is (20). Therefore, the total marks of the posttest are (100). There are four

major components to be rated in the scoring scheme as shown in table (3-9).

3.6 Validity of the Pre and Posttests

Validity refers to the exam's truthfulness, and it is essential because students need to be confident that the test is actually testing what it promises to test (Brown, 2001:388).

Validity" is defined by Harmer (2006: 322) as "the test should measure what it is designed to measure. " It refers to how generalizable the conclusions gained from a small sample are to a higher population.

3.7 Pilot study

A pilot study, according to Good (1973:143), is a preliminary study done with a sample from the experiment sample to tell the researcher of any obstacles that may occur throughout the test.

A pilot study is conducted in this study as a first step toward conducting the final form of the experimental work in order to:

- 1- Determine the clarity of the test instructions,
- 2- Calculate the time required to answer the test items, and
- 3- Conduct item analysis of the test.

As a result, (20) students of the fifth preparatory school students was randomly chosen from (EG) and (CG) for the current study, and they were asked to respond to the posttest items. The papers of the test subjects were gathered and corrected by the researcher. After conducting the pilot study, the researcher discovered that:

- 1- The posttest instructions are clear and precise.
- 2- The time it takes to complete the test items is between 45 and 50 minutes. After then, the average time is 50 minutes.

Chapter Four

Analysis of Data and Discussion of Results

4.1 Presentation of the Results

4.1.1 Comparison between Students' Achievement of the Experimental group at the Recognition Level and that at the Production Level in the Posttest.

In the posttest, the mean scores of the experimental group's students' achievement at the recognition level and at the production level are calculated and compared to see if there is a significant difference between them. According to the findings, students' mean production scores are (39.01) and their mean recognition scores are (34.25). The t-test formula is applied for two paired samples, and the

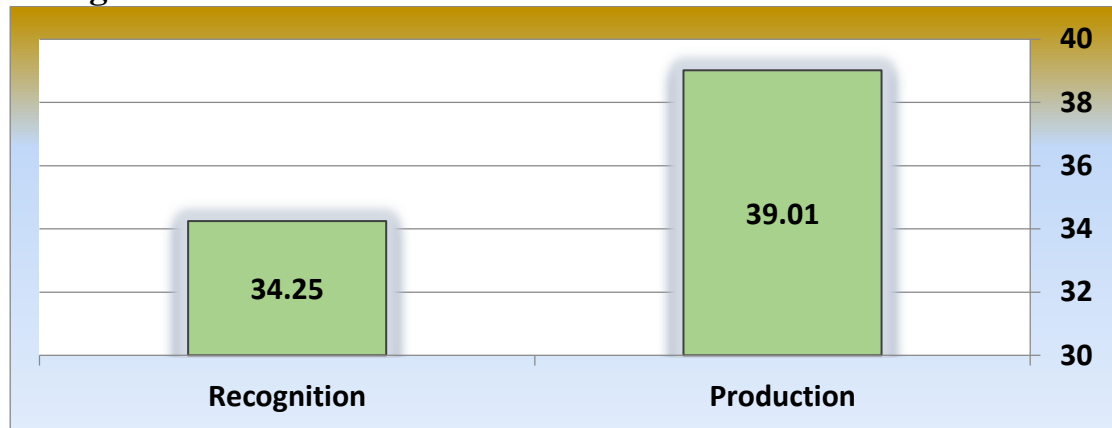
computed t-value is (9.763), while the tabulated t-value is (2.04) at the degree of freedom (29) and level of significance (0.05), as shown in table (4-3).

This shows that, for the benefit of the production level, there is a significant difference between students' performance at the recognition level and that at the production level. As a result, the third hypothesis is also accepted.

Table (4.1) Students' Mean Scores, Standard Deviation and T-Value of the Experimental Group Performance at the Recognition and Production Levels

Group	No. of students	Mean	SD	T-Value		D F	Level of Significance
				Calculated	Tabulated		
Recognition	30	34.25	6.06	Calculated	Tabulated	29	0.05
Production	30	39.01	6.96	9.763	2.04		

Figure (4-1) Students' Mean Scores, Standard Deviation and T-Value of the Experimental Group Performance at the Recognition and Production Levels



4.1.2 Comparison between Experimental Group in the Pretest and the Posttest Scores

The mean score of the difference between the Experimental group's performance in the posttest is found to be (73.26), with a standard deviation of (12.78). The pretest score is (59.83) with a standard deviation of (11.05). As shown in Table (4.4), the calculated t-

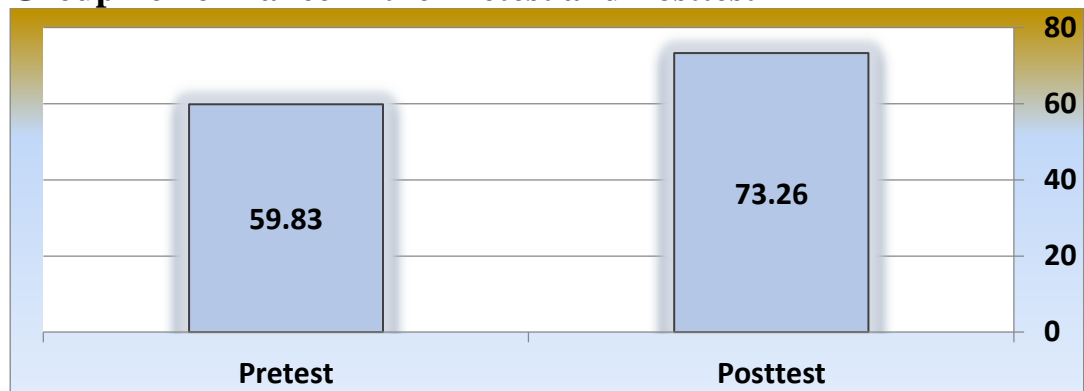
value is (4.207), which is higher than the tabulated t-value of (2.00) at (0.05) level of significance when the degree of freedom is (29).

As shown in table, there are statistically significant differences between the students' performance in the Experimental group in the pretest and their performance in the posttest in support of the fourth level of the CoRT 4 programme, the fourth hypothesis is also accepted.

Table (4.2)The T-test Value of paired samples, the Experimental Group Performance in the Pretest and Posttest

Group	No. of students	Mean	SD.	T-Value		D F	Level of Significance
				Calculated	Tabulated		
Posttest	30	73.26	12.78			29	0.05
Pretest	30	59.83	11.05	4.207	2.04		

Figure (4-2)The T-test Value of paired samples, the Experimental Group Performance in the Pretest and Posttest



4.2 Discussion of the Results

Students should practice many examples and face various situations in an interactive environment to help them improve their levels, promote their knowledge and abilities to find good ideas or active thoughts based on unique information and facts used in good writing.

Thinking skills are vital for enhancing students' thoughts, emotions, and expression, according to the favorable outcomes. Students use CoRT 4 programme tools to focus on how and what they write by practicing different lessons that enhance personal capacities in

relation with their comprehension of reflected thoughts about any thinking process they use in their writing.

Conclusions

The following conclusions can be formed based on the findings of this research:

1- Educators must make greater efforts to support thinking activities, metacognitive thinking, interaction, and class discussion by providing students with feedback in order to educate them what to write and how to write a good text.

2- The experimental group's subjects improved greatly in writing composition after being taught using the CoRT 4 programme lessons. This is based on a statistical comparison of the subjects' scores on both the pretest and posttest groups.

3- The experimental group students scored significantly higher. It clearly demonstrates the effectiveness of the CoRT 4 lessons in providing activities for students to improve their composition writing performance.

4- Students' abilities and knowledge should be enhanced in the classroom through training and practice exercises that help them overcome any obstacles or problems they may face during the writing process.

Recommendations

The following recommendations are suggested in light of the favorable findings of this study:

1- Give more focus on improving students' writing skills.

2- Use the CoRT 4 programme in developing English language courses because of its function in motivating students to facilitate learning.

3- Highlight the importance of teaching writing as a process rather than a result.

4- Make creative thinking skills a clear instructional goal at all levels of the educational system.

5- Develop a positive attitude in EFL teachers toward the development of students' thinking skills.

Suggestions for Further Studies

The following topics for further research are suggested based on the findings of this study.



1. A study might be conducted to determine the effectiveness of the CoRT programme on student's ability in reading literature.

2. The effect of CoRT programme on reading comprehension skill.

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