

# foreign language building uiuc

foreign language building uiuc represents a significant center for linguistic education and cultural exchange at the University of Illinois Urbana-Champaign. This facility plays a vital role in supporting the diverse language programs offered by the university, providing students and faculty with state-of-the-art resources and an immersive environment for learning foreign languages. The foreign language building at UIUC is not only a hub for language instruction but also a place that fosters international understanding and global communication skills. This article explores the building's features, the language programs it supports, its technological resources, and its impact on the university community. Additionally, the discussion includes practical information about the building's location, accessibility, and future developments related to foreign language studies at UIUC. The comprehensive overview will assist prospective students, faculty, and visitors in understanding the importance and offerings of the foreign language building UIUC.

- Overview of the Foreign Language Building at UIUC
- Language Programs and Departments Housed in the Building
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# Overview of the Foreign Language Building at UIUC

The foreign language building UIUC serves as a dedicated space for the study and promotion of various languages and cultures. It is designed to accommodate the instructional needs of several language departments, providing classrooms, faculty offices, and collaborative study areas. The building's architecture and layout emphasize an academic atmosphere conducive to immersive language learning and cultural exchange. As part of the University of Illinois Urbana-Champaign's commitment to global education, the foreign language building plays a pivotal role in supporting linguistic diversity and interdisciplinary studies involving language acquisition and cultural studies.

## Historical Background

The foreign language building UIUC has evolved over the years to meet the growing demand for language education. Originally established to consolidate scattered language departments, the building now represents a central location where students can access comprehensive resources for their language studies. Its development reflects the university's strategic focus on internationalization and preparing students for global careers.

## Architectural Features

The building boasts modern classrooms equipped with advanced audiovisual technology, flexible seating arrangements, and soundproof language labs. Designed with sustainability in mind, the structure incorporates natural lighting and energy-efficient systems. These features enhance the learning environment, making it ideal for small group discussions, interactive lessons, and language practice sessions.

## Language Programs and Departments Housed in the Building

The foreign language building UIUC hosts numerous language departments, each offering

undergraduate and graduate programs tailored to different linguistic and cultural traditions. These programs emphasize developing proficiency in speaking, reading, writing, and understanding the cultural contexts of the languages taught.

## Major Language Departments

- **Spanish and Portuguese:** Comprehensive courses ranging from beginner to advanced levels, including literature and cultural studies.
- **French:** Language instruction combined with French civilization and Francophone studies.
- **Germanic Languages:** Covering German language, literature, and cultural history.
- **East Asian Languages and Cultures:** Including Chinese, Japanese, and Korean language programs with cultural immersion components.
- **Slavic Languages and Literatures:** Russian and other Slavic languages with focus on language skills and cultural knowledge.

## Interdisciplinary Language Studies

Beyond traditional language instruction, the building supports interdisciplinary programs that integrate language learning with international studies, linguistics, and global communication. This approach allows students to explore the practical applications of language skills in diverse professional fields.

## **Facilities and Technological Resources**

The foreign language building UIUC is equipped with cutting-edge facilities designed to enhance language acquisition and research. These resources provide students and faculty with the tools necessary to engage deeply with their studies and pedagogical practices.

### **Language Laboratories**

The building includes multiple language labs featuring individual workstations with headsets and microphones. These labs enable students to practice pronunciation, listening comprehension, and interactive exercises using specialized software tailored to each language.

### **Multimedia and Digital Resources**

Students have access to extensive multimedia libraries containing audio, video, and digital texts in various languages. The integration of technology facilitates blended learning methods, allowing for both in-person and remote language practice. Computer-assisted language learning (CALL) systems are also available to support individualized study.

### **Faculty and Research Facilities**

Faculty offices are strategically located to encourage interaction with students and collaboration among language instructors. The building also houses research spaces where linguistic and cultural studies are conducted, contributing to the advancement of knowledge in foreign language education.

### **Accessibility and Location on Campus**

The foreign language building UIUC is centrally located within the university's main campus, ensuring easy access for students enrolled in language courses. Its proximity to other humanities and social

sciences buildings facilitates interdisciplinary collaboration and convenient scheduling for students with diverse academic interests.

## **Transportation and Parking**

The building is accessible by multiple campus bus routes and is within walking distance of major parking facilities. Bicycle racks and pedestrian-friendly pathways support sustainable transportation options for the university community.

## **ADA Compliance and Accessibility Features**

The foreign language building UIUC complies with the Americans with Disabilities Act (ADA), featuring ramps, elevators, and accessible restrooms. These accommodations ensure that all students and faculty members can utilize the building's resources without barriers.

## **Events and Cultural Activities**

Beyond language classes, the foreign language building UIUC serves as a vibrant center for cultural events and activities that promote global awareness and intercultural dialogue. These programs enrich the academic experience by providing real-world contexts for language use.

## **Language Tables and Conversation Groups**

Regularly scheduled language tables offer informal settings where students can practice speaking with peers and native speakers. Conversation groups encourage cultural exchange and improve conversational fluency in a supportive atmosphere.

## **Cultural Celebrations and Lectures**

The building hosts cultural festivals, guest lectures, film screenings, and workshops related to the languages and cultures studied. These events provide opportunities for community engagement and broaden students' understanding beyond the classroom.

## **Future Developments and Enhancements**

The University of Illinois Urbana-Champaign continually invests in the foreign language building UIUC to maintain its status as a premier center for language education. Planned upgrades focus on expanding technological capabilities, increasing collaborative spaces, and integrating more immersive language learning environments.

## **Upcoming Renovations**

Future renovations aim to modernize classrooms with interactive smart boards and virtual reality tools to simulate real-life language scenarios. These enhancements will further support innovative teaching methods and student engagement.

## **Expansion of Language Offerings**

The university is exploring the addition of new language programs and interdisciplinary courses that respond to global trends and student demand. This expansion will make the foreign language building UIUC an even more dynamic hub for linguistic and cultural studies.

## **Frequently Asked Questions**

## **What is the Foreign Language Building at UIUC used for?**

The Foreign Language Building at the University of Illinois Urbana-Champaign (UIUC) primarily houses classrooms, language labs, and faculty offices dedicated to the study and teaching of various foreign languages.

## **Where is the Foreign Language Building located on the UIUC campus?**

The Foreign Language Building is located on the main campus of UIUC in Urbana, Illinois, near the Foreign Languages and Literatures Department offices.

## **Which languages are taught in the Foreign Language Building at UIUC?**

Languages taught in the Foreign Language Building at UIUC include Spanish, French, German, Chinese, Japanese, Russian, and many others offered through the Department of Linguistics and the School of Literatures, Cultures, and Linguistics.

## **Are there language learning resources available in the Foreign Language Building at UIUC?**

Yes, the Foreign Language Building offers language labs equipped with audio-visual technology, study spaces, and tutoring services to support students in their foreign language learning.

## **Can non-UIUC students access the Foreign Language Building facilities?**

Generally, access to the Foreign Language Building facilities is restricted to UIUC students, faculty, and staff; however, some language programs or community classes may provide limited access to external participants.

## Additional Resources

### 1. *"Language Learning and Teaching at UIUC: A Comprehensive Guide"*

This book explores the diverse language programs offered at the University of Illinois Urbana-Champaign. It covers methodologies, curricula, and resources available for foreign language students. The text includes insights from instructors and students, highlighting effective strategies for language acquisition within the UIUC environment.

### 2. *"UIUC's Approach to Second Language Acquisition"*

Focusing on the theoretical and practical aspects of second language learning, this book delves into the research conducted at UIUC. It discusses cognitive, social, and technological factors influencing language acquisition. Case studies from UIUC's language programs illustrate successful applications of these theories.

### 3. *"Building Multilingual Proficiency: UIUC's Language Program Innovations"*

This title showcases innovative teaching techniques and program designs implemented at UIUC to promote multilingual proficiency. It emphasizes immersive learning, cultural integration, and the use of digital tools in language education. The book serves as a resource for educators aiming to enhance language instruction.

### 4. *"Technology-Enhanced Language Learning at UIUC"*

Highlighting the role of technology in language education, this book examines UIUC's use of software, online platforms, and multimedia resources. It reviews how these tools facilitate interactive learning and improve student engagement. The text also addresses challenges and solutions in integrating technology into language curricula.

### 5. *"Cultural Competence and Language Learning: Insights from UIUC"*

This book connects cultural competence with foreign language education, drawing from UIUC's interdisciplinary programs. It analyzes how cultural understanding boosts language skills and global awareness. The work includes examples of community engagement and study abroad initiatives supported by UIUC.

#### 6. *“UIUC’s Foreign Language Curriculum Development: Past, Present, and Future”*

Tracing the evolution of foreign language curricula at UIUC, this volume reviews historical shifts and contemporary trends. It outlines curriculum design principles that align with linguistic research and student needs. The book also speculates on future directions in language education at the university.

#### 7. *“Assessment Strategies in UIUC Language Programs”*

This book offers a detailed examination of assessment methods used to evaluate language proficiency at UIUC. It discusses formative and summative assessments, standardized testing, and alternative evaluation techniques. The text provides guidance for instructors to create fair and effective assessment tools.

#### 8. *“Student Experiences in UIUC Foreign Language Learning”*

Through interviews and survey data, this book presents the perspectives of students engaged in language learning at UIUC. It highlights challenges, motivations, and strategies students employ to succeed. The narrative sheds light on how the university’s resources support diverse learner needs.

#### 9. *“Collaborative Language Learning Communities at UIUC”*

This book explores the formation and impact of language learning communities at UIUC, including clubs, study groups, and peer tutoring networks. It emphasizes collaboration as a key factor in enhancing language acquisition. Examples of successful community initiatives demonstrate best practices and outcomes.

## **Foreign Language Building Uiuc**

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**foreign language building uiuc:** *The Handbook of World Englishes* Braj B. Kachru, Yamuna Kachru, Cecil L. Nelson, 2009-02-09 The Handbook of World Englishes is a collection of newly commissioned articles focusing on selected critical dimensions and case studies of the theoretical, ideological, applied and pedagogical issues related to English as it is spoken around the world.

Represents the cross-cultural and international contextualization of the English language Articulates the visions of scholars from major varieties of world Englishes – African, Asian, European, and North and South American Discusses topics including the sociolinguistic contexts of varieties of English in the inner, outer, and expanding circles of its users; the ranges of functional domains in which these varieties are used; the place of English in language policies and language planning; and debates about English as a cause of language death, murder and suicide.

**foreign language building uiuc:** *International Handbook of English Language Teaching* Jim Cummins, Chris Davison, 2007-12-31 This two-volume handbook provides a comprehensive examination of policy, practice, research, and theory related to English language teaching (ELT) in international contexts. Nearly 70 chapters highlight the research foundation for the best practices, frameworks for policy decisions, and areas of consensus and controversy in the teaching and development of English as a second and/or additional language for kindergarten through to adult speakers of languages other than English. In doing so it problematizes traditional dichotomies and challenges the very terms that provide the traditional foundations of the field. A wide range of terms has been used to refer to the key players involved in the teaching and learning of the English language and to the enterprise of English language teaching as a whole. At various times and in different contexts, the following labels have been used in countries where English is the dominant language to describe programs, learners, or teachers of English: English as a second language (ESL), English as an additional language (EAL), limited English proficient (LEP), and English language learners (ELL). In contexts where English is not the dominant language, the following terms have been used: English as a foreign language (EFL), English as an international language (EIL), and English as a lingua franca (ELF).

**foreign language building uiuc:** *The Acquisition of Spanish Morphosyntax* Ana Teresa Pérez-Leroux, Juana Muñoz Licerias, 2012-12-06 Recent developments in linguistic theory, as well as the growing body of evidence from languages other than English, provide new opportunities for deeper explorations into how language is represented in the mind of learners. This collection of new empirical studies on the acquisition of Spanish morphosyntax by leading researchers in the field of language acquisition, specifically contributes to the characterization of the L1 / L2 connection in acquisition. Using L1 and L2 Spanish data from children and adults, the authors seek to address the central questions that have occupied developmental psycholinguists in the final decades of the previous century and that will no doubt continue engaging them into the present one.

**foreign language building uiuc:** *Language Building Blocks* Anita Pandey, 2015-04-26 Language Building Blocks is an accessible resource that familiarizes early childhood professionals with linguistics, the scientific study of language. Knowledge of linguistics will enable early childhood educators to successfully teach young children core competencies, ranging from phonemic awareness, reading and math, to health literacy and intercultural awareness. The text includes numerous real-life examples for diverse age groups and learning styles. The online Resource Guide provides hands-on activities and contributions by top scholars in the field. This resource shows teachers how to systematically empower and include all children. This teacher-friendly book: Provides an enhanced understanding of language and language acquisition, minimizing misdiagnoses of special needs. Makes language come alive for children and educators preparing for the Praxis Test. Demonstrates that children develop key skills when they can (dis)assemble language. Highlights approaches Dr. Seuss used to make reading fun for young readers. Offers innovative language and literacy observation and enhancement strategies, including multilingual math and literacy, language exploration, and play. Illustrates the value of observation, collaboration, and inquiry in early learning. "The great value of this resource is that it offers numerous 'bridging' reflections, strategies, and specific instructional interventions. It is a must for any educator that must understand the significant link between language and achievement in schooling contexts." —From the Foreword by Eugene García "An extraordinarily informative, useful, and highly accessible tool for educators of young children of all language backgrounds. An excellent resource for teacher preparation and professional development." —Dorothy S. Strickland, Samuel DeWitt

Proctor Professor of Education, Emerita, Distinguished Research Fellow, National Institute for Early Education Research (NIEER), Rutgers, The State University of New Jersey "Informativo! Educators must know how to break down language, how discourse mirrors culture, and how Spanish and other languages promote success in core content areas." —Rossana Ramirez Boyd, President, National Association for Bilingual Education "A truly necessary guide to understanding language for early childhood teachers in today's multicultural and multilingual world. Pandey clearly explains the fullness and potential of linguistic knowledge in teaching, honoring the role of the reflective teacher, and celebrating the uniqueness of young children and their languages worldwide." —Debora B. Wisneski, University of Nebraska at Omaha, President, Association for Childhood Education International (ACEI) Anita Pandey is professor of linguistics and coordinator of Professional Communication in the Department of English and Language Arts at Morgan State University, Baltimore, Maryland.

**foreign language building uiuc: Theoretical Approaches to Universals** Artemis Alexiadou, 2002-08-08 The present volume has its origin in the GLOW conference on Universals hosted in Berlin in March 1999. The papers in this volume are concerned both with formal as well as with substantive universals. All the contributions attempt to identify universal properties of the language faculty, as well as the source of cross-linguistic variation. They cover a wide range of empirical phenomena across languages such as locality, deletion, verb classes, XP-split constructions, Quantifier Raising, the EPP, the Person Case Constraint etc. Some of the articles pay particular attention to the organization of the grammar, the type of operations that are effective, the role of features in determining variation, and primitive notions of phrase-structure (c-command, Agree etc.). Others show how structural differences capture semantic and morphological differences within a language and across languages, and how these are the ultimate source of linguistic variation. The book is of primary interest to researchers and students in syntactic theory, comparative syntax, and linguistic variation.

**foreign language building uiuc: Language Disorders in Speakers of Chinese** Sam-po Law, Brendan Weekes, Anita M-Y. Wong, 2009 Research interest in Chinese language impairments can be traced back to the 1930s. Despite the significant advances made in this field over the past two decades, this body of work has not received the attention it deserves. This book fills a gap in the field and represents the latest research in Chinese language disorders in children and adults. The work presented in this volume addresses theoretical and clinical issues relevant to specific language impairment in children, developmental dyslexia, phonological impairment in children and adults, and acquired dyslexia and dysgraphia. The book will appeal to interdisciplinary researchers from cognitive psychology, linguistics, and neurology with interests in the Chinese language, speech-language therapists working with Chinese-speaking clients, educationists, in particular language teachers of children learning to read and write Chinese, as well as neuroscientists. It will serve as a good reference book for advanced level undergraduate courses or graduate courses in speech/language pathologies and psycholinguistics.--Jacket.

**foreign language building uiuc: Impoliteness in Language** Derek Bousfield, Miriam A. Locher, 2008-09-25 The volume addresses the enormous imbalance that exists between academic interest in politeness phenomena when compared to impoliteness phenomena. Researchers working with Brown and Levinson's ([1978] 1987) seminal work on politeness rarely focused explicitly on impoliteness. As a result, only one aspect of facework/relational work has been studied in detail. Next to this research desideratum, politeness research is on the move again, with alternative conceptions of politeness to those of Brown and Levinson being further developed. In this volume researchers present, discuss and explore the concept of linguistic impoliteness, the crucial differences and interconnectedness between lay understandings of impoliteness and the academic concept within a theory of facework/relational work, as well as the exercise of power that is involved when impoliteness occurs. The authors offer solid discussions of the theoretical issues involved and draw on data from political interaction, interaction with legally constituted authorities, workplace interaction in the factory and the office, code-switching and Internet practices. The collection offers

inspiration for research on impoliteness in many different research fields, such as (critical) discourse analysis, conversation analysis, pragmatics and stylistics, as well as linguistic approaches to studies in conflict and conflict resolution.

**foreign language building uiuc:** Non-nominative Subjects Peri Bhaskararao, Karumuri Venkata Subbarao, 2004-09-30 Volume 2 of Non-nominative Subjects (NNSs) presents the most recent research on this topic from a wide range of languages from diverse language families of the world, with ample data and in-depth analysis. A significant feature of these volumes is that authors with different theoretical perspectives study the intricate questions raised by these constructions. Some of the central issues include the subject properties of noun phrases with ergative, dative, accusative and genitive case, case assignment and checking, anaphor-antecedent coreference, the nature of predicates with NNSs, whether they are volitional or non-volitional, possibilities of control coreference and agreement phenomena. These analyses have significant implications for theories of syntax and verbal semantics, first language acquisition of NNSs, convergence of case marking patterns in language contact situations, and the nature of syntactic change.

**foreign language building uiuc: What is Global Engineering Education For? The Making of International Educators, Part I & II** Gary Downey, Kacey Beddoes, 2022-05-31 Global engineering offers the seductive image of engineers figuring out how to optimize work through collaboration and mobility. Its biggest challenge to engineers, however, is more fundamental and difficult: to better understand what they know and value qua engineers and why. This volume reports an experimental effort to help sixteen engineering educators produce personal geographies describing what led them to make risky career commitments to international and global engineering education. The contents of their diverse trajectories stand out in extending far beyond the narrower image of producing globally-competent engineers. Their personal geographies repeatedly highlight experiences of incongruence beyond home countries that provoked them to see themselves and understand their knowledge differently. The experiences were sufficiently profound to motivate them to design educational experiences that could challenge engineering students in similar ways. For nine engineers, gaining new international knowledge challenged assumptions that engineering work and life are limited to purely technical practices, compelling explicit attention to broader value commitments. For five non-engineers and two hybrids, gaining new international knowledge fueled ambitions to help engineering students better recognize and critically examine the broader value commitments in their work. A background chapter examines the historical emergence of international engineering education in the United States, and an epilogue explores what it might take to integrate practices of critical self-analysis more systematically in the education and training of engineers. Two appendices and two online supplements describe the unique research process that generated these personal geographies, especially the workshop at the U.S. National Academy of Engineering in which authors were prohibited from participating in discussions of their manuscripts. Table of Contents: The Border Crossers: Personal Geographies of International and Global Engineering Educators (Gary Lee Downey) / From Diplomacy and Development to Competitiveness and Globalization: Historical Perspectives on the Internationalization of Engineering Education (Brent Jesiek and Kacey Beddoes) / Crossing Borders: My Journey at WPI (Rick Vaz) / Education of Global Engineers and Global Citizens (E. Dan Hirlleman) / In Search of Something More: My Path Towards International Service-Learning in Engineering Education (Margaret F. Pinnell) / International Engineering Education: The Transition from Engineering Faculty Member to True Believer (D. Joseph Mook) / Finding and Educating Self and Others Across Multiple Domains: Crossing Cultures, Disciplines, Research Modalities, and Scales (Anu Ramaswami) / If You Don't Go, You Don't Know (Linda D. Phillips) / A Lifetime of Touches of an Elusive Virtual Elephant: Global Engineering Education (Lester A. Gerhardt) / Developing Global Awareness in a College of Engineering (Alan Parkinson) / The Right Thing to Do: Graduate Education and Research in a Global and Human Context (James R. Mihelcic) / Author Biographies

**foreign language building uiuc:** *The Friendly Orange Glow* Brian Dear, 2018-10-02 At a time when Steve Jobs was only a teenager and Mark Zuckerberg wasn't even born, a group of visionary

engineers and designers—some of them only high school students—in the late 1960s and 1970s created a computer system called PLATO, which was light-years ahead in experimenting with how people would learn, engage, communicate, and play through connected computers. Not only did PLATO engineers make significant hardware breakthroughs with plasma displays and touch screens but PLATO programmers also came up with a long list of software innovations: chat rooms, instant messaging, message boards, screen savers, multiplayer games, online newspapers, interactive fiction, and emoticons. Together, the PLATO community pioneered what we now collectively engage in as cyberculture. They were among the first to identify and also realize the potential and scope of the social interconnectivity of computers, well before the creation of the internet. PLATO was the foundational model for every online community that was to follow in its footsteps. *The Friendly Orange Glow* is the first history to recount in fascinating detail the remarkable accomplishments and inspiring personal stories of the PLATO community. The addictive nature of PLATO both ruined many a college career and launched pathbreaking multimillion-dollar software products. Its development, impact, and eventual disappearance provides an instructive case study of technological innovation and disruption, project management, and missed opportunities. Above all, *The Friendly Orange Glow* at last reveals new perspectives on the origins of social computing and our internet-infatuated world.

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**foreign language building uiuc:** *Directory of Japan Specialists and Japanese Studies Institutions in the United States and Canada: Japan specialists* , 2006

**foreign language building uiuc:** *The German-language Emblem in Its European Context* Anthony John Harper, Ingrid Höpel, 2000

**foreign language building uiuc:** *English for Occupational Purposes* Dan Kim, 2008-06-29 *English for Occupational Purposes* examines the field of teaching English in occupational settings as a particular instance of general workplace training and development. It is the first book to unite scholarship on workplace English with general training. The book uses case studies and surveys from various occupational contexts to ask whether English for Occupational Purposes and general training use the same language in articulating their curricular and instructional development. The main focus of the study is on business organizations, specifically in South Korea, where English has become an integral part of business both in the workplace, in business to business negotiations, and in professional training. This fascinating monograph will be of interest to researchers in English for specific purposes and applied linguistics as well as scholars of workplace education.

**foreign language building uiuc:** *CALICO Journal* , 2002

**foreign language building uiuc:** *The Global Translator's Handbook* Morry Sofer, 2012-12-16 A practical guide to translation as a profession, this book provides everything translators need to know, from digital equipment to translation techniques, dictionaries in over seventy languages, and sources of translation work. It is the premier sourcebook for all linguists, used by both beginners and veterans, and its predecessor, *The Translator's Handbook*, has been praised by some of the world's leading translators, such as Gregory Rabassa and Marina Orellana.

**foreign language building uiuc:** *Information Technology and Innovation in Language Education* Chris Davison, 2005-01-01 This book presents a critical analysis and investigation of current developments and debates in the use of information technology (IT) in English language teaching (ELT) internationally. The first section of the book provides an overview of the key issues in IT and innovation in English language education such as the complex nature of IT and its use in ELT, both in the present and future, and the often problematic nature of innovation in relation to IT and ELT. It focuses primarily on the level of programs and curricula, looking at the way organizations and educational systems in different countries respond to the so-called "IT imperative." The second section adopts a more overtly social constructivist perspective to explore examples of innovative practice in IT use in ELT around the world. It tackles issues arising from classroom implementation and pedagogy, looking at the way learners and teachers can and do use IT in their everyday practice. The final section investigates the problems of building a community of professional practice

in IT in English language education. It focuses on the level of professional development and teacher education and in doing so, demonstrates how the implementation of IT in schools and classrooms can be enhanced through taking into account key aspects of teachers' existing contexts and professional practices. Throughout the book, the contributors adopt a constructive but critical perspective on the use of IT in English language education, often challenging its role in developing learner autonomy, its effectiveness in developing language learning and its capacity to enhance pedagogic practice in the language teaching classroom, at the same time suggesting effective models and guidelines for good practice.

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**US halts visas for truck drivers after fatal Florida crash** The US will stop issuing worker visas for commercial truck drivers, Secretary of State Marco Rubio said, the latest in a series of Trump administration moves to clamp down

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