

Learn Oral Skills Keeping in Mind the Issues of Interest

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Abstract—As has been said on many occasions, students' interest in specific topics is among the factors that determine autonomous and self-directed learning. This paper shows the results obtained from the experience of 60 accounting students from a Peruvian technological institute who recorded videos on topics of their interest. Mixed methods research was carried out. The quantitative stage consisted of two parts. The first one measured the difference between the pre-and post-tests, before and after the project. Second, they proposed a validated model, considering three constructs: oral skills, language difficulties, and video types; for this reason, a confirmatory factor analysis (CFA) was applied from a survey completed by students at the end of the project. The qualitative stage consisted of coding the responses given by students to the survey's open-ended questions. This research highlighted the improvement of oral skills and an acceptable factor structure (RMSEA 0.058; CFI 0.965; and TLI 0.958) concerning students' opinions. The outcomes of this research are promising, with a significant enhancement in students' oral skills, increased confidence in public speaking, and a positive learning experience that can inspire and shape future educational practices.

Index Terms—interest topics, oral skills, recording videos

I. INTRODUCTION

Nowadays, it is expected that Peruvian higher education students have doubts and fears in their first English class because the lousy experience of secondary school was marked by being scolded for their poor pronunciation during an English presentation or their grammatical problems in a written text. Furthermore, neither an approach nor a student-centered environment is considered in Peruvian schools. That gives an idea of how difficult it is for students to achieve autonomous learning. Even so, there are numerous proposals to foster the mentioned kind of learning these days. One of these is taking into consideration the topics of interest to them. In this respect, individual interest has been defined as a predisposition to pay special attention to particular issues (Ainley et al., 2002). This condition facilitates learning, motivates and promotes creativity when students share their favorite topics with the rest, and significantly reduces anxiety when dealing with issues of interest (Lai & Hung, 2019). In addition to this, there is greater engagement from students when their preferences, daily routines, and subjects of their choice are part of a learning project or simply a scholarly task. This emphasis on students' interests in the learning process is a significant revelation that can enlighten educators and researchers in language education (Shakourzadeh & Izadpanah, 2020).

For these reasons, many scholars have proposed teaching English language alternatives such as spreading information about regional and local cultures, lifestyles, and traditions, which are the day-to-day in the students' lives (Asgari et al., 2019; Renninger et al., 2014). On the other side, experiences such as those that encourage text drafting, considering the students' interests in issues like religion, war, love, suicide, and cooking, among others, have improved their writing skills (Behbudi & Sadeghghli, 2018).

At this juncture, the present research seeks to determine if recording videos with students' interest topics significantly affects their speaking skills and if the survey created by the author has validity for measuring the three constructs mentioned above. These questions are of the utmost importance as they can potentially revolutionize how we approach language education. In this sense, the following questions are addressed in this paper:

Q1: How significant is the improvement in students' oral skills when videos are recorded on topics that interest them?

Q2: Is the survey valid for measuring the constructs OS, LD, and KV?

Additionally, we considered the following null hypothesis:

Ho: Videos recorded with students' interests do not significantly affect their oral skills.

Ho: The survey is invalid for measuring OS, LD, and KV constructs.

II. LITERATURE REVIEW

Interest topics in English learning

Interest is considered a learning facilitator associated with personal choice (Shiefele et al., 1992) and a personal goal (Sorić & Palekčić, 2009). Based on this, it has already been recommended that the students should choose their interest topics because it was noted their poor motivation when teachers decide on the assignment topic, which often is not familiar with their context, preferences, and ideals (Shakourzadeh & Izadpanah, 2020). Meanwhile, the authors argue the importance of students' participation in their learning if we, as teachers, want their autonomous learning. In this

regard, student autonomy is accomplished with a permanent teacher-student interaction, where choosing an exciting topic is an essential learning component (Benson, 2007). In addition, it has been clarified that the teacher's role is to suggest bibliographic sources or another trusted source where students can find factual and up-to-date information, avoiding risk (Threadkell, 2010). In that respect, it is also proposed that we as teachers inquire about our students' topics of interest because they need to achieve some learning goals; for this reason, teachers can associate their student's favorite topics with curricular content established by the Ministry of Education (Hsieh, 2016).

Record videos as part of the young student context

It is obvious how young people of today master technology, websites, and social networking to the degree that in many classrooms worldwide, the well-known WhatsApp, Instagram, and YouTube are considered teaching-learning strategies because these are part of their academic lives. The same applies to the majority sector of the Peruvian population context, who, at an early age, spend the most time "connected to the Internet." It is not unusual to see a student using an anatomy app on their cellphone, another who solves a specific task on a web platform, and another who takes virtual classes. For this reason, in this modern and changing world, these people have been called digital natives (Huang et al., 2013) or people of the future (Grenade & Boldy, 2008). Furthermore, much evidence shows that this group of people enjoys using social networking more than to take lessons (Wasiński & Tomczyk, 2015). Even so, it has been concluded that this situation is more of an opportunity than a problem (Bourgonjon et al., 2010). Therefore, video recording is a splendid opportunity to enhance oral skills because they will use the Internet, websites, and free platforms to achieve the best video (Kondal & Prasad, 2020). In addition to the above, it is now known that this type of project improves students' self-esteem. Second, recording videos allows oral training for the best presentation (Tailab & Marsh, 2019). Third, generally, students record videos at home, allowing them to learn at their own pace, far from their classmates' gaze, and, above all, far from ill-intentioned criticism and teasing; for this reason, several authors have argued that there is a positive side to home learning, without forgetting that there is a natural learning English vocabulary predisposition at home (Kwakkel et al., 2023), as the anxiety management in outside the classroom English language activities and the inference that English outside the classroom learning promotes motivation and students engagement (Myhre et al., 2023; Prince & Deggory, 2023).

Social support present in videos

The vital thing to recognize in our research is the social support of the student's videos. In this sense, the videos could be emotional, informational, companionship, and tangible. It is known that an emotional video contains love, empathy, family experiences, and happy memories with friends' messages. For this part, informational videos contain advice, suggestions, and exciting and valuable information. Meanwhile, companionship videos contain mainly support messages from friends and family. Finally, tangible videos contain financial and material assistance messages (Lahey & Cohen, 2000).

III. METHODOLOGY

Participants

A Non-probability sampling was considered for this study and was comprised of 60 accounting students, 19 males (31.6%) and 41 females (68.4%), aged between 16 and 35 years. All of them were enrolled in the introductory English course; at the same time, their English language performance level was below basic and following the institutional placement test. They also participated in the first quantitative stage (pre-, post-test, and video program application). Furthermore, 55 (91.6%) completed the survey, which is considered the second quantitative stage.

Instrumentation

The first data collection instrument was an oral test, which consisted of asking the student to make an oral presentation and considering his or her topic of interest. This oral presentation should last for about 2 minutes, and it was assessed according to the following criteria: fluency, pronunciation, management of the topic, and grammar.

The second data collection instrument was a survey (Google form) designed by the author. This had four parts: the first gathered socio-demographic data (sex, age, career), and the second contained a 25 5-point Likert scale (Appendix). This part gathered information about three components: Oral Skills (OS) achieved for interest topics video recording, Learning Difficulties (LD) overcome thanks to the mentioned activity, and Kind of Video (KV) related to video contents. The third part involved two multiple-choice questions about the advantages and disadvantages of interest topic video recording. The last part consisted of an open-ended question. This question served to gather the qualitative information. It must be pointed out that this survey was completed in Spanish by 55 students. On the other hand, it is important to mention that the instrument's reliability (Cronbach's alpha) was 0.855. This survey was written in Spanish for ease of filling.

Data collection

The pre-test measured the oral skills of 60 students and classified their topics of interest. Among them were daily activities, sports, family, pets, places, and caring for the environment—recycling and reusing. This served to develop an English program, considering mainly oral skills. For 16 weeks, students received classes about their interest topics. This process concluded with a video recording and a post-test. Thereupon, 55 students completed the abovementioned survey.

Data analysis

First, using SPSS 27 software, it was determined if scores obtained from pre- and post-tests followed a normal distribution. The same happened when comparing the two samples through Wilcoxon signed rank. Furthermore, the JASP program was used to measure the efficacy of the survey model through a confirmatory factor analysis (CFA). The exploratory factor analysis (EFA) was previously used to determine the number of constructs from the survey.

It is worth mentioning that the data handling used theoretical approaches found in papers written by Harris and Hardin (2013) and Williams et al. (2010). Additionally, it is essential to state that one limitation of this research is the sample size because the ideal is $n > 200$.

IV. RESULTS

Students recorded the next kind of videos: personal descriptions and family (22), recycling and environmental care (13), pets (8), places (7), cooking (5), and daily routine (5). According to the findings, emotional videos (EV) were most interesting to students. Secondly, there were the informational videos (IV). There were no companionship videos (CV) or tangible videos (TV) (Malecki & Demaray, 2003).



Figure 1. Videos Recorded

TABLE 1
DESCRIPTIVE STATISTICS OF PRE AND POST-TEST

Test	N	Mean	Standard Deviation	Minimum	Maximum
Pre	60	3.02	1.662	0	8
Post	60	14.53	1.334	12	17

TABLE 2
TEST OF NORMALITY

Test	Statistic	df	Sig.
Pre-test	.137	60	.007
Posttest	.220	60	<.001

In Table 2, it is possible to observe that the data does not follow a normal distribution. Therefore, it was analyzed using the Wilcoxon Test, which is a non-parametric test.

TABLE 3
WILCOXON SIGNED RANKS TEST

Posttest-Pretest	N	Men Rank	Sum of Ranks
Negative Ranks	0 ^a	.00	.00
Positive Ranks	60 ^b	30.50	1830.00
Ties	0 ^c		
Total	60		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

TABLE 4
TEST STATISTICS^a

	Posttest-Pretest
Z	-6.793 ^b
Asymp. Sig. (2-tailed)	<.001

a. Wilcoxon Signed Rank Test

b. Based on negative ranks

The table below shows that the negative Z score (-6.793) represents the enhancement in students' oral skills from time 1 to time 2. This is connected with the positive ranks in time 2. Additionally, asymptotic significance is less than .05 (<.001); therefore, it can be said that the video recording videos based on students' interest topics effectively improve oral English language skills.

The results of the second quantitative part started with an exploratory factor analysis (EFA), where the outstanding was a Kaiser- Meyer- Olkin Measure of Sampling Adequacy (KMO) of .795, a Bartlett's Test of Sphericity with the next results, 975.703 (approx. Chi-Square), df (300), and Sig. <.001. Likewise, the reliability of this survey, with a

Cronbach’s Alpha of.855, is considered good and acceptable. It is worth indicating that items four, six, seven, eleven, fourteen, fifteen, twenty, twenty-three, twenty-four, and twenty-five were removed to achieve the best fit in the next CFA process.

Amongst the CFA highlights are the parameter estimates, where Standard Estimation, in the last column of the following table, shows that all results are more significant than 0.4. In addition to the above, the results are significant ($p < 0.001$).

TABLE 5
PARAMETER ESTIMATES

Factor Loadings						95% confidence interval		
Factor	Indicator	Estimate	Std. Error	z-value	p	Lower	Upper	St. Est (all)
OS	ITEM 9	0.752	0.104	7.206	<0.001	0.547	0.956	0.810
	ITEM 16	0.858	0.107	8.049	<0.001	0.649	1.067	0.869
	ITEM 18	0.850	0.099	8.565	<0.001	0.656	1.045	0.902
	ITEM 19	0.935	0.127	7.339	<0.001	0.685	1.184	0.821
	ITEM 13	0.780	0.108	7.234	<0.001	0.568	0.991	0.813
	ITEM 8	0.647	0.148	4.365	<0.001	0.357	0.938	0.555
LD	ITEM 10	0.880	0.128	6.890	<0.001	0.630	1.130	0.787
	ITEM 17	0.789	0.139	5.684	<0.001	0.517	1.062	0.685
	ITEM 5	0.525	0.127	4.124	<0.001	0.276	0.775	0.556
	ITEM 1	0.888	0.128	6.922	<0.001	0.637	1.139	0.843
	ITEM 3	0.624	0.134	4.639	<0.001	0.360	0.888	0.620
	ITEM 2	0.796	0.137	5.825	<0.001	0.528	1.064	0.733
VT	ITEM 12	0.700	0.201	3.482	<0.001	0.306	1.093	0.489
	ITEM 21	0.804	0.120	6.677	<0.001	0.568	1.040	0.812
	ITEM 22	1.007	0.158	6.370	<0.001	0.697	1.317	0.781

According to this table, the standardized estimation of each item is greater than 0.04, and all of these are significant (< 0.001). Then, a criterion of factor loadings is accepted here.

TABLE 6
MODEL FIT MEASURES

X ²	df	X ² /df	GFI	CFI	TLI	RMSEA	RMSEA lower bound	RMSEA upper bound	p
102.958	87	1.183	0.977	0.965	0.958	0.058	0.000	0.098	0.117

X²: Chi-square

df: degrees of freedom

p: probability

RMSEA: Root Mean Square Error of Approximation

CFI: Comparative Fit Index

TLI: Tucker Lewis Index

GFI: Goodness of Fit Index the RMSEA value (0.058) indicates a good fit. Furthermore, the CFI and TLI values are more significant than 0.9 (0.9658 and 0.958, respectively), which shows an appropriate model fit.

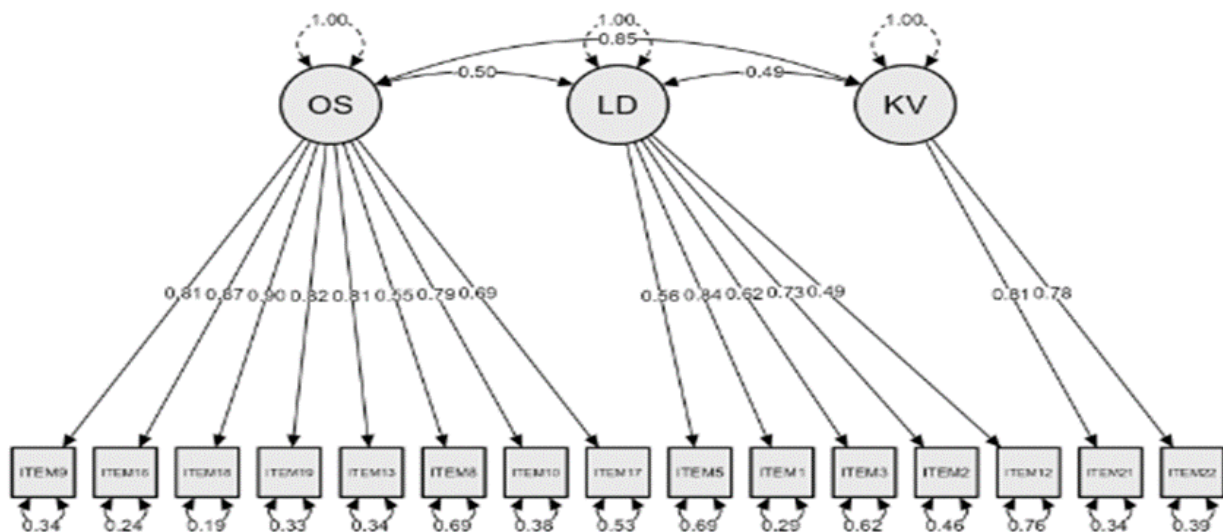


Figure 2. The Final Model of Students’ Interest Topics

TABLE 7
FACTOR COVARIANCES

							95% confidence interval		
			Estimate	Std. Error	z-value	p	Lower	Upper	Std. Est (all)
OS	↔	LD	-0.495	0.120	-4.131	< .001	-0.730	-0.260	-0.495
OS	↔	VT	0.847	0.069	12.316	< .001	0.712	0.981	0.847
LD	↔	VT	-0.486	0.138	-3.528	<.001	-0.756	-0.216	-0.486

OS: Oral Skills

LD: Learning Difficulties

VT: Video Types, in Figure 2, is KV (kind of video)

The previous table shows the negative correlation between OS and LD (-0.495), meaning that a video program based on students' topics of interest promotes oral improvement and reduces learning difficulties. Similarly, there is a high correlation between OS and KV (0.847), which means that it depends on the kind of video (familiar, pets, caring for the environment, or places) for improving oral skills. Finally, there is a negative correlation between LD and KV (-0.486), which means that the learning difficulties decrease due to recording different kinds of videos.

TABLE 8
STUDENTS' POINT OF VIEW

Criteria	Expressions (coded)
Pronunciation improvement	<p><i>"That I could express myself better in English" (student 1).</i></p> <p><i>"By recording the video, I learned to improve my pronunciation, and not to be afraid of making mistakes in their pronunciation" (student 4).</i></p> <p><i>"It helped me to improve my pronunciation and oral participation in the language; I had no problems because I did it as accurately as possible" (student 8).</i></p> <p><i>"Learn little by little to become more fluent in speaking English" (student 9).</i></p> <p><i>"I think it is good (the project of video) for better pronunciation and fluency when speaking English" (student 10).</i></p> <p><i>"So important because I could improve my pronunciation, and a little bit, and have to speak in English" (student 14).</i></p> <p><i>"This motivated me to continue practicing my English pronunciation." (Student 17).</i></p> <p><i>"It is a useful tool, as it allowed me to practice my pronunciation, expand my English vocabulary, and lose the fear of speaking English" (student 22).</i></p>
Lose the fear of public speaking.	<p><i>"It was amazing because I learned to control my nerves when speaking English and my fears of pronunciation" (student 3).</i></p> <p><i>"That is a good idea to lose the fear of speaking in front of people and to know more about English" (student 6).</i></p> <p><i>"Recording the video was very important to me because I was able to lose my fear of speaking; even though my English is not good, I made an effort to do it" (student 16).</i></p> <p><i>"This is important (recording videos) because it will help in many aspects; for example, I have lost a little shyness in speaking, I feel that I have improved somewhat in pronunciation, and it requires much creativity to elaborate a video with evidence" (student 20).</i></p> <p><i>"The development of my project in English was a little difficult, but I could do it because I lost the fear and embarrassment of speaking in English" (student 28).</i></p> <p><i>"It has helped me learn to pronounce better, to lose my fears, and express that I learned in the English subject" (student 38).</i></p> <p><i>"I found it (record video) a very didactic way to loosen up my nerves and to learn English" (student 48).</i></p>
Pleasant experience (record videos)	<p><i>"These are very nice experiences because I enjoy learning another language" (student 2).</i></p> <p><i>"The smallest action is a big step toward new learning and knowledge, so it is important to persuade young people (citizens) to continue learning because knowledge is power, thank you, and keep improving" (student 5).</i></p> <p><i>"It has been a great experience for me. I have been able to express myself without any opposition, and it was fun to do it; all the time, I felt spectacular, and I hope to continue learning more and recording more videos" (student 7).</i></p> <p><i>"It was exciting. I can use what I learned in class to write the script of my text in English, as well as improve my pronunciation and vocabulary" (student 11).</i></p> <p><i>"It is a great opportunity that we have at the moment to learn the English language, improve and progress to do it correctly, and more if we have that necessary help that contributes to us in our way" (student 12).</i></p> <p><i>"Very beneficial (the project) as a student, I learned to speak the language more fluently, I felt excited and comfortable making the video, and through the videos, I can correct my mistakes and continue practicing" (student 13).</i></p> <p><i>"It is a better way to learn this language (English) as we get more involved in the subject by watching the images in the</i></p>

	<p><i>video" (student 15).</i></p> <p><i>Recording the video taught me to be more confident speaking English, creative, and eager to continue learning another language (student 26).</i></p> <p><i>"In my case, making the video in English was a challenge; I like to listen and sometimes write in English in pronunciation, but I have not mastered it; when I made the video, I lost a little fear. I knew the pronunciation was not the best, but I took the risk, so making that video was complicated. However, at the same time, it encourages me to continue pronouncing this language better" (student 27).</i></p> <p><i>"This activity (recording videos) is beneficial for me because it helped me a lot to improve my pronunciation and to know new words, it helped me to reduce my nerves and fears, and I think it is an effective way to learn English" (student 31).</i></p> <p><i>"Recording a video in English has been an excellent experience, as I have learned the importance of pronunciation and how to write some words in English. This helps me understand English better when an English-speaking person addresses me (student 37).</i></p> <p><i>"I felt good about recording my video; first, I thought about what my video would be based on, then I wrote down what I was going to say in my video, then I practiced the pronunciation of the words, and there I learned how to pronounce certain words, and improved my English vocabulary when I finished practicing the pronunciation. Finally, I recorded my video" (student 39).</i></p>
To be free to choose the topic	<p><i>"I could express an experience lived in the family" (student 4).</i></p> <p><i>"I liked that the video was free-themed" (student 8).</i></p> <p><i>"Recording a video in English and having the freedom to express it with feeling and pronounce each word delicately helps us to perform better and lose the fear of expressing ourselves to a listening audience" (student 18).</i></p> <p><i>"I liked that a video was made of our day-to-day life" (student 43).</i></p>

As we can observe in Table 8, there is a cheerful student view of the completed project, in principle, regarding their pronunciation improvement, and therefore more fluency speaking. This condition is due to their interest in the topic; for this reason, they expected that the product would be as perfect as possible. The second skill obtained and observed is to lose the fear of public speaking. This results from video sharing. Respect for calling the project a great experience, a learning opportunity, or a beneficial activity is related to the few times students develop projects where their interest topics are considered.

V. DISCUSSION

The present work has three aims. The first one seeks to find if there is a significant difference between pre- and post-tests. The second one is to determine the validity of the survey, and the third one seeks to classify the views given by students regarding the study's open question. Before starting the discussion, it is worth mentioning that the emotional nature of a good proportion of videos is due to our human condition, followed by providing authentic and meaningful information (Lloyd-Jones, 2021). Conversely, Companionship and tangible videos are less common because those mentioned above are easier to express. This situation is explained by Wakefield and Blodgett (1999), who assert that these are more likely affective than financial or material responses. Some research has concluded that human beings are social entities. Therefore, they grow up in a family and friend environment, resulting in feelings and emotions; for this reason, we as teachers should consider them for implementing our teaching strategies, as is the case of this research. The quantitative and qualitative stages will be analyzed in the next part of the discussion.

The results reported in Tables 1-4 are similar to the ones obtained by Encalada and Sarmiento (2019), Azkiya and Rahayu (2019), and Zhussupova and Shadiev (2023), who considered that the improvement of oral skills (pronunciation and fluency), and to lose the fear of public speaking, after their students' recorded videos. On the other hand, the confidence and satisfaction of recording videos at home are two of the many psychological benefits. Authors like Sargsyan and Kurghinyan (2016) explain that students' homes can be learning places with adequate teacher support in the classroom. Besides that, some authors consider that recording a video at home gives students enough confidence to create and design an authentic product, which is far from the students' gaze and non-constructive criticism, sometimes from teachers. CFA's results consider three constructs: oral skills, learning difficulties, and the kind of videos. In this sense, two components are highlighted. First, according to Steinmetz et al. (2009), the model has an appropriate fit, and second, a connection between the three constructs is visible.

Concerning qualitative results, Gilakjani et al. (2011) state that wrong pronunciation is not due to a lack of intelligence or grammar and vocabulary knowledge; it is more due to a lack of motivation and interest. In addition to the preceding, it has also been asserted that lack of attention and students' mother tongue confusion, especially in accent and intonation (Aulia, 2018), or their difficulties with multiple vowels and consonant sounds (Toçi, 2020), are part of innumerable aspects that are to be overcome with constant practice of pronunciation, as when student record a video. Based on the above, authors like Pham and Le (2023) and Frost (2021) coincide in pointing out that recording a video motivates the student to put much effort into presenting the best video without mistakes. For this reason, it is more possible for students to practice speaking consistently. Likewise, overcoming the fear of public speaking is similar to what we said earlier; that is to say, recording videos promotes students' prior pronunciation practice, which is precisely

what gives them enough confidence to speak in front of people without problems. This benefits the aforementioned and others, such as monitoring students' performance and improving linguistics and non-linguistics, contributing positively to oral and written communication skills (Pham & Le, 2023). To consider recording videos a pleasant experience is about the innovative aspect of achieving significant learning in students; in this sense, authors like Moulam et al. (2020) and Dunne et al. (2010) agree with highlighting the too-frequent use of technology in the teaching-learning process, and this, at the same time could be considered an excellent experience for young people, who are accustomed to the traditional teacher-centered learning environment. To have chosen the video's topic is for authors like MehdiYev (2020), an autonomous learning experience where students learn, considering their daily activities.

VI. CONCLUSION

In conclusion, this study highlights the importance of combining traditional learning methods, where the teacher first provides theoretical content referred to in the Peruvian Education Ministry regulation. Then, students progressively achieve autonomy through products like videos discussing their interests. It is necessary to clarify that the teachers are to advise their students, as often as necessary, based on student's interests and preferences. Secondly, the survey's design considers three constructs: oral skills, language difficulties, and videos with the appropriate factor structure. Therefore, it can serve as a model for the future. Let us bear in mind that there is a clear link between oral skills and the kind of videos, and in addition to this, there is an inverse relationship between learning difficulties and the kind of videos. The last conclusion of this work is the positive appreciation by the students for recording videos with their interest topics, both because they improved their oral skills and allowed them to develop a topic of interest, also considering their learning pace and respecting their video design style.

APPENDIX

ITEM	Statement
1	When someone speaks English, I get stressed.
2	I get bored quickly when I hear English spoken.
3	I don't understand when someone speaks in English.
4	I easily forget the English vocabulary I am learning.
5	I do not easily understand the instructions in English.
6	Everyone speaks English except me.
7	The video recording project has improved my pronunciation.
8	The video recording project has lessened my fear of speaking English.
9	The video recording project has improved my motivation to learn English.
10	The project of shooting a video has enhanced my creativity.
11	Before recording a video in English, I had to practice a lot.
12	I am ashamed that anyone would watch my video recorded in English.
13	Recording a video has improved my oral English skills.
14	The video recording project has recharged my work as a student.
15	The video project fits my style of learning English.
16	The project of recording a video has made me realize that I can learn English anytime, anywhere.
17	I will continue to record videos independently, as it is an effective way to learn English.
18	Recording a video in English has increased my willingness to learn the language and improve myself in it.
19	Recording a video in English has been one of the things I have done best in this language.
20	Recording a video in English has improved my writing, listening, and reading in English.
21	In my video, I have shown mastery of the subject matter covered in it.
22	In my video, I have shared a topic related to feelings and emotions.
23	In my video, I have shared scientific evidence of the developed topic.
24	The best way to persuade with a video is to use deep knowledge of the subject, which comes from experience.
25	I believe the best way to persuade with a video is to show statistical evidence of the central theme.

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