

THE EFFECTIVENESS OF ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING
BY ENHANCING SELF-ESTEEM, MOTIVATION AND TECHNOLOGICAL DEVICES
: A REVIEW ARTICLE

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Abstract

Individuals' self-esteem is their conviction in their value or competency. Self-esteem includes self-beliefs, such as "loved and deserving," and emotional experiences, such as triumph, depression, pride, and shame. Self-esteem can predict academic success, personal contentment, marriage and relationship fulfilment, and even criminal activity, making it of interest. Psychologists call self-esteem "trait self-esteem" despite its fleeting and typical swings. Self-esteem is also known as "self-worth," "self-regard," "self-respect," and "self-integrity." This study investigated how self-esteem affects English competency as a non-native speaker or EFL learner. This study employed purposive sampling by selecting scholarly papers from Google Scholar, Web of Science, and Scopus Databases. Five experts evaluated the originals, and content analysis was used. The results show that EFL study can boost English learners' self-esteem. Students understand the relevance of self-esteem in EFL. English as a foreign language (EFL) study improves students' self-esteem, motivation and technology. English is essential for future generations' daily lives and employment possibilities. Technology and mobile gadgets can help you learn English. The appeal of English language learning depends on how educators motivate and engage students. This study examines self-esteem, motivation, and tech integration. Further study should include surveys or interviews.

Keywords: Effectiveness, English Foreign Language Learning (EFL), Self-Esteem, Review Article, Students

Introduction

The COVID-19 epidemic has altered education delivery. Teachers must use online instruction to keep students learning. Skype, Zoom, Google Meet, and Webex can be used to construct a comprehensive online curriculum or course. "English as a second or foreign language (EFL)" refers to non-native speakers who speak another language first. "English as a second language" (ESL) refers to language training for English learners. In recent years, virtual social worlds have grown. However, little is known about individual factors that affect online course participation. University students taking online programmes are in a distinct stage of their study. In this case, computer self-efficacy, metacognitive self-regulation, and self-esteem must predict student involvement. Multidimensional cognitive, emotional, and behavioural components form self-esteem. This strategy may improve online course instructional design and user engagement. Social media addiction lowers self-esteem, but self-esteem increases life satisfaction. It has been demonstrated that self-esteem affects the relationship between social media addiction and life satisfaction (Rameli et al., 2020; Macaro et al., 2020).

Given the growing importance of English due to economic improvements, people must develop a natural desire to learn it early on. Learning a foreign language is difficult and monotonous. Motivation is crucial to learning English. Practical methods to motivate students to learn English are essential. Note the link between student motivation and motivation-boosting approaches. Define intrinsic and extrinsic motivation, examine their interconnections, and examine human traits that affect motivation. Based on the result, the author suggests numerous effective ways to motivate students to learn English. Cooperative Learning improves EFL reading achievement, academic self-esteem, and school alienation. Due to self-esteem, the experimental group had a statistically significant advantage in EFL reading achievement (Ghaith, 2003; Kong, 2009). The prevalence of mobile devices has spread to schooling. The mobile software helped students prepare for the final accomplishment test. Accessibility from anywhere made the software valuable for Learning. Students liked remedial comments, which improved understanding and performance. The favourable experience with the mobile app spurred students to request its inclusion in other faculty courses. Students reported low motivation from professor messages and low use of the pronunciation support tool, limiting the app's communication performance benefits. Offering isolated words and phrases to pupils and eliminating some things from the comprehensive credit test led to this result. What students think of instructional mobile apps is frequently seen (Klimova & Polakova, 2020).

Thai EFL learners have a positive attitude towards English medium instruction (EMI) recognizing its benefits for English language proficiency and future employment opportunities. However, they face challenges in understanding instructors' English speaking, comprehending materials, and acquiring specialized vocabulary. The students required being

trained to use metacognitive strategies and apply digital technology in their English learning to improve their autonomous learning ability and English achievement. Besides using metacognitive strategies to improve their autonomous learning and English language achievement, students also expressed their preferences for digital tools as effective means to augment their learning outcomes and motivation (Wang & Modehiran, 2023; Meenasantirak & Chaiyasuk, 2024).

Hence, the significance of self-esteem, motivation and technological instructional devices cannot be overstated for English as a foreign language learner, particularly in the digital era marked by the digital revolution.

Literature Review

English as a Second Language Learning in the Digital Era

English has been widely taught worldwide during and after the COVID-19 epidemic. Listening skills improve when people use social media to study and spend more time learning English. Social networking helps with vocabulary acquisition, practice, and penmanship. YouTube is the most popular social media tool for English learners. Teaching methods must be revised because English is taught as a second language to immigrants in English-speaking countries. This demography faces challenges. Artificial intelligence is used in education. AI is crucial to education's future. AI-powered digital assistants are also becoming popular. They help educators and students by providing substantial educational resources targeted to their requirements and academic fields. Artificial intelligence growth poses safety, security, and privacy problems. AI has both positive and negative effects on schooling. The global COVID-19 pandemic has disrupted civilisation, affecting the economy and education. Most worldwide education systems use synchronous or asynchronous internet instruction. Thus, typical teaching and learning methods may be obsolete for students. Higher education institutions must implement online teaching and learning methods as a substitute for traditional ways during the pandemic. During the pandemic and further, online learning in higher education has challenged students' views (Siripipatthanakul et al., 2022; Limna et al., 2022 a; Selvanathan, Hussin & Azazi, 2023).

Mobile devices offer many benefits, yet smartphone addiction and excessive Instagram use might hurt Physical Education students' self-esteem. Age, gender, and other factors affected cell phone misuse. Smartphone addiction was positively correlated with applications, such as Instagram involvement. The discussion also covered how smartphone addiction affects kids' self-esteem. Due to Instagram engagement time, self-esteem did not change. Physical education students play a unique role in preventing cell phone and Instagram misuse during sports (Romero-Rodríguez et al., 2020).

The technology acceptance (TAM) model is essential for applying technological devices. The TAM Model consists of perceived ease of use and perceived usefulness. The relationship between the TAM model and the intention to use intelligent education technology relates to student satisfaction. The TAM model does not directly affect the choice to use innovative education technology. Adopting the TAM model and student satisfaction may improve learning, which could be helpful to educators and instructors. In addition, The TAM Model could be applied to any industry to increase the intention to use innovative technology via the TAM model's predictors and the mediating role of user satisfaction (Siripipatthanakul et al., 2022). By introducing new technology, artificial intelligence (AI) can transform education. An extensive study of artificial intelligence (AI) technologies has examined their educational applications and implementation issues. Chatbots and their algorithms use natural language input to mimic human conversations and produce text. Ethical and practical issues arise when employing complicated chatbots like ChatGPT in teaching. Understanding how to integrate AI into education benefits teachers and students. Responsible and ethical usage of this technology is also stressed (Adiguzel et al., 2023).

The increasing interest in utilising natural language processing (NLP) to cater to the requirements of educators and learners has been triggered by the progress in educational technology and the abundance of educationally significant textual and spoken data. Nevertheless, a notable disparity exists between academic applications and those usually targeted by natural language processing (NLP) systems. There is a noteworthy focus on potential advantages and obstacles (Litman, 2016). Therefore, technological devices, such as smartphones for education, are crucial in the digital world and could improve the English proficiency of higher education students, especially YouTube, Netflix, and English learning websites.

Effectiveness of English Learning and Motivation

Adult English language learners must be motivated. The student body may include English majors and non-English majors. Non-English majors were more goal-oriented than English majors. English graduates have stronger integrative motivation. English majors' motivational elements were more diverse than those of non-English majors. Student instruction should be tailored to senior students' needs and traits. Motivation and attitudes affect a learner's capacity to learn English as a second language, offering a different perspective. Four factors influence an individual's English comprehension. Instead of vocabulary proficiency, motivation, attitude, anxiety, and self-confidence are essential in language learning. Encouraging pupils to read helps improve their English. Student attitudes, motivation, and language anxiety affect their English language skills. It is commonly known that students' English learning attitudes and motivation improve their performance. Language

anxiety and English achievement negatively correlate with opinions about the learning environment.

Implementing student strategies has improved motivation for English achievement. Conversely, teacher plans may not immediately affect students' English achievement (Sun & Wang, 2022; Ahmad Baaqeel, 2020). Long-term success in learning a second or foreign language has been linked to motivation. Learning engagement is positively correlated with autonomous motivation. To maintain autonomous motivation, learners require autonomy, competence, and relatedness. The literature has not examined these three factors and their relationship with autonomous motivation in mobile-assisted language acquisition. Thus, WhatsApp has increased student motivation in educators' daily operations. WhatsApp as a mobile-assisted language learning tool in school presents new issues (Alamer & Al-Khateeb, 2023).

A language learner's motivation may not match their engagement in the classroom or community language practises. Racism, misogyny, elitism, anti-immigrant views, and homophobia in the school or community may explain this lack of attention. A language learner's impression of good language instruction may differ from the teacher's, compromising their commitment to classroom language practises. Thus, while motivation is crucial, a language student may not engage in classroom language practises, hindering English acquisition (Darvin & Norton, 2023).

English Learning by Enhancing Self-Esteem

Academic success is linked to intrinsic drive, self-esteem, and cognitive capacity, mainly linguistic fluency and reasoning. Motivation and self-esteem affect cognitive characteristics, which affect academic success. English is important in foreign languages, making it essential in education. Elementary kids, including university, learn English from the start and throughout their careers. Mastering English is sometimes required for graduation and employment, highlighting its importance in modern culture. Undergraduates must pass the campus-administered EPT to graduate. Thus, students must learn and grasp English. Teaching English in the classroom requires numerous considerations. Students have unique traits. Different personalities affect comprehension. It's well known that self-esteem shapes pupils' personalities. How self-esteem affects students' personalities and English language development is notable. Students' self-esteem and EPT results are marginally positively correlated. Personal self-esteem and Emotional Processing Test scores correlate positively (Moyano et al., 2020; Utami & Wahyudin, 2022). Male and female EFL learners had similar self-esteem and performance. Teachers and students of English as a Foreign Language (EFL) must actively build students' self-esteem while they learn the language. This study suggests using student self-esteem to improve EFL instruction.

Additionally, it suggests self-esteem research avenues. A crucial part of personality is self-esteem, which affects attitudes and behaviours. Self-esteem is linked to mental health, daily functioning, academic success, and life satisfaction. It is measured by self-perception, whether positive or negative. Self-esteem and academic achievement are linked. Thus, if pupils' self-esteem and English competence are correlated, there is a link between self-esteem and EPT scores, with higher self-esteem resulting in higher EPT scores (Alrabai, 2017; Gultom & Oktaviani, 2022). Social media use is linked to depression, loneliness, social anxiety, and low self-esteem. Welsh speakers showed stronger connections than non-Welsh speakers. Social media marginalisation of minority languages might lower self-esteem. Several interrelated psychological aspects can be affected. Education professionals must find realistic writing methods to help pupils with different self-esteem levels improve their writing. Reflective Learning Portfolio (RLP) and Dialogue Journal Writing (DJW) help increase undergraduate students' writing skills with different self-esteem (Jones, Reppa & Reed, 2022; Yulianawati et al., 2022).

Hence, attaining academic achievement is associated with various aspects, including an individual's self-esteem, proficiency in verbal expression, and intrinsic motivation. Reasoning and linguistic fluency are essential components that hold significant importance. The role of cognitive and non-cognitive factors and the potential for cognitive details to be modified are influential in determining academic achievement. Motivation and self-esteem are factors that seem to influence academic performance. The development of self-esteem plays a crucial role in enhancing English as a Foreign Language (EFL) proficiencies and academic performance.

Smartphone Addiction in English Learning and Self-Esteem

Social media's psychological effects on pupils are interconnected with their mental health. Students who use social media excessively may experience melancholy, stress, anxiety, emotional isolation, low self-esteem, memory impairment, and self-harm. Student mental health is affected by social media use like Facebook and Twitter. Social media use by students has been linked to depression, stress, anxiety, emotional isolation, low self-esteem, memory impairment, and self-harm. Social media use affects student mental health. Empirical data links social media use to students' mental health (Olola et al., 2023).

Because of rising interest in the mental health effects of internet addiction on adolescents, the current study explores the psychological correlates of problematic use of social media and the Internet during the first year of the COVID-19 pandemic. The length of social media use and frequency of checking while doing ordinary tasks differed by gender. Significant relationships were found between self-reported social media addiction and self-esteem and anxiety. Gender (particularly female gender) and characteristic anxiety predict social media addiction. Anxiety moderated the relationship between smartphone addiction,

boredom, and loneliness. Depression and stress did not moderate the relationship between boredom, loneliness, and smartphone addiction. Smartphone addiction is linked to psychological illnesses, requiring screening to reduce its incidence. Thus, smartphone addiction is related to psychiatric diseases (Malaeb et al., 2022; Ciacchini et al., 2023).

Smartphone addiction is rising among university students in the 21st century due to its widespread use. Smartphone addiction is characterised by compulsive use, which can distract from important tasks and academic endeavours. Smartphone use and its distractions have been linked to stress, anxiety, and depression. Smartphone addiction, mobile phone distraction, and academic performance were negatively correlated. The survey indicated that university seniors were more addicted to smartphones and distracted than younger students. Smartphone addiction and distraction were higher among students who carried their phones in their backpacks or pockets than among those who kept them on their desks. Students who kept their phones on ring or vibration mode scored lower on attention impulsivity tests than those who kept them on quiet. Smartphone-based learning activities and gamification must be integrated to motivate and engage students (Suah, 2023).

With the widespread use of smartphones among university students in the contemporary day, there has been a notable rise in the susceptibility of students to develop a reliance on their mobile devices. Technological devices play a crucial role in the education of English learners in contemporary times. The utilisation of technology may lead individuals to deviate from essential tasks and academic pursuits. Nevertheless, the addiction to a smartphone is distinguished by the presence of obsessive urges to utilise the device.

Effectiveness of English Language Learning (EFL), Self-Esteem, Motivation and Technological Devices

English-language learners' self-efficacy, self-esteem, and academic performance are linked. EFL students' academic success was better predicted by self-esteem than self-efficacy. English proficiency is essential for effective local and worldwide communication. Colleges and universities use it as a teaching tool besides primary and secondary schools. English as a Second Language (ESL) classes are mandatory in all schools and cannot be skipped. When learning a second language, one must actively participate in conversation and comprehension physically, cognitively, and emotionally (Asakereh et al., 2018; Siripipatthanakul et al., 2022).

The COVID-19 pandemic has affected health and education. It forces teachers to use online learning platforms to teach students cognitive, emotional, and social skills. YouTube is one of several online learning options. During the COVID-19 pandemic, YouTube's customisable thumbnails, playlists, share buttons, and end screens were great teaching aids. The data support the idea that motivation and other attitudes affect ESL learners' learning

ability, which is an alternate approach to English language development. Motivation, attitude, anxiety, and self-confidence affect a language learner's understanding of English. These factors influence language proficiency more than vocabulary learning. Literary works that engage students can improve English language learning (Ahmad Baaqeel, 2020; Muthmainnah et al., 2022; Limna et al., 2022; b).

Videoconferencing, learning management systems, discussion forums, and interactive exercises used in online classes have been examined for academic use in the digital age. Teachers who use technology or want to improve teaching are crucial. School leaders and other education stakeholders can use this study's findings to improve. Data may motivate software engineers to find new ways to solve technological problems (Gao, 2023). Therefore, within scholarly pursuits, it is vital to consider the suitability of the technologies employed in education, including videoconferencing, learning management systems, discussion forums, and interactive exercises. Enhancing the effectiveness of English learning depends on self-esteem, motivation, and technological devices, which are part of this paper's conceptual model.

The conceptual model is proposed and shown in Figure 1 (below).

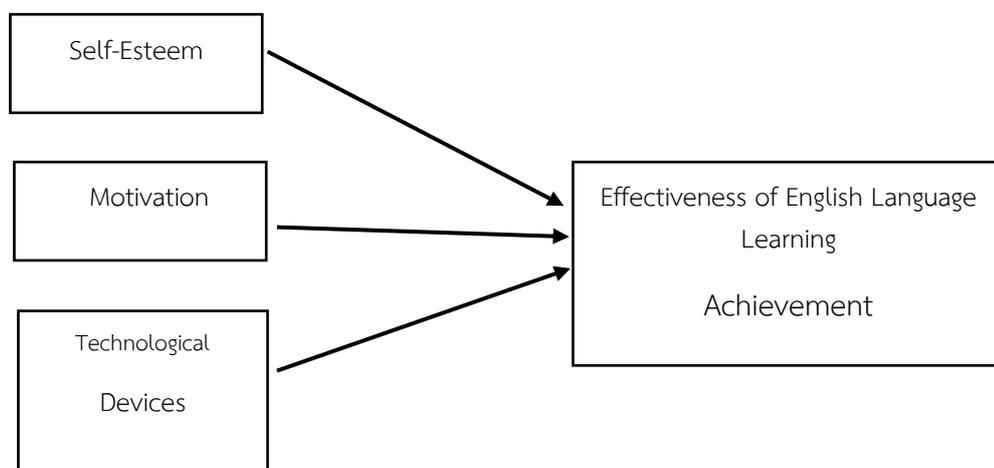


Figure 1 Conceptual Model

Research Method

The qualitative study used content analysis. Qualitative data analysis aided interpretation and analysis. Secondary data used source data and relevant literature on concepts and hypotheses. A conceptual model of the phenomenon is created during content analysis. Inductive and deductive analytical techniques begin with preparation, then organisation and reporting. Both methods start with preparation. The inductive content analysis derives concepts from data. Deductive content analysis uses previous knowledge to operationalise the analytical structure (Elo & Kyngäs, 2008). This research was interpreted

using content analysis. Data content analysis and performance relied on original data (Limna et al., 2022, c; Viphanphong et al., 2023; Woodeson et al., 2023).

The valid sources were from the scholarly papers between 2008 and 2023, totalling 39 papers based on Google Scholar, Web of Science (WOS) and Scopus Databases using the keywords effectiveness, English Foreign Language Learning (EFL), self-esteem, review article, and students.

Content Analysis Results

The effectiveness of English Learners depends on self-esteem, motivation, and technological devices

EFL students use technology to improve their English in both face-to-face and online contexts. English language learners may benefit from several technology devices. Popular platforms like YouTube and Netflix offer a variety of multimedia content that can help with language acquisition. Social media, smartphones, and browsers can also help with learning English. Technology in English education has pros and cons. The student is most frustrated by their limited internet access, which hinders their progress. Students struggle with unfamiliarity with English language learning technology. English language learners need motivation. When the instructional topic is more complicated, students who like English tend to work harder at learning it. Motivating pupils helps them communicate in English in class and integrate it into real life. Younger people must learn and use English. Motivation is widely regarded as a critical aspect in making language acquisition practical. Technological devices may motivate students more than inherent drive. Motivation strongly influences English language learners. Student motivation to learn English is linked to using technology to improve their language skills. Self-esteem is one's view and appreciation for one's uniqueness. The significant correlation is how an individual views their enjoyment and preference, their environment, and their peers' influence on their student competencies. Students' self-esteem may affect their English language acquisition. Students' English learning efficacy, self-esteem, motivation, and technology use are positively correlated.

Research Discussion

The study's results support the study of Rameli et al. (2020) regarding the need for teachers to keep using online approaches. Students can track their progress via Skype, Zoom, Google Meet, and Webex. Online programmes and courses can help implement English Learning, especially in the digital age. The findings support Limna et al.'s (2022, a) observation that AI has been used in English language learning. AI is crucial to education's growth. AI-powered digital assistants are also becoming popular. They provide educators and students access to substantial educational resources targeted to their needs and academic fields. However, advances in artificial intelligence raise safety, security, and privacy concerns. AI has both positive and negative effects on schooling.

The study's results provide empirical evidence that aligns with the claim made by Romero-Rodriguez et al. (2020) and Kong (2009) regarding Mobile gadgets' revolutionary power, which gives several options. Users should be aware that these devices can be problematic. Addictive behaviours can harm an individual's health. Smartphone addiction and Instagram use affect physical education students' self-esteem. Due to the growing economic importance of English, people should start language acquisition early. Learning a second language is complicated and sometimes boring. Motivation is crucial to learning English. Therefore, effective ways to motivate pupils to learn English are essential. Student motivation and motivating tactics are linked. The essay discusses intrinsic and extrinsic motivation and their relationships, then analyses human traits that affect motivation. The conclusion suggests numerous effective ways to encourage English learning.

The findings support the study of Sun et al. (2022), Baaqeel (2020) and Ahmad Baaqeel (2020) regarding senior pupils' English learning motivation; students may be English majors or non-majors. English majors prioritise ends more than non-English majors. English majors are more motivated to integrate. English majors have more diverse motivations than non-majors. Different views on the target language and culture distinguished the two groups. Customise education for adult learners' needs and traits. Motivation and other attitudes affect ESL performance. These findings offer a new perspective on English language learning. Four factors affect language learners' English comprehension: motivation, attitude, anxiety, and self-confidence. These traits affect a language learner's English comprehension more than vocabulary. Engaging with fascinating literature can improve students' English.

The findings support the study of Utami & Wahyudin (2022) regarding the importance of English in education. English is taught from kindergarten to college. It is a graduation requirement and an employment requirement, demonstrating its importance. English Proficiency Test (EPT) is necessary for university degrees. Thus, students must learn English. There are several aspects to consider when teaching English in school. Each pupil is unique. Different personalities affect comprehension. Student personalities vary, but self-esteem is a critical factor in shaping people. Students' self-esteem may affect their English competence and personality. A moderate positive correlation was found between students' self-esteem and EPT results. Thus, people with more vital self-esteem score higher on the EPT.

The results support the study of Olola et al. (2023) on a link between social media use and student mental health. Students' excessive social media use may lead to sadness, stress, anxiety, emotional isolation, low self-esteem, memory impairment, and self-harm. Social media like Facebook and Twitter affect students' mental health. Previous study suggests that kids who use social media may face sadness, stress, anxiety, emotional isolation, low self-esteem, memory impairment, and self-harm. Students' mental health is affected by social media use. Students' mental health is also affected by social media use. The results support Suah's (2023) study, that smartphone addiction is common among

university students due to its widespread use. Smartphone addiction involves an insatiable want to use the device, distracting from essential tasks like schoolwork. Smartphone use has been linked to stress, anxiety, and depression. Additionally, excessive smartphone use negatively impacts academic performance. The survey found that older university students were more addicted to smartphones and distracted than younger ones. The scholarly study indicated that students who kept their smartphones in their bags or pockets were more addicted and distracted than those who kept them on their workstations. Students who used their phones in sound and vibration mode instead of silent mode scored lower on attentiveness and impulsivity tests. Instructors should use integrative pedagogical approaches like smartphone-based learning activities and gamification to motivate and engage students in learning English.

However, Hawi & Samaha (2017) summarised that social media usage was negatively associated with self-esteem, but self-esteem had an excellent association with life satisfaction. Furthermore, the results of the path analysis indicated that the association between social media addiction and life satisfaction was mediated by self-esteem. This finding highlights the need to investigate this problem in future research.

Conclusions

The COVID-19 pandemic has affected education. It shows that digital educators can use online learning platforms to meet students' cognitive, emotional, and social requirements during and after the pandemic. YouTube is one of several online learning options. YouTube's thumbnail customisation, playlist creation, link exchange, and end display use are helpful teaching aids. YouTube was used to educate people about COVID-19. Technology helps students learn English as a Foreign Language (EFL) in traditional and online classrooms. YouTube, Netflix, social media, mobile phones, and web browsers may help English learners. Technology in English education has pros and cons. Without the Internet, students face a difficult and stressful challenge. Students' unfamiliarity with English language learning technology is a problem. English programming directors and marketers should consider customer service to improve viewers' experience. Making Netflix's English-learning courses compatible with popular technologies boosts the desire to study English via Netflix's English Subtitle function. Netflix's user-friendly English subtitles may also lower effort expectations. In addition, English programme leaders and marketers should consider performance expectations by improving consumers' perceptions of the benefits of Netflix's English subtitles and English language competence.

The applicability of online learning tools like videoconferencing, learning management systems, discussion forums, and interactive exercises for digital academic pursuits. Teachers who use technology in their curricula or want to encourage reading and learning. This study's findings can help school administrators and other education

stakeholders make educated decisions and take necessary action to address concerns or areas for improvement. Data-driven software engineers can also find novel technical solutions. Smartphone addiction is an obsessive need to use the device, which can distract from important tasks and schoolwork. Smartphone use is linked to undesirable mental and emotional states like anxiety, worry, and depression. Overuse of smartphones negatively impacts academic achievement. Advanced students used smartphones more and were more distracted by them. Smartphone addiction and distraction scores were higher for students who carried their phones in their bags or pockets than those who kept them on their workstations. In concentration and impulsiveness tests, students who set their phones to sound and vibration scored lower than those who muted them. Motivating and engaging pupils requires motivational learning strategies integrated using smartphone-based learning or gamification. English language learners require motivation using technological devices or mobile phones. When assigned more complex assignments, English-loving students work hard. Motivation helps students speak English in class and apply it outside of class. Youth must learn and use English. We know language acquisition requires motivation. Students may be driven by technology rather than motivation. English students are driven to improve academically and personally. Technology to boost English proficiency and student motivation is essential. Self-esteem is a person's subjective judgement of their value and distinctiveness. Self-esteem influences English language efficacy. Therefore, self-perception, satisfaction, preference, surroundings, and peer social affect student skills. Academically successful pupils are confident. Students with low grades have lower self-esteem, motivation, and technology.

It could be synthesized from the overall finding as the Mind Mapping diagram in Figure 2.

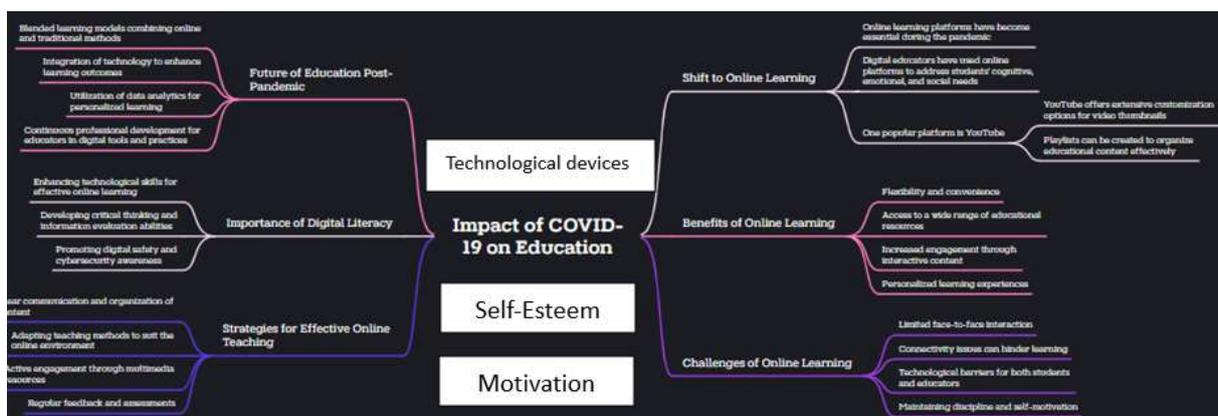


Figure 2. Mind Mapping Diagram
(Integrated generation using Chatmind, 2024)

Limitations

This review article examines how self-esteem, motivation, and technology affect English learning. The current analysis may miss aspects affecting English language learners' success. The study's findings are significant, but other factors may limit their generalizability. Additional variable analysis is needed. The study's findings are not based on qualitative or quantitative respondents' perceptions. Therefore, limitations must be acknowledged. One weakness of the current study is the questionnaire and in-depth interviews' perceived simplicity.

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