

TEACHER'S CODE MIXING AND CODE SWITCHING WITHIN EFL ENVIRONMENT

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Abstract

This current study focused on identifying teacher's code mixing and code switching within EFL classroom. A descriptive qualitative method was implemented using the concept of code mixing along with code-switching by Muysken and Romaine. The research results additionally demonstrated that code mixing and code switching have been employed in a variety of common classroom circumstances, including introducing the material, discussing the material, posing questions, and concluding the material. The instructor performed two sorts of code mixing: insertion and alternation. Besides, inter-sentential switching along with tag switching or emblematic switching are both kinds of code-switching utilized by the instructor within EFL classroom. As a result, code mixing and code switching pedagogical strategy is highly suggested in bilingual or multilingual classroom to simplify the process of instruction and learning where code mixing along with code-switching are implemented in several typical classroom situations.

Keywords: Teacher, Code Mixing, Code Switching, EFL Classroom

INTRODUCTION

Code mixing and code switching are routinely employed across a broad range of contexts. In work settings, code-switching is utilised to maintain authorization and build a group of individuals (Ricossa, 2019). The functions of code mixing included displaying a positive image and employing vocabulary that attracts more people (Rafi et al., 2021). In line with Karunarathne & Gurusinghe (2021), being a way of communication, code mixing and switching are extensively employed. People tend to use code mixing for rendering talks with others more enjoyable (Sabrina, 2021), and code-switching for concealing difficulty in speaking in a certain language (Fransisca, 2019). Moreover, the speaker also remains more relaxed when revealing what they are feeling by using code mixing and code switching (Silaban & Marpaung, 2020). Within the school context, students are frequently motivated in doing code mixing and code switching to compensate for a lack

of words, to demonstrate their knowledge of technology and culture, to demonstrate that they were educated and could speak many languages (Tarihoran & Sumirat, 2022).

For a long time, code mixing and code switching within classroom have attracted numerous research attention. Students in EFL context typically have limited exposure to English, so the classroom may become the sole area where the students can utilize English. The interactions between the instructor and the students can enhance their understanding (Mafulah et al., 2023). When code mixing and code switching are implemented to assist students comprehend the subject (Yuanita et al., 2019), at the same time, students in the EFL atmosphere neglect to utilize English in everyday interactions, resulting in a lack of English abilities.

Theoretically, code mixing involves the integration of lexical terms and linguistic features from two distinct languages within a statement (Muysken, 2000). He distinguishes the sorts of code mixing into insertion, alternation, and congruent lexicalization. Code switching, on the other hand, denotes the shifting of position of multiple tongues, dialects of spoken languages, as well as ways of speaking. According to Romaine (1995), code switching can be separated into three categories: intra-sentential switching, inter-sentential switching, and tag switching/emblematic switching.

Previous studies have been conducted concerning on code mixing and code switching across different goals of research. Many scholars performed research regarding code mixing and switching within instruction and learning process (Yuanita et al., 2019; Fanani & Ma'u, 2018; Novianti & Said, 2021; Pratama, 2022; Yahya, 2021; Wirhayati & Safitri, 2020; Abdulloh & Usman, 2021), within social media (Maheswara, 2022; Azzahrah et al., 2022), within mass media (Nahak & Bram, 2022), within movies (Swandani et al., 2022; Susanti et al., 2021), within trade (Muta'alim et al., (2021); Singh & Mishra, 2021), and also within legal (Zolkapli et al., 2022)

Concerning code mixing and code switching within instruction and learning process, Yuanita et al. (2019), Fanani & Ma'u (2018), Novianti & Said (2021), and Pratama (2022) conducted research about code mixing and code switching in senior high school. Yuanita et al. (2019) showed that the English teachers mostly used Indonesian than English in delivering material in the classroom. In line with Yuanita et al. (2019), Novianti & Said (2021) highlighted that code mixing functions also included attracting students' enthusiasm to acquire knowledge. Fanani & Ma'u (2018) highlighted that code switching occurred when instructor explaining important points and providing commands to learners. In addition, Pratama (2022) highlighted that the instructor frequently applied both code mixing and code switching within the classroom.

As well, Yahya (2021) showed that code mixing was employed by using Arabic with Javanese, Madurese, and other foreign languages. Like Yuanita et al. (2019), Wirhayati and Safitri (2020) demonstrated that the instructor frequently shifted codes when teaching listening skills, ranging from English to Indonesian or vice versa. Abdulloh and Usman (2021) denoted that the pupils mostly used three languages (national: Indonesian, local: Javanese, and foreign: English) within classroom and everyday situations.

Next, Maheswara (2022) and Azzahrah et al. (2022) focused on code mixing and code switching within social media. Maheswara (2022) discovered code switching and code mixing recognised by Rintik Sedu's video such as exterior code-switching along with outer code mixing. Azzahrah et al. (2022) showed that Indonesian K-Pop fans frequently implement the codes by combining Indonesian, English, Korean, and Japanese into their tweets. Besides, Nahak and Bram (2022) found that the speaker employed intra-sentential code mixing and intra-lexical code mixing. Furthermore, code-switching comprised intra-sentential, inter-sentential, and emblematic code-switching. Moreover, Swandani et al. (2022) revealed that the characters employed two sorts of code switching such as inter-sentential and intra-sentential switching, as well as code mixing such as alternation, and congruent lexicalization. Susanti et al. (2021) denoted that the characters employed are three distinct sorts of code mixing, with insertion being the most common.

Other research by Singh & Mishra (2021) and Muta'alim et al. (2021) concentrated on the field of trade. Singh and Mishra (2021) discovered that English lexical mixing was prevalent type, while short phrases were the most often frequent elements at the code-switching level. Muta'alim et al. (2021) revealed that the speakers employed Madurese and Indonesian with advance level. They used code mixing and switching to create a speech ambience by combining languages. In addition, Zolkapli et al. (2022) concentrated on the field of law. Zolkapli et al. (2022) revealed that code switching proceeds a greater percentage at the intra-sentential level compared to the inter-sentential level. However, tag-switching is not a prevalent sort of code-switching. Furthermore, code-mixing is commonly employed as insertion.

Based on previous studies that have been previously mentioned, those have been conducted in various subjects particularly in classroom instructions such as Yuanita et al. (2019), Fanani & Ma'u (2018), Novianti & Said (2021), Pratama (2022), Yahya (2021), Wirhayati & Safitri (2020), and Abdulloh & Usman (2021) who conducted research concerning code mixing and code switching within instruction and learning activities. That research mostly concentrated on senior high school. Those previous studies also were conducted in various goal of research such as types, functions, factors, interference, and students' opinion regarding code mixing and code switching. Nevertheless, there is a lack of research concerning on the codes within junior high school levels. Furthermore, previous studies did not discuss the nuance of teacher's code mixing and code switching practices within EFL environment especially at a public junior high school context. Thus, the researcher identified the existence of teacher's code mixing along with code switching within junior high school level. As such, this current research has potential in filling the research gap. As a result, the intentions of this research are to deliver answers to the underlying issues: 1) in what situation do the practices of code mixing and code switching occur within EFL classroom? 2) what are the types of teacher's code mixing and switching within EFL classroom?

RESEARCH METHOD

Addressing the abovementioned issue, this study focused on identifying teacher's code mixing and code switching within an EFL classroom in a public junior high school in Paiton, Probolinggo. Ten male learners and twenty female learners were represented, so thirty learners were enrolled in the programme. An English instructor named Indy (pseudonym) taught the group of students. To identify code mixing and code switching in EFL environment, a descriptive qualitative method was implemented. The data symbolise utterances made by the teacher throughout the educational process. Audio recordings were employed during a meeting to keep track of the classroom observation process. The data containing the teacher's code mixing and code switching was then detected from the extracts. Muysken (2000) and Romaine (1995) concepts were applied in analyzing the data.

FINDINGS AND DISCUSSION

Code Mixing and Code Switching Practices within EFL Classroom

The findings revealed that code mixing and code switching occurred within an EFL classroom throughout instruction and learning, particularly in the junior high school context. The study discovered that the teacher employed two distinct kinds of languages, English as a foreign language and Indonesian as a national language. The findings additionally demonstrated that code mixing and code switching were utilised in various common classroom circumstances, including opening the material, explaining the lesson, requesting questions, and summarizing the material.

Results based on the presence of code mixing and switching practises within EFL classroom throughout the process of instruction and learning are as follows:

Table 1. The presence of code switching and mixing practises within EFL classroom

Classroom Situations	English (Foreign Language)	Indonesian (National Language)	Code Mixing	Code-Switching
Greeting students	√			
Opening the material	√	√		√
Explaining the lesson	√	√	√	
Requesting the questions	√	√	√	
Giving the tasks		√		
Summarizing the material	√	√	√	√
Giving the homework		√		
Closing the meeting	√			

The instructor predominantly relies on English and Indonesian throughout the process of instructing and learning, in accordance with the findings presented in the table above. The study demonstrated the practices of code mixing and code switching in numerous typical classroom environments, providing following instances from extracts:

Opening the material

The point at which the instructor opens the process of instructing and learning among the students through introducing the subject matter of the content is regarded as opening the material. In this section, the researcher offered the following extract instance regarding code switching:

Data 1

Teacher: "Now we will learn about degrees of comparison. Ok, kita akan belajar tentang kalimat perbandingan."

Based on the data above, the utterances revealed that code switching was implemented by the instructor in introducing the material. In data 1, the instructor introduced the topic of the material. She introduced the material by implementing code switching. The teacher implemented code switching by using English and Indonesian. "Now we will learn about degrees of comparison" is in English. And "Ok, kita akan belajar tentang kalimat perbandingan" is in Indonesian. In this situation, the instructor informed the students regarding the material. The material is "degrees of comparison". The instructor additionally employed Indonesian to emphasise the topic of the content "kalimat perbandingan". Thus, the preceding excerpt demonstrated that code switching took place throughout the process of instruction and learning when the instructor introduced the content to the students.

Explaining the lesson

The primary phase of the instructional and educational procedure is explaining the content. The instructor presented the material in front of the students. Furthermore, students ought to give great attention to the instructor's explanation. In this section, the researcher offered an additional instance from the extract regarding the code mixing:

Data 2

Teacher: "There are three types of degrees comparison ya. Ada tiga jenis kalimat perbandingan. The first one is positive degree, perbandingan positif. The second one is comparative degree, perbandingan komparatif, dannn the last one, ya yang terakhir adalah superlative degree ya. Perbandingan super, yang paling, yang ter. Ok?"

In light of the data previously mentioned, the utterances revealed that the instructor employed code mixing and code switching for exchanging the content. In data 2, the utterance demonstrates that the instructor presented the content throughout the process of instruction and learning by using code mixing. The content about 'the degrees comparison' was discussed by the instructor. The teacher employed code mixing to explain the various kinds of degrees comparison to the students by saying, "There are three types of degrees comparison ya", "the first one is positive degree, perbandingan positif. The second one is comparative degree, perbandingan komparatif, dannn the last

one, ya yang terakhir adalah superlative degree ya." While when she said "Ada tiga jenis kalimat perbandingan" and "perbandingan super, yang paling, yang ter", she implemented code switching. As a result, the excerpt above demonstrated how code mixing and code switching occurred throughout the process of instruction and learning as long as the instructor conveyed the topic to the students.

Requesting the questions

The instructor posed questions to the students in order to assess and evaluate their understanding of what they had acquired concerning the content. It may also help learners construct critical thinking skills. In this section, the researcher offered another instance from the extract regarding code mixing process:

Data 3

Teacher: "Sebelumnya, bu guru cek dulu yang positive degree bagaimana kemaren formulanya? Ok let me check your understanding about degrees of comparison! The formula of positive degree is?"

Student: 'as' plus adjective plus 'as'.

According to the data, the utterances proved that the instructor performed code mixing while addressing questions. In data 3, the utterance indicates that the instructor employed code mixing to pose the students questions throughout the process of learning and instruction. The instructor questioned about the positive degree formula. Furthermore, the teacher posed the question to assess the student's understanding regarding the degrees of comparison. The teacher implemented code mixing by mixing Indonesian and English, "Sebelumnya, bu guru cek dulu yang positive degree bagaimana kemaren formulanya? Ok let me check your understanding about degrees of comparison! The formula of positive degree is?". As a result, the extract previously demonstrated how code mixing took place throughout the process of learning and instruction where the instructor addressed students questions.

Summarizing the material

Summarizing the material means that the teacher concludes what they have discussed and learned. In this section, the researcher offered an additional instance from the extract concerning code-switching and mixing:

Data 4

Teacher: "Baiklah. Mari kita buat kesimpulan untuk pembelajaran hari ini. Are you happy?"

Student: "Yesss"

Teacher: "Kita sudah belajar apa hari ini?"

Student: "Degrees of comparison"

Teacher: "Degrees of comparison atau kalimat perbandingan. Nah oke."

In accordance with the data shown previously, the utterances demonstrated that the instructor performed code-switching and mixing during concluding the material. In data 4, the utterance depicts how the instructor summarized the material learned using code switching and code mixing. The instructor directed the students to formulate their own conclusions on the topic. Furthermore, the instructor wanted to know about the students' feelings as well. The teacher implemented code switching by switching Indonesian and

English, "Baiklah. Mari kita buat kesimpulan untuk pembelajaran hari ini. Are you happy?". The teacher also asked the students by asking "Kita sudah belajar apa hari ini?" to know the students' understanding about the material. Afterward, the students answered the teacher's question by answering "Degrees of comparison" and the teacher concluded the material by implementing code mixing. The teacher implemented code mixing by mixing English and Indonesian, "Degrees of comparison atau kalimat perbandingan. Nah oke". These utterances reflect that the teacher makes the conclusions about the material. As a result, the extract below shows that code-switching and mixing happened throughout the process of instruction and learning while the instructor summarized the entire lesson.

The Variety of Teacher's Code Mixing and Code Switching within EFL Classroom

Code Mixing

Insertion

It refers to the mixing of content (lexical elements as well as entire elements) compared to a particular language with the structure from a different one. From the excerpts, the researchers presented the following instances of teacher's code mixing in terms of insertion throughout the learning process:

Data 5

Teacher: "There are three types of degrees comparison ya. Ada tiga jenis kalimat perbandingan. The first one is positive degree, perbandingan positif. The second one is comparative degree, perbandingan komparatif, dannn the last one, ya yang terakhir adalah superlative degree ya. Perbandingan super, yang paling, yang ter. Ok?"

Based on the data presented previously, the utterance was classified as a sort of code mixing with regard to insertion. The researcher detected the kind of code mixing in terms of insertion in data 5. "The first is positive degree, perbandingan positif," the instructor said. In this case, the instructor engaged in instruction regarding the material's topic. "Degrees of comparison" is the theme of the material. The instructor further highlighted the material's topic by employing the Indonesian phrase "perbandingan positif". The utterance demonstrated how code mixing took place throughout the process of learning and instruction during the instructor delivered the material to the students. Since the mixing occurs within a sentence, the utterance belongs to the insertion kind of code mixing. To ensure that the students understood the English content, the teacher substituted the Indonesian term "perbandingan positif" into the English utterance "The first one is positive degree".

Alternation

Alternation merely involves a shift in kind of component, such as statements and clauses. The researcher provided the following excerpts about the sort of teacher's code mixing throughout the process of learning and instruction with respect to of alternation:

Data 6

Teacher: "Sekarang yang comparative degree. Yang comparative degree, yang satu sampe dua syllables ya, one until two syllables.. the formula is?"

Student: "Adjective plus 'er' plus 'than'.

Teacher: "Yang more than two syllables, yang lebih dari dua syllables?"

Student: "More plus adjective plus than."

It was revealed that the utterance was categorized as code mixing with respect to alternation. In data 6, the researcher found the sort of code mixing in the teacher's utterance that used alternation in code mixing practice in EFL classroom. The utterances are "Yang comparative degree, yang satu sampe dua syllables ya, one until two syllables.. the formula is?" and "Yang more than two syllables, yang lebih dari dua syllables?". The teacher asked question about the formula for the degrees of comparison whose words consist of one to two syllables. Moreover, the teacher also asked again about the formula for the degrees of comparison whose words consist of more than two syllables. The utterances indicated that code mixing took place throughout the process of instruction and learning during the instructor addressed the students questions. In each of the sentences, the instructor switched between both languages (English and Indonesian), for instance, "Yang comparative degree, yang satu sampe dua syllables ya, one until two syllables.. the formula is?" and "Yang more than two syllables, yang lebih dari dua syllables?". In light of alternation, the instructor's clause indicated the sort of code mixing.

Code-Switching*Inter-sentential switching*

The switch takes place within two separate clauses. In the context of inter-sentential switching, the researcher offered the following excerpts about the sort of teacher's code-switching throughout the instruction and learning process:

Data 7

Teacher: "Now we will learn about degrees of comparison. Ok, kita akan belajar tentang kalimat perbandingan."

The utterances revealed that code switching was implemented by the teacher in introducing the lesson. In data 7, the utterance represents that the teacher introduced the topic of the material by using code-switching throughout the instruction and learning process. The researcher found the sort of teacher's code-switching that utilized the kind of code-switching regarding inter-sentential switching. The utterance is "Now we will learn about degrees of comparison. Ok, kita akan belajar tentang kalimat perbandingan." In this instance, the instructor informed the students regarding the material's theme. The material's theme is "degrees of comparison." The instructor additionally employed the Indonesian term "kalimat perbandingan" to emphasise the theme of the content. Since the sentences comprised two separate sentences in two distinct languages, it indicated the sort of code switching regarding inter-sentential switching. The instructor employed English in the statement "Now we will learn about degrees of comparison." and shifted to

Indonesian in the next line "Kita akan belajar tentang kalimat perbandingan." The transformation occurs outside of whole sentences or separate sentences, yet within the same topic. Consequently, the previously mentioned extract suggests that code switching regarding inter-sentential switching happened throughout the the material's presentation in the classroom.

Tag switching or emblematic switching

Tag switching/emblematic switching puts tags such as interjections, fillers, or idioms from a certain language onto a sentence that is entirely in another tongue statement. It showed the following excerpt about teacher's code-switching in the instruction and learning process regarding tag switching or emblematic switching:

Data 8

Teacher: "Kita sudah belajar apa hari ini?"

Student: "Degrees of comparison"

Teacher: "Degrees of comparison atau kalimat perbandingan. Nah oke."

The data revealed that code-switching was implemented by the teacher in summarizing the lesson. In data 8, the utterance represents that the teacher summarized the lesson by using code-switching in the instruction and learning process. The instructor asked the students to conclude the content of material. The researcher found sort of teacher's code-switching regarding tag switching or emblematic switching. The utterance is "Degrees of comparison atau kalimat perbandingan. Nah oke." It reflected the type of teacher's code-switching in terms of tag switching or emblematic switching because the utterance incorporated a short term in a single certain language into a sentence that was wholly in another language. The teacher used a short phrase in Indonesian "Nah oke" which is entirely in the other language, English and Indonesian. The instructor concluded material and used a tag switching or emblematic switching "Nah oke". Thus, the extract above indicates that practice of teacher's code-switching regarding tag switching or emblematic switching occurred in the instruction and learning process when the teacher when the teacher summarized the lesson.

The research findings identified two different kinds of code mixing: insertion and alternation. Furthermore, the instructor did not employ code mixing regarding congruent lexicalization within EFL classroom. The research results also revealed two sorts of code switching, inter-sentential switching and tag switching. Moreover, the instructor did not employ code switching regarding intra-sentential switching within EFL classroom. The instructor also employed English and Indonesian in doing code mixing and code switching. The findings implied that the elements that contributed to code mixing and code switching were affected by the first and second languages across communication practices in EFL classroom, where instructor and students use Indonesian as the first language and English as the second language or even foreign language. The findings also defined that code switching and code mixing are required to minimise misconceptions within discussion, promote material cognition, maximise interaction in classroom, and

foster a positive connection among students and instructor. As a result, code mixing and switching can assist pupils in developing English abilities and comprehending subject matter.

In accordance with previous study by Ningsih & Setiawan (2021), code switching occurred using Indonesian-Javanese within the speakers from Malang, East Java. In contrast, the current study discovered that the instructor employed two different kinds of languages within the instruction and learning process. The two different languages are English as a foreign language and Indonesian as a national language, although this research was conducted in East Java particularly at a public junior high school located in Paiton, Probolinggo. It is influenced by most of them used their mother tongue, Indonesian, in their interactions (Husnah & Zaini, 2022), particularly in EFL environment.

Contrary to Fadilah & Astutik (2019) and Wardhana et al. (2023) who applied Hoffman theory of code switching and code mixing (1991), the current research is solely consistent with Mansuri & Kothakonda (2023), by examining teacher's code mixing and switching practices along with its various kinds within EFL classroom using theory of code mixing by Muysken (2000) and code switching by Romaine (1995). The results confirmed that some of the utterances containing code mixing and code switching to simplify the way of instruction and interaction in the classroom.

According to previous research by Daenah & Al Rosyidah (2022), Riadil & Dilts (2022), and Melysa et al. (2022), code mixing and code switching within classroom interactions involved three categories of code mixing, namely insertion, alternation, and congruent lexicalization. Moreover, that also included three sorts of code-switching, such as tag switching, inter-sentential switching, and intra-sentential switching. In contrast to Daenah & Al Rosyidah (2022), Riadil & Dilts (2022), and Melysa et al. (2022), the current research findings identified two different kinds of teacher's code mixing: insertion and alternation. However, the instructor did not employ code mixing regarding congruent lexicalization within EFL classroom. Moreover, the current research results additionally highlighted two primary kinds of teacher's code switching. Inter-sentential switching along with tag switching or emblematic switching are both kinds of code-switching utilised by the instructor within EFL classroom. Moreover, the instructor did not employ code switching regarding intra-sentential switching within EFL classroom.

The current research results additionally agreed with Narayan & Kuar (2022) and Sadiq (2022) that code mixing and code switching practices happened during the process of instruction and interaction when the instructor introduced the lesson, discussed the topic, posed questions, and concluded the lesson. Code mixing in terms of insertion and alternation happened within process of instruction and learning during the instructor delivered the material, asked questions, and summarized the lesson. The utterances reflected the insertion since the code mixing happens within a clause. Besides, the utterances reflected the alternation since the utterances used different languages which switched indistinctly in clauses at both grammatical and lexical levels. In addition, code switching regarding inter-sentential switching as well as tag switching, or emblematic

switching occurred within the process of instruction and interaction when the instructor introduced the lesson and summarized the lesson. As such, the utterances reflected the inter-sentential switching since the switch of language exists in different sentences, but on a similar issue. Besides, the utterances reflected tag switching or emblematic switching since the utterances incorporated a short phrase in a single language into a clause in the other language.

In line with Mahdi & Almalki (2019), the present research findings have the potential to shed light on teachers, readers, and other researchers on the existence and nuances of instructor's code mixing and code switching within EFL classrooms. The results demonstrated that the speakers' first language can play a significant role in their overall comprehension. Like Wartinah & Wattimury (2018), both code mixing and code switching are functional strategies used to communicate efficiently and effectively. These points also refer to Ezeh et al. (2022) that code mixing and switching have positive effects in language learning, both for the teacher and learners. These strategies can help the students understand the materials faster and more easily (Natalia, 2022). As such, outcomes of code mixing and switching encouraged the students to have a more profound understanding of the subject matter by discussing in two or more languages effectively within the process of instruction and learning.

CONCLUSION

The findings confirmed that some of the instructor's utterances contained code mixing and code switching to simplify the way of instruction and learning in the classroom. The instructor performed two kinds of code mixing: insertion and alternation. However, the instructor did not employ code mixing regarding congruent lexicalization within EFL classroom. Inter-sentential switching and tag switching are both kinds of code switching utilised by the instructor within EFL classroom. Moreover, the instructor did not employ code switching regarding intra-sentential switching within EFL classroom. This study also indicated that the instructor's code mixing and code switching took place throughout the process of instruction and learning during the instructor began the lesson, discussed the issue, posed questions, and concluded the material.

Thus, it entailed that teacher's code mixing and code switching is sophisticated and systematic. It could be reasonable to conclude that outcomes of code mixing and code switching encouraged students to have deeper understanding of the subject matter by discussing in two or more languages effectively. As such, code mixing and switching pedagogical strategy is highly suggested in bilingual or multilingual classroom to simplify the way of teaching and learning. This research is also strictly limited to teacher's code mixing and switching practices along with its various kinds within EFL classroom. Furthermore, to come up with a thorough picture of code mixing and switching, the current study fails to consider other sorts of code mixing and switching, such as congruent lexicalization and intra-sentential switching in EFL classroom interactions. As a result,

thorough research and detailed analysis regarding the other sorts of code mixing and switching need to be conducted on various subjects and another goals of research in order to generate more diverse and in-depth findings.

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