

cuny language immersion program

cuny language immersion program offers an innovative and effective approach to mastering new languages through immersive learning environments. Designed to foster fluency and cultural understanding, the CUNY language immersion program integrates comprehensive language instruction with real-world practice. This program is ideal for students seeking to enhance their language skills for academic, professional, or personal development. By emphasizing active communication and cultural context, the immersion program provides a unique opportunity to engage deeply with the target language. This article explores the core components, benefits, and enrollment process of the cuny language immersion program, offering detailed insights into what participants can expect. The following sections will provide a thorough overview of the program's features, curriculum, and support services.

- Overview of the CUNY Language Immersion Program
- Curriculum and Instructional Methods
- Benefits of Participating in the Program
- Enrollment and Eligibility Requirements
- Support Services and Resources

Overview of the CUNY Language Immersion Program

The cuny language immersion program is structured to provide a comprehensive language learning experience within the City University of New York system. It is tailored to support students and community members in achieving proficiency in various languages through immersive instructional techniques. The program emphasizes not only linguistic competence but also cultural literacy, enabling learners to navigate diverse environments confidently. Participants are immersed in language-rich settings that simulate real-life communication, which accelerates language acquisition and retention. The program is offered in multiple languages and accommodates different proficiency levels, from beginner to advanced learners.

Program Objectives

The primary objectives of the cuny language immersion program are to develop communicative competence, enhance cultural awareness, and prepare students for academic and professional success in multilingual contexts. The program aims to:

- Facilitate rapid language acquisition through immersive practice
- Promote understanding of cultural nuances and social contexts

- Support academic achievement in language-related fields
- Prepare learners for global career opportunities

Languages Offered

The cuny language immersion program includes a variety of languages that reflect the diverse population and global connections of New York City. Commonly offered languages include Spanish, Mandarin Chinese, French, Arabic, and Russian, among others. Language availability may vary by campus and term, allowing students to select programs that align with their interests and goals.

Curriculum and Instructional Methods

The curriculum of the cuny language immersion program is designed to engage learners through interactive and experiential learning strategies. The instructional approach combines formal classroom teaching with practical language use in immersive environments. This dual focus ensures that students develop both theoretical knowledge and practical skills.

Immersive Learning Techniques

Immersive learning is central to the cuny language immersion program. Techniques include:

- Use of the target language exclusively in classroom settings
- Interactive group activities and role-playing exercises
- Language labs equipped with multimedia resources
- Cultural immersion through events, workshops, and community engagement

Curricular Components

The curriculum encompasses various components aimed at comprehensive language mastery:

- **Listening and Speaking:** Focus on conversational skills and auditory comprehension
- **Reading and Writing:** Development of literacy skills through texts and writing assignments
- **Cultural Studies:** Exploration of cultural practices, history, and social norms associated with the language
- **Assessment and Feedback:** Regular evaluations to monitor progress and tailor instruction

Benefits of Participating in the Program

Participation in the cuny language immersion program yields numerous academic, professional, and personal benefits. Immersive language learning is proven to enhance fluency faster than traditional methods, providing participants with a competitive edge in diverse fields.

Academic Advantages

The program supports academic growth by improving language proficiency required for higher education and research. Students gain skills that facilitate success in language-intensive courses and study abroad opportunities.

Professional Opportunities

Graduates of the cuny language immersion program are well-prepared for careers in international business, diplomacy, education, healthcare, and other sectors where multilingualism is valued. The program's emphasis on cultural competence also equips students to work effectively in global and multicultural environments.

Personal and Cultural Enrichment

Beyond practical skills, the program fosters personal growth by broadening participants' cultural horizons. Learners develop greater empathy and cross-cultural communication abilities, enhancing their social and community engagement.

Enrollment and Eligibility Requirements

Enrollment in the cuny language immersion program is accessible to a wide range of students and community members. Each participating CUNY campus may have specific application procedures and eligibility criteria, but some general requirements apply.

Who Can Enroll

The program is open to:

- Current CUNY students seeking language credit or skill enhancement
- Prospective students interested in language studies
- Community members and professionals pursuing continuing education

Application Process

Applicants typically need to complete an application form, submit proof of prior language study if applicable, and possibly take a placement test. Deadlines and documentation requirements vary by campus and program session.

Prerequisites and Placement

Placement assessments ensure students enroll in courses that match their proficiency level, optimizing their learning experience. Beginners may start with foundational courses, while advanced learners engage in specialized language and cultural studies.

Support Services and Resources

The cuny language immersion program offers extensive support services to enhance student success. These resources are designed to provide academic assistance, cultural enrichment, and language practice opportunities beyond the classroom.

Academic Advising and Tutoring

Students have access to dedicated advisors and tutors who assist with course selection, study strategies, and language challenges. Personalized support ensures learners stay on track and meet their language goals effectively.

Language Labs and Technology

State-of-the-art language labs equipped with audio-visual tools allow students to practice listening and speaking skills. Online platforms and software complement in-person instruction, providing flexible learning options.

Cultural Activities and Events

The program regularly organizes cultural events, guest lectures, and immersion workshops. These activities deepen cultural understanding and offer practical language use in authentic contexts.

Frequently Asked Questions

What is the CUNY Language Immersion Program?

The CUNY Language Immersion Program is an initiative by the City University of New York designed to help students rapidly develop proficiency in a new language through intensive coursework and cultural immersion activities.

Which languages are offered in the CUNY Language Immersion Program?

The CUNY Language Immersion Program typically offers languages such as Spanish, French, Chinese, Arabic, and sometimes other languages depending on the campus and demand.

Who is eligible to enroll in the CUNY Language Immersion Program?

The program is generally open to CUNY students across various colleges who want to enhance their language skills, including both beginners and those with some prior knowledge.

How long does the CUNY Language Immersion Program last?

The duration varies by campus and language, but most immersion programs run for one semester or as an intensive summer session designed to accelerate language learning.

Are there any study abroad opportunities connected to the CUNY Language Immersion Program?

Some CUNY campuses may offer study abroad options or cultural exchange programs linked to the language immersion courses, allowing students to practice their language skills in real-world settings.

What are the benefits of joining the CUNY Language Immersion Program?

Benefits include accelerated language proficiency, improved cultural understanding, enhanced career opportunities, and the chance to engage with native speakers and immersive experiences.

How can students apply for the CUNY Language Immersion Program?

Students can apply through their respective CUNY college's language department or international programs office, often by filling out an application form and meeting any prerequisites specified by the program.

Additional Resources

1. Language Immersion at CUNY: A Comprehensive Guide

This book offers an in-depth overview of the language immersion programs available at CUNY, detailing the curriculum structure, teaching methodologies, and student outcomes. It includes interviews with program coordinators and testimonials from students who have benefited from immersion learning. The guide serves as an essential resource for prospective students and educators interested in language acquisition through immersion.

2. Teaching Strategies in CUNY Language Immersion Programs

Focused on instructional techniques, this book explores innovative teaching strategies employed within CUNY's language immersion classrooms. It discusses best practices for engaging diverse student populations and integrating cultural elements into language learning. Educators will find practical lesson plans and assessment tools tailored for immersion settings.

3. Multilingualism and Cultural Identity in CUNY Immersion Courses

This volume examines the relationship between multilingual education and cultural identity development among students in CUNY's immersion programs. Through case studies and sociolinguistic research, it highlights how immersion helps students maintain their heritage languages while acquiring new ones. The book also addresses challenges faced by immigrant and second-language learners.

4. Curriculum Design for Language Immersion at CUNY

Providing a detailed framework for curriculum development, this book outlines the principles and components necessary for effective language immersion programs at CUNY. It covers language proficiency benchmarks, content integration, and scaffolding techniques to support language growth. Program designers and instructors will benefit from its comprehensive approach.

5. Technology Integration in CUNY Language Immersion Programs

This book explores the role of digital tools and multimedia resources in enhancing language immersion experiences at CUNY. It reviews various software, apps, and online platforms that facilitate interactive learning and real-time communication. Additionally, it offers guidance on overcoming technological challenges in diverse classroom environments.

6. Assessment and Evaluation in CUNY Language Immersion

Focusing on methods of assessing student progress, this book presents a variety of formative and summative evaluation techniques used within CUNY's immersion programs. It emphasizes authentic assessment practices that measure language proficiency and content mastery. Educators will find strategies for providing meaningful feedback and tracking student development.

7. Student Experiences in CUNY Language Immersion Programs

Through personal narratives and qualitative research, this book captures the diverse experiences of students participating in CUNY's language immersion courses. It highlights the academic, social, and emotional impacts of immersion education, shedding light on success stories and obstacles alike. The book serves as an inspiration for both students and educators.

8. Policy and Administration of Language Immersion at CUNY

This text delves into the administrative and policy aspects governing language immersion programs within the CUNY system. It discusses funding, program accreditation, and advocacy efforts that support the expansion and sustainability of immersion education. Administrators and policymakers will find valuable insights into program management.

9. Comparative Studies of Language Immersion Programs: CUNY and Beyond

Offering a comparative analysis, this book situates CUNY's language immersion programs within the broader context of national and international immersion education. It identifies unique features, common challenges, and best practices from various institutions. Researchers and educators will gain a global perspective on immersion pedagogy through this study.

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cuny language immersion program: Generation 1.5 Meets College Composition Linda Harklau, Kay M. Losey, Meryl Siegal, 1999-05 Brings together writing researchers & educators to identify & explore the linguistic, ethical, & cultural issues that attend teaching college writing to US-educated, linguistically diverse students. Three sections focus on students, classrooms, & programs

cuny language immersion program: *Establishing an Experimental Community College in the United States* Chet Jordan, 2021-07-25 This text offers an in-depth case study of the development of an experimental community college established by City University of New York with the aim of increasing two-year completion rates. By detailing academic and administrative reforms undertaken at Guttman Community College since 2007, the text illustrates the implementation of innovative practices in developmental education, advising, and experiential education and offers critical commentary on why reforms failed to bring the expected results. In a series of comprehensive and insightful chapters, Jordan maps the process of implementation and reform at Guttman Community College. In doing so, he explores the shortcomings of the Guttman enterprise, and offers in-depth analysis of the causes and implications of a failure to account for the local context and student population in planning and implementation phases. This unique, historical narrative thus offers important insights into pitfalls and best practices around issues of racial inequity, governance and leadership, curriculum development, student support services, and data-driven decision making. Each chapter concludes with a section focusing specifically on implications for the post-secondary system more broadly to inform effective, appropriate, and inclusive college reform. This book will be of interest to postgraduates and researchers exploring the history and governance of postsecondary education in the United States, as well as academic administrators, faculty, and policymakers. Jordan speaks to the myriad lessons that can be valuable for a higher education landscape that is hungry for innovation and reform.

cuny language immersion program: Latino Immigrant Youth and Interrupted Schooling Marguerite Lukes, 2015-02-17 This book offers an innovative look at the pre- and post-migration educational experiences of immigrant young adults with a particular focus on members of the Latino community. Combining quantitative data with original interviews, this book provides an engaging and nuanced look at a population that is both ubiquitous and overlooked, challenging existing assumptions about those categorized as 'dropouts' and closely examining the historical contexts for educational interruption in the chosen subgroup. The combination of accessible prose and compelling new statistical data appeals to a wide audience, particularly academic professionals, education practitioners and policy-makers.

cuny language immersion program: *Humanistic Pedagogy Across the Disciplines* Amy E. Traver, Dan Leshem, 2018-09-26 This volume presents insights from five years of intensive Holocaust, genocide, and mass atrocity education at Queensborough Community College (QCC) of the City University of New York (CUNY), USA, to offer four approaches—Arts-Based, Textual, Outcomes-Based, and Social Justice—to designing innovative, integrative, and differentiated pedagogies for today's college students. The authors cover the theoretical foundations of each approach, and include faculty reflections on the programs, instructional strategies, and student

reactions that brought the approaches to life across the disciplines.

cuny language immersion program: Chinese-English Dual Language Immersion

Programs Ko-Yin Sung, 2024-05-29 Chinese dual language immersion (DLI) education experienced unprecedented growth in recent years; hence, it has become critical that Chinese DLI research catches up to inform Chinese DLI teachers and administrators of the most effective ways to teach and run their programs. The purpose of Chinese-English Dual Language Immersion Programs: Content Area Instruction, Learners, and Evaluations is to explore three DLI themes that are under-researched: content area instruction, learners, and evaluations. The first section of this edited volume is dedicated to exploring current teaching designs and practices in different content subjects in Chinese DLI programs in order to make useful teaching suggestions to the programs. The second section includes studies which look into K-12 Chinese DLI learners' learning variables such as motivations, learning strategies, learner perception and engagement, and learner background differences. The last section of this edited volume intends to fill the research gap by including studies which adopt various methods to evaluate Chinese DLI students' target language level to better illustrate their learning progress in different language skills.

cuny language immersion program: Civic Engagement Pedagogy in the Community

College: Theory and Practice Emily Schnee, Alison Better, Martha Clark Cummings, 2015-11-19 This book will help post-secondary educators to discover the joys and challenges of implementing theoretically grounded civic engagement projects on their campuses. The essays on civic engagement and public scholarship are written by an interdisciplinary group of community college faculty who have designed and implemented civic engagement projects in their classrooms. The projects they describe stand at the intersection of research, theory and pedagogy. They challenge dominant constructions of civic engagement as students bring their community, culture and history into the classroom. The authors consider the particular complexities and constraints of doing civically engaged teaching and scholarship at the community college level and situate their projects within current theoretical debates about civic engagement, public scholarship, and public higher education.

cuny language immersion program: Reconciling Translingualism and Second Language

Writing Tony Silva, Zhaozhe Wang, 2020-09-13 This book brings together top scholars on different sides of the important scholarly debate between the translingual movement and the field of second language writing. Drawing on a wide range of perspectives, this volume examines the differences in theory and practice with the hope of promoting reconciliation between the two schools of thought. Chapters address the tensions in the relationship between translingualism and second language writing and explore programs, pedagogies, and research that highlight commonalities between the two camps. With contributions from leading scholars, this book comprehensively addresses the issues related to this contentious debate and offers ways to bring the two camps into conversation with one another in a way that promotes effective teaching practices. By providing a panoramic view of the current situation, the text is a timely and unique contribution to TESOL, applied linguistics, and composition studies.

cuny language immersion program: *Developing Educational Technology at an Urban*

Community College Kate S. Wolfe, Kate Lyons, Carlos Guevara, 2019-07-10 This book uses a mix of personal narratives, anecdotal evidence, and research-based findings to tell the story of a small, urban community college's efforts to develop and nurture a Community of Practice (CoP) that would galvanize the campus' adoption of Educational Technology. Located in one of the poorest congressional district in the United States, Hostos Community College, a Hispanic-serving institution and part of the City University of New York (CUNY), has a unique history rooted in activism, advocacy, and community outreach, and has built a reputation for technology innovation. This book is a collection of writing from faculty and staff members whose decades of experience integrating technology into the classroom pre-dates many of the official initiatives now in place at CUNY.

cuny language immersion program: Using ESL Students' First Language to Promote

College Success Andrea Parmegiani, 2019-01-15 Emerging from a critical analysis of the glocal

power of English and how it relates to academic literacy and culturally responsive pedagogy, this book presents translanguaging strategies for using ESL students' mother tongue as a resource for academic literacy acquisition and college success. Parmegiani offers a strong counterpoint to the English-only movement in the United States. Grounded in a case study of a learning community linking Spanish and English academic writing courses, he demonstrates that a mother tongue-based pedagogical intervention and the strategic use of minority home languages can promote English language acquisition and academic success.

cuny language immersion program: Effective Academic Writing 2nd Edition: Student Book 3 Alice Savage, Masoud Shafiei, 2020-02-07 Effective Academic Writing teaches the complete academic writing process from sentence level to researched essay.

cuny language immersion program: Transformations Holly Hassel, Kristi Cole, 2021-12-01 As teaching practices adapt to changing technologies, budgetary constraints, new student populations, and changing employment practices, writing programs remain full of people dedicated to helping students improve their writing. This edited volume offers strategies for implementing large- and small-scale changes in writing programs by focusing on transformations—the institutional, programmatic, curricular, and labor practices that work together to shape our teaching and learning experiences of writing and rhetoric in higher education. The collection includes chapters from multiple award-winning writing programs, including the recipients of the Two-Year College Association's Outstanding Programs in English Award and the Conference on College Composition and Communication's Writing Program Certificate of Excellence. These authors offer perspectives that demonstrate the deep work of transformation in writing programs and practices writ large, confirm the ways in which writing programs are connected to and situated within larger institutional and disciplinary contexts, and outline successful methods for navigating these contexts in order to transform the work. In using the prism of transformation as the organizing principle for the collection, Transformations offers a range of strategies for adapting writing programs so that they meet the needs of students and teachers in service of creating equitable, ethical literacy instruction in a range of postsecondary contexts. Contributors: Leah Anderst, Cynthia Baer, Ruth Benander, Mwangi Alex Chege, Jaclyn Fiscus-Cannaday, Joanne Giordano, Rachel Hall Buck, Sarah Henderson Lee, Allison Hutchinson, Lynee Lewis Gaillet, Jennifer Maloy, Neil Meyer, Susan Miller-Cochran, Ruth Osorio, Lori Ostergaard, Shyam Pandey, Cassie Phillips, Brenda Refaei, Heather Robinson, Shelley Rodrigo, Julia Romberger, Tiffany Rousculp, Megan Schoen, Paulette Stevenson

cuny language immersion program: Increasing Student Success in Developmental Mathematics National Academies of Sciences, Engineering, and Medicine, Division on Engineering and Physical Sciences, Division of Behavioral and Social Sciences and Education, Board on Mathematical Sciences and Analytics, Board on Science Education, 2019-12-18 The Board on Science Education and the Board on Mathematical Sciences and Analytics of the National Academies of Sciences, Engineering, and Medicine convened the Workshop on Increasing Student Success in Developmental Mathematics on March 18-19, 2019. The Workshop explored how to best support all students in postsecondary mathematics, with particular attention to students who are unsuccessful in developmental mathematics and with an eye toward issues of access to promising reforms and equitable learning environments. The two-day workshop was designed to bring together a variety of stakeholders, including experts who have developed and/or implemented new initiatives to improve the mathematics education experience for students. The overarching goal of the workshop was to take stock of the mathematics education community's progress in this domain. Participants examined the data on students who are well-served by new reform structures in developmental mathematics and discussed various cohorts of students who are not currently well served - those who even with access to reforms do not succeed and those who do not have access to a reform due to differential access constraints. Throughout the workshop, participants also explored promising approaches to bolstering student outcomes in mathematics, focusing especially on research and data that demonstrate the success of these approaches; deliberated and discussed barriers and opportunities for effectively serving all students; and outlined some key directions of inquiry

intended to address the prevailing research and data needs in the field. This publication summarizes the presentations and discussion of the workshop.

cuny language immersion program: *Placing Disability* Susannah B. Mintz, Gregory Fraser, 2024-03-19 *Placing Disability* presents an international collection of personal essays that address the experience of disability in particular geographical locations. Each chapter engages the question of what it means to be disabled in a specific place, exploring issues of movement, work and play, community and activism, artistic production, love and marriage, access and social services, family and friendship, memory and aging—all informed by the places that people inhabit. The book is organized in terms of topographies and vistas, rather than being bound by the map, to emphasize the defining, constitutive effects of place. The authors included in *Placing Disability* hail from different countries, neighborhoods, climates, and landscapes; from various backgrounds and professions; from a range of disciplinary perspectives and strategies. They are trained as academics, literary critics, poets, students, public speakers, memoirists, educators, philosophers, administrators, and activists. Their essays refine our understanding of the complex dynamic between self and circumstance as they survey the impact of geographical region on their life experiences. This book is intended to be useful in creative-writing workshops, Disability Studies seminars, and classes on environmental literature, and to appeal to general readers of memoir as well as to scholars of contemporary body theory or the Anthropocene.

cuny language immersion program: *Tutoring Second Language Writers* Shanti Bruce, Ben Rafoth, 2016-03-01 *Tutoring Second Language Writers*, a complete update of Bruce and Rafoth's 2009 *ESL Writers*, is a guide for writing center tutors that addresses the growing need for tutors who are better prepared to work with the increasingly international population of students seeking guidance at the writing center. Drawing upon philosopher John Dewey's belief in reflective thinking as a way to help build new knowledge, the book is divided into four parts. Part 1: Actions and Identities is about creating a proactive stance toward language difference, thinking critically about labels, and the mixed feelings students may have about learning English. Part 2: Research Opportunities demonstrates writing center research projects and illustrates methods tutors can use to investigate their questions about writing center work. Part 3: Words and Passages offers four personal stories of inquiry and discovery, and Part 4: Academic Expectations describes some of the challenges tutors face when they try to help writers meet readers' specific expectations. Advancing the conversations tutors have with one another and their directors about tutoring second language writers and writing, *Tutoring Second Language Writers* engages readers with current ideas and issues that highlight the excitement and challenge of working with those who speak English as a second or additional language. Contributors include Jocelyn Amevuvor, Rebecca Day Babcock, Valerie M. Balester, Shanti Bruce, Frankie Condon, Michelle Cox, Jennifer Craig, Kevin Dvorak, Paula Gillespie, Glenn Hutchinson, Pei-Hsun Emma Liu, Bobbi Olson, Pimyupa W. Praphan, Ben Rafoth, Jose L. Reyes Medina, Guiboque Seong, and Elizabeth (Adelay) Witherite.

cuny language immersion program: *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* Jack C. Richards, Anne Burns, 2012-01-31 This collection of original articles provides an overview of key issues and approaches in contemporary language teaching.

cuny language immersion program: *Promoting Resilience and Inspiration* Nelson Reynoso, 2025-02-17 This book details a study conducted at Bronx Community College of the City University of New York. The text combines insights from semi-structured interviews with Dominican-American students enrolled at the college, with autoethnographic reflection by the author, also a Dominican-American scholar. By investigating the stories of six individuals, who arrived in the US without any English proficiency, the book captures many of the financial, social, linguistic, environmental and cultural challenges faced by immigrants in the US. Focusing on how these three individuals developed resilience to these pressures however, the volume moves beyond a deficit understanding of the immigrant experience to highlight how individuals have drawn on personal, cultural, and social strengths to build resilience and achieve academic success. The stories provide a model of resilience for helping other community college students and in particular,

students with an immigrant background to achieve academic success despite overwhelming odds.

cuny language immersion program: Teaching, Learning and Investigating Pragmatics

Sara Gesuato, Winnie Cheng, 2015-09-18 This volume presents a collection of research papers investigating how to foster the learning and teaching of pragmatic phenomena, as well as how to administer tests that assess pragmatic competence in second/foreign language education with regards to several target languages. The topics investigated include: speech acts; computer-mediated communication; conversation analysis; pragmatic, intercultural, and emotional competence; native and non-native performance; data collection and instructional methods; needs analysis; and syllabus design and materials development. The contributions will be of particular interest to linguists, language learners and teachers, teacher trainers, and communication experts.

cuny language immersion program: Translanguaging and Transformative Teaching for Emergent Bilingual Students City University of New York-New York State Initiative on Emergent Bilinguals, 2020-11-26 A critical and accessible text, this book provides a foundation for translanguaging theory and practice with educating emergent bilingual students. The product of the internationally renowned and trailblazing City University of New York-New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB), this book draws on a common vision of translanguaging to present different perspectives of its practice and outcomes in real schools. It tells the story of the collaborative project's positive impact on instruction and assessment in different contexts, and explores the potential for transformation in teacher education. Acknowledging oppressive traditions and obstacles facing language minoritized students, this book provides a pathway for combatting racism, monolingualism, classism and colonialism in the classroom and offers narratives, strategies and pedagogical practices to liberate and engage emergent bilingual students. This book is an essential text for all teacher educators, researchers, scholars, and students in TESOL and bilingual education, as well as educators working with language minoritized students.

cuny language immersion program: Our Stories, Ourselves Mev Miller, Kathleen P. King, 2011-11-01 Women's lives are often written on our bodies. Yet very little is made of the impacts of embodiment for women in literacy education, both learners and professionals. This volume presents the writings of 26 contributors—teachers, students, and administrators—who examine the rich terrain of personal and professional experiences related to whole person engagement in learning and teaching. These writings provide a compass to guide readers through the bodily landscapes, mindful flights, willful spirits, and emotional embraces. Written with the same desire to open minds, hearts and practices to new understanding, this book builds on the successful style of *Empowering Women through Literacy* (2009). This new volume appeals to all readers, as the essays, poems, and investigations woven through its pages challenge us to consider the embodiment of women's learning. Join us on the journey as we travel across many arenas and discover significant ways to comprehend and support best practices in teaching and learning, especially for women.

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