Swales And Feak Answers

>

This book opens up a fruitful conversation by and between invited academics from Europe and Latin America on the features of online learning in higher education. The authors analyse online education from interdisciplinary theoretical and empirical reflections to reveal the existing tensions and turning this book into a valuable artifact on how learning is shaped when technology comes in-between diverse geographical and social contexts. Like any other human activity, e-learning can be seen as a context-dependent educational system with many objects in mutual interaction. Applying a cultural psychology perspective to this provides new answers to questions such as: How can cultural psychology shed new light on online learning? Why do students and academics still opt for classic classes? What inner boundaries are pushed when studying online? How can online learning be influenced by affect? How do teachers and students mold their identities when they move in and out of online environments? This book reveals the existing tensions, resistances and appropriation strategies that students and academics from diverse backgrounds and places go through when attending online learning courses in higher education and furthermore shows how these theoretical frameworks can be successfully applied to practice.

This volume contributes to the latest studies in legal discourse studies by presenting a descriptive and interpretive analysis of English legal genres used in academic and professional writing contexts. The results of corpora-driven data are discussed through (meta)discourse, genre and other theoretical perspectives, and offer insights into the ways the writers' discursive practices and meanings shape their membership of the legal community and discipline. The volume attempts to show these id ...

This hands-on book introduces students to the demands of university study in a clear and accessible way and helps them to understand what is expected of them. It helps students to develop the core skills they need to succeed at university, and gives guidance on the key forms of academic writing, including essays, reports, reflective assignments and exam papers. It shows students how to recognise opinions, positions and bias in academic texts from a range of genres, develop their own 'voice' and refer to others' ideas in an appropriate way. It also features authentic examples of academic texts and engaging activities throughout to aid understanding.Packed with practical guidance and self-study activities, this book will be an essential resource for all students new to university-level study.

"The Teacher's grammar of English enables English language teachers and teachers-in-training to fully understand and effectively teach English grammar. With comprehensive presentation of form, meaning, and usage, along with practical

exercises and advice on teaaching difficult structures, it is both a complete grammar course and an essential reference text."--Back cover.

This volume was written to make the case for changes in second language writing practices away from the five-paragraph essay and toward purposeful, meaningful writing instruction. As the volume editors say, "If you have already rejected the five-paragraph essay, we offer validation and classroom-tested alternatives. If you are new to teaching L2 writing, we introduce critical issues you will need to consider as you plan your lessons and as you consider/review the textbooks and handbooks that continue to promote the teaching of the five-paragraph essay. If you need ammunition to present to colleagues and administrators, we present theory, research, and pedagogy that will benefit students from elementary to graduate school. If you are skeptical about our claims, we invite you to review the research presented here and consider what your students could do beyond writing a five-paragraph essay if you enacted these changes in practice." Part 1 discusses what the five-paragraph essay is not: it is not a very old, established form of writing; it is not a genre; and it is not universal. Part 2 looks at writing practices to show the essay's ineffectiveness in elementary schools, secondary schools, first-year writing classes, university writing courses, undergraduate discipline courses, and graduate school. Part 3 looks beyond the classroom at testing. At the end of each chapter, the authors--all well-known in the field of second language writing--suggest changes to teaching practices based on their theoretical approach and classroom experience. The book closes by reviewing some of the major questions raised in the book, by exploring which questions have been left unanswered, and by offering suggestions for teachers who want to move away from the five-paragraph essay. An assignment sequence for genre-aware writing instruction is included.

This volume presents a wide ranging overview of key theoretical and practical issues, empirical research and various analyses of pragmatic phenomena that will certainly be most useful and helpful to students and researchers in pragmatics and other linguistic disciplines and, of course, to L2 teachers. It is divided into five parts that include chapters addressing cognitive issues on L2 teaching, how and what to teach when dealing with specific speech acts, intercultural aspects of communication, the teaching of languages for academic and specific purposes and some other methodological issues on pragmatics teaching.

For the first time, the major theoretical and pedagogical approaches to genre and related issues of social construction are presented in a single volume, providing an overview of the state of the art for practitioners in applied linguistics, ESL/EFL pedagogies, rhetoric, and composition studies around the world. Unlike volumes that present one theoretical stance, this book attempts to give equal time to all theoretical and pedagogical camps. Included are chapters by authors from the Sydney School, the New Rhetoric, and English for Specific Purposes, as well as contributions from other practitioners

who pose questions that cross theoretical lines. Genre in the Classroom: *includes all of the major theoretical views of genre that influence pedagogical practice; *takes an international approach, drawing from all parts of the world in which genre theory has been applied in the classroom--Australia, Canada, Hong Kong, the Middle East, the United States; *features contributors who are all both theorists and classroom practitioners, lending credibility and authenticity to the arguments; *combines theory and practice in every chapter, showing how particular theoretical views influence classroom practice; *grounds pedagogical practices in their own regional and theoretical histories; *openly discusses problems and questions that genre theory raises and presents some of the solutions suggested; and *offers a concluding chapter that argues for two macro-genres, and with responses to this argument by noted genre theorists from three theoretical camps. This Handbook provides a comprehensive treatment of basic and more advanced research methodologies in applied linguistics and offers a state-of-the-art review of methods particular to various domains within the field. Arranged thematically in 4 parts, across 41 chapters, it covers a range of research approaches, presents current perspectives, and addresses key issues in different research methods, such as designing and implementing research instruments and techniques, and analysing different types of applied linguistics data. Innovations, challenges and trends in applied linguistics research are examined throughout the Handbook. As such it offers an up-to-date and highly accessible entry point into both established and emerging approaches that will offer fresh possibilities and perspectives as well as thorough consideration of best practices. This wide-ranging volume will prove an invaluable resource to applied linguists at all levels, including scholars in related fields such as language learning and teaching, multilingualism, corpus linguistics, critical discourse analysis, discourse analysis and pragmatics, language assessment, language policy and planning, multimodal communication, and translation.

The goals of this resource are broader than many standard books on writing assessment, which focus on evaluating an individual's ability to create an effective piece of writing for a particular purpose. Assessing Writing, Assessing Learning seeks to support teachers, administrators, program directors, and funding entities who want to make the best use of the resources at their disposal to understand what students are learning and why and then take actions based on what they have learned. It also seeks to provide a common basis for communication among all the interested parties—the writing professionals, the people who identified the need for the program, and the students. The book has sections on planning, tools (different ways of collecting data and links to instruments), and reporting (examples provided). Each section includes a discussion of issues and advice for working through the issue along with numerous examples, plus a list of resources to consult to learn more. The final chapter provides worksheets that may be reproduced and used to help those in charge of setting up and delivering a writing program to think through the issues presented. A glossary of terms is also included.

Explores a number of themes of interest to those engaged in researching and teaching academic genres. This book is of interest to students on Master's programmes in Teaching English as a Second Langauge and Applied Linguistics, and to scholars

researching issues of academic literacy.

"This book examines the way disciplinary practices provide a framework for writing in various scholastic areas"--

The goal of this volume is to examine academic discourse (AD) from cross-linguistic and cross-cultural perspectives. The adjective "Cross-cultural" in the volume title is not just limited to national contexts but also includes a cross-disciplinary perspective. Twelve scientific fields are under scrutiny in the articles. One of the unique aspects of the volume is the inclusion of a variety of foreign languages (English (as a lingua franca), Spanish, French, Swedish, Russian, German, Italian, and Norwegian). Besides, in several articles dealing with oral AD, comparisons and parallels are also established with written AD. The research methodologies used in the studies are varied and they offer an overview of the diversity and richness of approaches to AD. All in all, it is hoped that the volume appeals not only to young researchers but also to confirmed scholars interested in cross-linguistic and cross-cultural aspects of AD. It will also be of interest to language teachers or teachers who are involved with e.g. international students and academic mobility.

Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar fills an important gap in teacher professional preparation by focusing on the grammatical and lexical features that are essential for all ESL writing teachers and student-writers to know. The fundamental assumption is that before students of English for academic purposes can begin to successfully produce academic writing, they must have the foundations of language in place--the language tools (grammar and vocabulary) they need to build a text. This text offers a compendium of techniques for teaching writing, grammar, and lexis to second-language learners that will help teachers effectively target specific problem areas of students' writing. Based on the findings of current research, including a large-scale study of close to 1,500 non-native speakers' essays, this book works with several sets of simple rules that collectively can make a noticeable and important difference in the quality of ESL students' writing. The teaching strategies and techniques are based on a highly practical principle for efficiently and successfully maximizing learners' language gains. Part I provides the background for the text and a sample of course curriculum guidelines to meet the learning needs of second-language teachers of writing and second-language writers. Parts II and III include the key elements of classroom teaching: what to teach and why, possible ways to teach the material in the classroom, common errors found in student prose and ways to teach students to avoid them, teaching activities and suggestions, and questions for discussion in a teacher-training course. Appendices to chapters provide supplementary word and phrase lists, collocations, sentence chunks, and diagrams that teachers can use as needed. The book is designed as a text for courses that prepare teachers to work with post-secondary EAP students and as a professional resource for teachers of students in EAP courses.

Second language students not only need strategies for drafting and revising to write effectively, but also a clear understanding of genre so that they can appropriately structure their writing for various contexts. Over that last decade, increasing attention has been paid to the notion of genre and its central place in language teaching and learning. Genre and Second Language Writing enters into this important debate, providing an accessible introduction to current theory and research in the area of written genres-

and applying these understandings to the practical concerns of today's EFL/ESL classroom. Each chapter includes discussion and review questions and small-scale practical research activities. Like the other texts in the popular Michigan Series on Teaching Multilingual Writers, this book will interest ESL teachers in training, teacher educators, current ESL instructors, and researchers and scholars in the area of ESL writing.

The studies presented in this volume focus on two distinct but related areas of specialized communication professional and academic settings, resting on an anti-essentialist notion of identity as a phenomenon that emerges from the dialectic between individual and society. The authors start from a detailed analysis of discourse practices as evidenced in texts, their production and the professional performance patterns which underlie such practices, and explore the way the actors, roles and identities are constructed in language and discourse. In particular, by highlighting discursive attitudes and aptitudes, they underscore the need to understand discourse in light of norms of professional responsibility, showing that not only do professionals and academics use discourse to create self-identity, but they also use identity constructed through discourse to influence society.

Examines the widespread phenomenon of poor literacy skills in adults across the globe This handbook presents a wide range of research on adults who have low literacy skills. It looks at the cognitive, affective, and motivational factors underlying adult literacy; adult literacy in different countries; and the educational approaches being taken to help improve adults' literacy skills. It includes not only adults enrolled in adult literacy programs, but postsecondary students with low literacy skills, some of whom have reading disabilities. The first section of The Wiley Handbook of Adult Literacy covers issues such as phonological abilities in adults who have not yet learned to read; gender differences in the reading motivation of adults with low literacy skills; literacy skills, academic self-efficacy, and participation in prison education; and more. Chapters on adult literacy, social change and sociocultural factors in South Asia and in Ghana; literacy, numeracy, and self-rated health among U.S. adults; adult literacy programs in Southeastern Europe and Turkey, and a review of family and workplace literacy programs are among the topics featured in the second section. The last part examines how to teach reading and writing to adults with low skills; adults' transition from secondary to postsecondary education; implications for policy, research, and practice in the adult education field; educational technologies that support reading comprehension; and more. Looks at the cognitive processing challenges associated with low literacy in adults Features contributions from a global team of experts in the field Offers writing strategy instruction for low-skilled postsecondary students The Wiley Handbook of Adult Literacy is an excellent book for academic researchers, teacher educators, professional developers, program designers, and graduate students. It's also beneficial to curriculum developers, adult basic education and developmental education instructors, and program administrators, as well as clinicians and counselors who provide services to adults with reading disabilities.

New material featured in this edition includes updates and replacements of older data sets, a broader range of disciplines represented in models and examples, a discussion of discourse analysis, and tips for Internet communication. Plagiarism has long been regarded with concern by the university community as a serious act of wrongdoing threatening core academic values. There has been a perceived increase in plagiarism over recent years, due in part to issues raised by the new media, a diverse student population and the rise in English as a lingua franca. This book examines plagiarism, the inappropriate relationship between a text and its sources, from a linguistic perspective. Diane Pecorari brings recent linguistic research to bear on plagiarism, including processes of first and second language writers; interplay between reading and writing; writer's identity and voice; and the expectations of the academic discourse community. Using empirical data drawn from a large sample of student writing, compared against written sources, Academic Writing and Plagiarism argues that some plagiarism, in this linguistic context, can be regarded as a failure of pedagogy rather than a deliberate attempt to transgress. The book examines the implications of this gap between the institutions' expectations of the students, student performance and institutional awareness, and suggests pedagogic solutions to be implemented at student, tutor and institutional levels. Academic Writing and Plagiarism is a cutting-edge research monograph which will be essential reading for researchers in applied linguistics.

Twenty-five essays on teaching English as a second language by renowned ELT materials writer and teacher trainer Dorothy Zemach. The wide variety of topics include classroom management, testing and assessment, teaching reading strategies, coping with cheating and plagiarism, teaching visual learners, culture shock, the value of a non-native teacher, and recognizing and overcoming teacher burnout. This volume contains the complete collection of her "From A to Z" columns originally published in TESOL's Essential Teacher magazine (2003 – 2009).

George Pullman's lively and accessible introduction to the study of persuasion is an ideal text for use in courses where the understanding and practice of argumentation, rhetoric, and critical thinking are central. Continually challenging his readers to seek and recognize sound evidence, to question the obvious, and to assess and reassess the credibility of claims made by others--including the author's own--Pullman shows the way to strong writing, effective speaking, and rigorous critical thinking.

Many universities worldwide now require established and novice scholars, as well as PhD students, to publish in English in international journals. This growing trend gives rise to multiple interrelated questions, which this volume seeks to address through the perspectives of a group of researchers and practitioners who met in Coimbra, Portugal in 2015 for the PRISEAL and MET conferences. The volume offers truly global coverage, with chapters focusing on vastly different geo-social areas, and disciplines from the humanities to the hard sciences. It will be of interest to applied linguists,

particularly those working in the area of English for Research Publication Purposes, and to language professionals working in research writing support, research supervision and academic publishing, as well as to journal editors and managers.

The Commentary for the third edition of this successful guide to writing has been revised and expanded in many ways to provide more support for instructors; this includes additional tasks for Units Two and Four to supplement the main text. However, the collegial tone established in previous Commentaries between Swales & Feak and instructors has been retained. This volume contains commentaries on each of the eight units plus the two appendixes. The format for each unit includes a summary of the main points of the unit along with a list of topics covered. a synopsis of activities, divided into Language Focus sections and description of tasks. some general notes designed to capture the character of the unit, to indicate alternative activities, or to anticipate problems that may arise. detailed commentary and discussion of individual tasks, including model or sample answers where possible.

Developing persuasive, clear, authoritative writing for academic and professional work can be a real challenge for many. This book guides the reader through the writing process for a dissertation, thesis or essay. Practical strategies and tips for each stage of the process are offered throughout, from critical reading through to preparing the final piece of work for submission. The author pays particular attention to an understanding of the English language, and how it is be best used in academic work. Key features of the book are: Real examples from postgraduate work which show the strengths and weaknesses of different approaches Glossaries of terms Case studies of published research which demonstrate good practice in writing Checklists of tasks to complete whilst working on a writing project It will be essential reading for all those writing dissertations, essays and theses at post-registration and postgraduate level in health and nursing.

The field of applied linguistics covers a diverse range of research and practice, and has developed somewhat differently in various parts of the world due to variations in local socio-cultural conditions, needs and issues. However, this local diversity does not reflect a field that is incoherent, but rather one which has a broad, shared international agenda which is invigorated by the diversity brought to the field by local perspectives. The papers in this volume represent some of the major global directions that research in applied linguistics is taking and shed light on how language is used to affect practice. The aim of this volume is to explore some of the key methods and issues which are guiding applied linguistics into the future through an examination of these issues in local contexts, thereby providing a basis for understanding the global directions the field is taking. These directions follow two historically defined paths: those related to educational studies and language teaching, and those related to social issues involving language. In the volume, half the papers focus on the former, examining issues of language teaching, language teacher education and second language acquisition, while the other half examine social issues related to language use, bilingualism and

multilingualism, and language policy and planning. The collection of papers presented in this book illustrates how these traditional themes are influenced by the rising forces of globalisation and the use of technology, thus exemplifying both the new and old ways in which the study of language is realised.

English in academic and professional settings has received great attention over the last 50 years, as its use has become a key asset for anyone interested in improving his/her chances of communicating internationally. However, it still offers rich opportunities for teachers and researchers working on English in specific settings. The aim ofEnglish for Professional and Academic Purposes is to offer an overview of several topics within the field of discourse analysis applied to English in academic and professional domains. The book compiles contributions from different origins, ranging from Japan to the USA and several European countries, and covers English as a native, second, foreign and international language. It also deals with various specialities, including academic writing, business discourse or English for medicine, nursing, maritime industry and science and engineering. This volume is divided into three sections: Discourse Analysis of English for Academic Purposes, Professional English and EPAP Pedagogy, since it was conceived as a contribution to the research on how English is analysed as both the discourse of and for effective communication in academic and professional settings, and how it can be applied to teaching. This manuscript offers some fresh insights for those involved or interested in this field of expertise, in an attempt to shed some light on its latest innovations.

Table of contents

Doing Sociolinguistics: A practical guide to data collection and analysis provides an accessible introduction and guide to the methods of data collection and analysis in the field of sociolinguistics. It offers students the opportunity to engage directly with some of the foundational and more innovative work being done in the quantitative or variationist paradigm. Divided into sixteen short chapters, Doing Sociolinguistics: can be used as a core text in class or as an easy reference whilst undertaking research walks readers through the different phases of a sociolinguistic project, providing all the knowledge and skills students will need to conduct their own analyses of language features excerpts from key research articles; exercises with real data from the authors' own research; sample answers to the exercises; and further reading is supported by the Routledge Sociolinguistics Companion website (www.routledge.com/textbooks/meyerhoff) which features further online exercises with sound files. Designed to function as both a core text for methods classes in sociolinguistics and as a companion to the Routledge textbook Introducing Sociolinguistics, this book will be essential reading for all students studying and researching in this area.

The Teacher's Grammar of English with AnswersA Course Book and Reference GuideCambridge University Press
Featuring a collection of newly commissioned essays, edited by two leading scholars, this Handbook surveys the key research findings in the field of English for Specific Purposes (ESP). • Provides a state-of-the-art overview of the origins and evolution, current research, and future directions in ESP • Features newly-commissioned contributions from a global team of leading scholars • Explores the history of ESP and current areas of research, including speaking, reading, writing, technology, and

business, legal, and medical English • Considers perspectives on ESP research such as genre, intercultural rhetoric, multimodality, English as a lingua franca and ethnography

The Routledge Handbook of English for Academic Purposes provides an accessible, authoritative and comprehensive introduction to English for Academic Purposes (EAP), covering the main theories, concepts, contexts and applications of this fast growing area of applied linguistics. Forty-four chapters are organised into eight sections covering: Conceptions of EAP Contexts for EAP EAP and language skills Research perspectives Pedagogic genres Research genres Pedagogic contexts Managing learning Authored by specialists from around the world, each chapter focuses on a different area of EAP and provides a state-of-the-art review of the key ideas and concepts. Illustrative case studies are included wherever possible, setting out in an accessible way the pitfalls, challenges and opportunities of research or practice in that area. Suggestions for further reading are included with each chapter. The Routledge Handbook of English for Academic Purposes is an essential reference for advanced undergraduate and postgraduate students of EAP within English, Applied Linguistics and TESOL.

The status of LSP (Languages for Specialised Purposes) in the contemporary socio-cultural context is an ongoing central issue of scholarly debate. Specialised Languages in the Global Village examines the impact of globalisation on intercultural communication within specialised communities of practice. The contributions to the volume provide linguistically and pedagogically-informed discussion on modes of communication practice in professional and institutional domains, frames of social action and the construction of professional identities. The contributors also address issues of languages and social entrepreneurship, and the acquisition and development of linguistic/cultural competence in foreign languages for specialised purposes. The edition is a valuable resource for researchers in LSP, specialists in the fields of discourse analysis, sociolinguistics and scholars in the area of rhetoric and composition. It will also be of interest to professional translators, language editors and language advisors in the fields of specialised academic/professional communication. LSP instructors and foreign language teachers will also find informed guidelines and useful pedagogical proposals for classroom implementation.

Adopting an interdisciplinary perspective, BUILDING GENRE KNOWLEDGE provides a unique look into the processes of building genre knowledge while offering a dynamic theory of those processes that is inclusive of both monolingual and multilingual writers—a necessary move in today's linguistically diverse classrooms. It will therefore be of great interest to researchers and practitioners in both first and second language writing studies.

A Course for Nonnative Speakers of English. Genre-based approach. Includes units such as graphs and commenting on other data and research papers.

This co-edited book provides doctoral candidates with a practical, cross-discipline handbook for successfully navigating the doctoral process – from initial program selection to the final dissertation defense and preparing for the faculty interview. Invited chapters from established higher education experts cover topics ranging from university and program selection, preparing for comprehensive exams and dissertation research, self-care and self-management strategies, and recommendations for maintaining

personal and professional support systems. Each chapter includes strategies for success and practical tips, including how to create a study guide for the comprehensive examination, how to create a professional support group, how to talk to your family about the doctoral process, how to select and work with a chair and committee, how to identify an appropriate research design, how to navigate the IRB process, and how to master the research and writing process.

Words for Working ofereix una revisió actualitzada de conceptes, competències, habilitats comunicatives i recursos essencials per a l'aprenentatge i ús efectiu de l'anglès professional i acadèmic a l'entorn de l'economia i l'empresa internacional. El volum facilita als lectors el coneixement i el domini de la variació lingüística existent dins del llenguatge especialitzat (variació intercultural, geogràfica, textual, etc.), així com del seu funcionament en àrees de comunicació professional fonamentals en aquest àmbit (anglès empresarial, econòmic, financer, jurídic, etc.). El seu contingut inclou estratègies comunicatives i activitats didàctiques pràctiques tant per a la llavor professional com per a l'estudi i la investigació en anglès dins d'aquestes disciplines en el nou Espai Europeu d'Educació Superior.

Today's research world demands a variety of different abstracts to serve different purposes. As a result, writing abstracts can be a difficult task for graduate and international students, researchers, and even practiced authors. Abstracts and the Writing of Abstracts is designed to demystify the construction of this essential writing form and to equip scholars with the skills to summarize their work in clear and compelling ways. This volume represents a revision and expansion of the material on writing abstracts that appeared in English in Today's Research World. The Abstracts volume focuses on abstracts for research articles before addressing abstracts for short communications, conferences, and PhD dissertations. It also covers keywords, titles, and author names. Wherever appropriate within the text, Language Focus sections discuss options and provide tips for meeting specific linguistic challenges posed by the writing of different types of abstracts.

Bringing together an international and interdisciplinary team of contributors, this Handbook is a wide-ranging and invaluable reference guide to language teaching. A comprehensive reference work on language teaching, which combines the latest research findings, coverage of core topics, and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage, including: the psycholinguistic underpinnings of language learning; social, political, and educational contexts; program design; materials writing and course design; teaching and testing; teacher education; and assessment and evaluation Offers a balanced evaluation of the major positions and approaches, including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries; English is only one of the many languages used as examples throughout the volume

This book on doctoral writing offers a refreshingly new approach to help Ph.D. students and their supervisors overcome the host of writing challenges that can make—or break—the dissertation process. The book's unique contribution to the field of doctoral writing is its style of reflection on ongoing, lived practice; this is more readable than a simple how-to book, making it a welcome resource to support doctoral writing. The experiences and practices of research writing are explored through bite-sized vignettes, stories,

and actionable 'teachable' accounts.Doctoral Writing: Practices, Processes and Pleasures has its origins in a highly successful academic blog with an international following. Inspired by the popularity of the blog (which had more than 14,800 followers as of October 2019) and a desire to make our six years' worth of posts more accessible, this book has been authored, reworked, and curated by the three editors of the blog and reconceived as a conveniently structured book.

Writing Academic Papers is a book for undergraduate students in higher learning institutions and colleges designed to help them accomplish their academic paper assignments. This book comprises most materials necessary for students to write convincing and persuasive academic papers. It defines an academic paper, explains its importance in higher education, and outlines the necessary steps in writing a well-presented, well-argued, and well-documented academic paper. This book also discusses in detail and with concrete examples the question of plagiarism, the most serious offense in academic writing, including the effects of plagiarism in the production of new knowledge and the consequences to those caught plagiarizing. This book is an invaluable resource for all beginning students striving to achieve ethical and excellent writing performances.

Copyright: a23ee5e96deb055af9ae34a4453dc472