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CALSolutions
PreK-12 ELL Education

Foundations of Dual Language Education

Center for Applied Linguistics
Webinar
May 12, 2020
3:00 to 4:30 PM

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Center for Applied Linguistics

CAL CENTER FOR APPLIED LINGUISTICS

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About CAL

The Center for Applied Linguistics (CAL) is a private, non-profit organization founded in 1959 and headquartered in Washington, D.C.

CAL has earned an international reputation for its contributions to the fields of

- dual language and bilingual education,
- English as a second language,
- world languages education,
- language policy, assessment,
- immigrant and refugee integration,
- literacy
- dialect studies, and
- the education of linguistically and culturally diverse adults

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CAL's Mission

The mission of the Center for Applied Linguistics (CAL) is to **promote language learning and cultural understanding** by serving as a trusted source for research, policy analysis, services, and information.

Through its work, CAL seeks solutions to issues involving language and culture as they relate to **access and equity** in education and society around the globe.

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Goals and Objectives

Our goal today is to learn the basic principles underlying successful bilingual programs.

Participants will be able to describe
- the research-based benefits of dual language education
- how using the *Guiding Principles for Dual Language Education*, 3rd edition, (2018) can help you develop or improve your DL program to ensure
  - bilingualism, biliteracy,
  - high academic achievement
  - sociocultural competence

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Benefits of Bilingualism:
What Does the Research Say?

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Bilingual Benefits

Benefits for *all* students

Students in dual language programs have been found to be more likely than their peers in general education programs to (de Jong & Bearse, 2011; Thomas & Collier, 2002):

- complete high school
- take Advanced Placement courses
- have positive attitudes towards school and bilingualism
- have a greater understanding and appreciation of other cultures

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Bilingual Benefits

Benefits for *all* students

- Students benefit cognitively; numerous studies have shown the cognitive benefits associated with bilingualism (Esposito & Baker-Ward, 2013; Ball, 2010; Espinosa, 2013; Sandhofer & Uchikoshi, 2013; Barac et al., 2014).
- Developing proficiency in more than one language enhances career opportunities, promotes cross-cultural understanding, and improves communication skills (Tochon, 2009; Rumbaut, 2014).

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Bilingual Benefits

Benefits for English learners

- Research shows that English learners (ELs) benefit from continuing to learn in their native language (Ball, 2010; Lindholm-Leary & Genesee, 2014).
- Oral proficiency and literacy in a student's first language facilitates English literacy development (August & Shanahan, 2006).
- ELs are less likely to fall behind in core subject areas if they are able to continue learning grade-level content in their home language while acquiring proficiency in English (Lindholm-Leary & Genesee, 2014).

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Bilingual Benefits

Benefits for Spanish-Speaking Emergent Bilinguals

- ☐ stronger early Spanish reading in Kinder was related to greater English reading growth by 4th grade
- ☐ students in stronger reading group but with lower English oral proficiency initially began behind their counterparts but caught up with and surpassed them later
- ☐ initially well-developed Spanish reading competence plays a greater role in English reading development than English oral proficiency.

  (Eunjung Relyea, J. & Amendum S.J., 2019)

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Bilingual Benefits

Benefits for English as a home language students

Native English-speaking students in dual language programs develop more advanced language skills than students in conventional world language programs

- Native-like listening and reading skills
- Fluency and confidence
- May still make grammatical errors or have limitations in vocabulary or idiomatic speech

  (Lindholm-Leary & Genesee, 2014; Lindholm-Leary & Howard, 2008)

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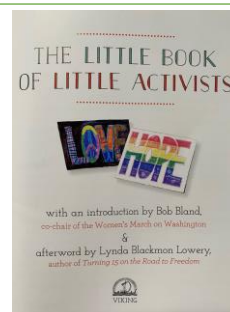**Bilingual Benefits**

Benefits for Society

- Language speakers are a valuable resource in the U.S.: estimated 4.6 million students who come to school already speaking a variety of home languages, most commonly Spanish, Vietnamese, Chinese, Arabic, or Hmong.
- These languages are significant for our national and economic security…

  (Duncan & Gil, 2014)

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Sociocultural Advantages

THE LITTLE BOOK OF LITTLE ACTIVISTS

with an introduction by Bob Bland,
co-chair of the Women's March on Washington
&
afterword by Lynda Blackmon Lowery,
author of Turning 15 on the Road to Freedom

VIKING

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Guiding Principles for Dual Language Education, 3rd Edition

Keywords: GP3 CAL

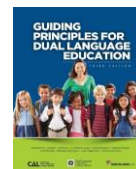CALSolutions
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Guiding Principles for Dual Language Education

- **Strand 1: Program Structure**
- **Strand 2: Curriculum**
- **Strand 3: Instruction**
- Strand 4: Assessment and Accountability
- Strand 5: Staff Quality & Professional Development
- **Strand 6: Family and Community**
- **Strand 7: Support and Resources**

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Three Pillars of Dual Language Education

Bilingualism & Biliteracy | High Academic Achievement | Sociocultural Competence

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Vision and Goals

High-quality programs have
- a cohesive school-wide shared vision
- a set of goals that define their expectations for achievement
- commitment to achievement and high expectations
- commitment to additive bilingualism
- effective leadership
- ongoing planning

(Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Calderón, Slavin, & Sánchez, 2011; Corallo & McDonald, 2002; Genesee, Lindholm-Leary, Saunders, & Christian, 2006; Lindholm-Leary & Genesee, 2010; Marzano, 2003; Parrish et al., 2006; Slavin & Calderón, 2001; (Hamayan, Genesee, & Cloud, 2013)

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Equity and School Climate

Effective schools are
- warm and caring for *all* students
- safe places for *all* students
- places where *all* students are treated with justice and fairness

(Gay, 2010; U.S. Department of Education, 2012; Alanís & Rodríguez, 2008; de Jong, 2011; Genesee et al., 2006)

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Equity: The Heart of DL Programs

Teachers and staff are committed to equity so they understand:
- the diverse needs of students
- cultural proficiency
- the importance of using multiethnic curricular materials
- how to integrate students' cultural values into the classroom
- ways to celebrate and encourage the use of all home language varieties
- inviting students to think critically and engage in learning activities that promote social justice
- believe that all children can learn

(Alanís & Rodríguez, 2008; Banks & Banks, 2010; de Jong, 2011; García, Johnson, & Seltzer, 2016; Gay, 2010; Ladson-Billings, 2004; Lindholm-Leary & Borsato, 2006)

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DL Program Types

- ☐ What is the difference in student enrollment between one-way and two-way programs?

  - One-Way: most students come from the same home language background
  - Two-Way: approximately equal numbers of students come from each of the two language backgrounds

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Major DL Program Types

- ☐ **Two-way dual language programs**
  - Approximately half of the students are English learners and half of the students are Partner-language learners
- ☐ **One-way developmental programs**
  - Students are mainly Partner-language speakers
- ☐ **One-way world language immersion programs**
  - Students are mainly Partner-language learners

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DL Program Types

- ☐ What are the possible language allocation scenarios for both one-way and two-way programs?
  - 50% Partner Language and 50% English for the duration of the program
  - 90% or 80% in Partner Language and 10% or 20% in English, beginning in PK or K and transitioning to 50:50 over time

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DL Program Types

- ☐ Strand or Whole School?
  - Strand: a school-within-a-school program
  - Whole School: entire school

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Teachers

- ☐ Various teaching models include
- One English teacher and one partner-language teacher teach two classes ("side by side")
- One teacher teaches both languages but at different times to one class ("self-contained")
- Departmentalized model (teachers specialize in language use by content area teaching multiple classes)

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Program Duration

Higher student outcomes
- Sustained instruction for at least 6 years

(Carroll & Bailey, 2015; Genesee et al., 2006; Hill, Weston, & Hayes, 2014; Lindholm-Leary & Genesee, 2010; Parrish et al., 2006; Thompson, 2015; Umansky & Reardon, 2014)

- Optimally longer

(August, McCardle, & Shanahan, 2014; August & Shanahan, 2006; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010)

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Language Allocation

☐ Minimum of 50% partner language instruction throughout the duration of the program

☐ Minimum of 10% *initial* English instruction may be important to promote English language development for students learning English in two-way programs

☐ Content instruction in English should increase to about 50% by the later elementary school years for ELs to develop a high level of academic English proficiency

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Language Allocation

☐ Greater amounts of instruction through English are not necessarily associated with higher levels of proficiency in English or higher reading or math achievement in English for English learners.

☐ This is true for
  ■ level of English language proficiency (listening, speaking, reading, writing),
  ■ reclassification rates
  ■ reading achievement measured in English (findings are observed as early as preschool)

(Carroll & Bailey, 2015; Genesee et al., 2006; Hill, Weston, & Hayes, 2014; Lindholm-Leary & Genesee, 2010; Parrish et al., 2006; Thompson, 2015; Umansky & Reardon, 2014)

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Language Allocation

Amount of instruction in each language each day… ?
☐ Students need to practice both languages every day in order to optimize language development.
☐ Research on learning and memory distinguishes two types of learning: *massed* (e.g., longer sessions of learning spaced further apart) versus *distributed or spaced* practice (e.g., daily learning).
Extensive research shows that *distributed or spaced* practice over a period of time is more effective (e.g., Cepeda, Pashler, Vul, Wixted, & Rohrer, 2006; Kang, 2016).

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Language Allocation

Amount of instruction in each language each day… ?
☐ No research has examined whether alternate day learning is less or as effective as daily learning through each language
☐ Not clear whether alternate day programs could be considered distributed practice since the alternation occurs every other day.
☐ However, especially for young learners of a second language, daily use is likely important to promote higher levels of second language development, especially since content is taught through that language.

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Literacy Instruction

In **90:10** programs, in which language do students receive initial literacy instruction?
☐ the partner language (Spanish, French, Mandarin, etc.)
☐ English

In **90:10** programs, students should receive the bulk of their literacy instruction in the partner language.
(e.g., August, McCardle, & Shanahan, 2014; August & Shanahan, 2006; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010).

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Literacy Instruction

ELs who receive considerable native language literacy instruction eventually score much higher on literacy tests in English and in their native language than students who have been provided literacy instruction largely or entirely in English
(e.g., August, McCardle, & Shanahan, 2014; August & Shanahan, 2006; Genesee et al., 2006; Lindholm-Leary & Genesee, 2010).

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Literacy Instruction

For **90:10** dual language programs, in which students are receiving almost all of their instruction through the partner language:

☐ Native speakers of the majority language (e.g., English in the United States) are not at risk in their development of the two languages.

☐ By 3rd or 4th grade they usually score at least as high as native English speakers from monolingual classrooms on standardized tests of reading achievement (Genesee, 2008; Genesee & Lindholm-Leary, 2013).

☐ Includes low- and middle-income African American students in French immersion programs and in dual language programs (Haj-Broussard, 2005; Lindholm-Leary & Howard, 2008; Thomas & Collier, 2012).

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Literacy Instruction

In **50:50** programs, successive vs. simultaneous instruction:

☐ 50:50 successive literacy (reading taught first in the partner language, then later in English)

☐ 50:50 simultaneous literacy (reading taught in both languages from kindergarten).

☐ By Grade 5, English learners from similar socioeconomic backgrounds scored equivalently, regardless of program type, on norm-referenced, standardized achievement tests in reading assessed in English.

☐ By Grade 7, students from the different models scored similarly—and at grade level—in reading achievement assessed in English. Reading achievement in Spanish, however, was higher in the program than in either 50:50 program.

(Lindholm-Leary (2004)

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Literacy Instruction

Soltero-González, Sparrow, Butvilofsky, Escamilla, and Hopewell (2016) compared literacy outcomes for third-grade English learners in two 50:50 programs:

☐ one using a successive literacy approach (a transitional bilingual model) and one using the simultaneous Literacy Squared model;

☐ they found that Spanish and English reading and writing outcomes were significantly higher in the simultaneous paired literacy model than in the successive model.

☐ results certainly indicated that children receiving simultaneous literacy instruction are not confused by their instruction through two languages

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Student Demographics

Best classroom composition in 2-Way programs:

☐ the most desirable ratio is 50% English speakers to 50% partner language speakers.

☐ there should be no more than two-thirds speakers of one language to one-third speakers of the other language.

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Curriculum

Successful curriculum?

Successful schools and programs have a curriculum that is

☐ clearly aligned with standards and assessment and is meaningful,

☐ academically challenging,

☐ conducive to higher order thinking

(e.g., Hakuta, 2011; Montecel & Cortez, 2002; National Academies, 2017; Valdés et al., 2015; Williams et al., 2007)

☐ assets based, rather than remedial

(e.g., Bunch & Kibler, 2015; Bunch, Kibler, & Pimentel, 2012; Hamayan, Genesee, & Cloud, 2013; Valdés et al., 2015)

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Curriculum

☐ High degree of integration of language and content instruction

(e.g., Coyle & Baetens-Beardsmore, 2007; Dalton-Puffer, 2011; Fortune, Tedick, & Walker, 2008; Heritage et al., 2015; Lyster, 2007; Valdés et al., 2015).

☐ Use of thematic, cross-disciplinary, or project-based learning approaches

(e.g., Halvorsen et al., 2014)

☐ "cross-disciplinary endeavors in planning and integrating instruction were critical in supporting language and literacy development across the curriculum"

(National Academies, 2017, p. 7–20)

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Curriculum

- ☐ Clear vertical and horizontal alignment critical to a successful curriculum and high academic achievement (Center for Comprehensive School Reform and Improvement, 2009; Drake & Burns, 2004)
- ☐ Articulation involves three vital processes:
  - ■ link the content and language curriculum across languages.
  - ■ articulate content and language across the different grade levels.
  - ■ teachers engage in joint curriculum development and planning; otherwise "curriculum integration is more piecemeal and dependent on individual teacher initiative" (Castellano, Stringfield, & Stone, 2002, p. 35).

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Curriculum

Programs that promote socioemotional learning have a significant impact on student success at all grade levels (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011)

DL Programs need to provide many opportunities for students to develop
- ☐ positive attitudes about themselves and others
- ☐ cultural knowledge and a sense of their and others' identities—ethnic, linguistic, and cultural—non-stereotypically
- ☐ esteem languages and cultures (Sleeter, 2016)

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Curriculum

- ☐ DL Programs have
  - ■ books of many genres, including culturally authentic literature, and a variety of other materials (e.g., visual, audiovisual) *in both languages*
  - ■ effective digital integration of technology into curriculum, instruction, and assessment (International Society for Technology in Education, 2016; Purcell, Heaps, Buchanan, & Friedrich, 2013).

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Language and Literacy Development

What are important aspects of successful language and literacy development in DL programs?
- ☐ Ensure comprehension (Larsen-Freeman & Tedick, 2016)
- ☐ Provide sheltered instruction (Echevarria, Vogt, and Short, 2016)
- ☐ Provide stimulating academic language input (Heritage, Walqui, & Linquanti, 2015; Swain & Lapkin, 2013; Valdés, Menken, & Castro, 2015)

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Language and Literacy Development

- ☐ Provide focused second language instruction that is designed to teach a particular aspect of the language; more effective than mere exposure (e.g., Ballinger, 2013; Lyster, 2007; Swain & Lapkin, 2013).
- ☐ Promote highly developed oral language skills by providing both structured and unstructured opportunities for oral production. (Saunders & O'Brien, 2006; Schleppegrell, 2013; Wright, 2016)

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Language of Instruction: A Shift

- ☐ Cross-language transfer important premise; content that is learned through one language is also available in the other languages spoken by the learner (Cummins, 2005; Genesee, Lindholm-Leary, Saunders, & Christian, 2006)
- ☐ More recently, research has shown that bilinguals activate both languages in parallel when they process or produce language (Kroll & Bialystok, 2013),

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Language Use by Bilinguals

For Bilinguals
- Activation of knowledge of the languages is automatic.
- Emergent bilinguals must use more cognitive resources to manage the activation of the currently irrelevant language.
- They do this by inhibiting use of the irrelevant language while they process information related to the relevant language.
- Thus, they are "mental jugglers" in the two languages.
  (Freeman, Shook, & Marian, 2016).

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A shift based on research…

- **Rather than keep the languages absolutely separate: provide opportunities for students to make cross-language and socio-cultural connections.**
  Why?
  - To demonstrate adoption of a holistic approach to instruction with emerging bilingual students
  - To elevate the status of being bilingual and biliterate
  - To support students as they develop their identities as emergent bilinguals and global citizens
  - To encourage students to use each language as a resource for acquiring and developing proficiency in the other thus promoting metalinguistic awareness

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Language Use

Subtractive learning environment created when learners are encouraged to draw on the majority language during minority/minoritized language instruction
- Replicates rather than resolves existing societal language imbalance
- The majority language should play only a minor role, if any, during instructional time allocated to the minority immersion language
- Avoid concurrent translation
- Maintain a separation between languages in ways that serve to avoid the societal language imbalance
  (Ballinger et al. (2017)

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Family and Community

As Valdés et al. (2015) notes,
"[when] Schools employ cultural assimilation approaches or use culturally inappropriate practices in the name of parent 'involvement' programs…
- although activities are well intentioned, the one-way information they provide reflects an assumption that parents come as blank slates or that they must leave their own cultural norms at the door and assume new cultural ways of parenting that, at times, conflict with their own.
- As educators, we have the opportunity to create meaningful partnerships that focus on the children and their education and that disturb the unequal power relations between home, school, and community" (pp. 77–78).

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Family and Community

- …. barrier is that some staff attitudes may reflect the commonly held societal perspective that low-income, ethnic minority, and language minority families do not care about the education of their children,
- despite research demonstrating that such families want their children to succeed in school, understand the importance of school, and support their children's school experience.

  (Shim, 2013; Tobin, Arzubiaga, & Adair, 2013; Xiong & Obiakor, 2013).

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Family and Community

- Most parents of students at all grade levels, whether their children are native English speakers or English learners, are very satisfied with the dual language program and would recommend it to other parents.
- Parent attitudes, as revealed in studies of speakers of Spanish, Cantonese, and Mandarin, are very favorable toward bilingualism, and parents agree that it is important that their children receive instruction in their native language.
- Most parents of native English speakers and English learners also perceive that studying the partner language will be an asset for their children for career and intellectual benefits.

  (e.g., Giacchino-Baker & Piller, 2006; Lao, 2004; Leung & Uchikoshi, 2012; Lindholm-Leary, 2001; Parkes & Tenley, 2011; Ramos, 2007)

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Family and Community

What are strategies for engaging families?

- ☐ Approach families from a strength-based perspective; that is, understand that all families have many strengths to help their children
- ☐ Provide a welcoming environment
- ☐ Hire bilingual staff, including in the front office
- ☐ Organize adult education programs including English language classes (and partner-language classes)
- ☐ Give parents guidance about how to navigate the school system
- ☐ Show respect for parents' cultural and linguistic practices and customs

(Ferguson, 2008; Loeb & York, 2016; Mapp & Kuttner, 2013; National Academies, 2017)

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Family and Community

- ☐ Translate materials and information into the languages spoken by families
- ☐ Be flexible in scheduling school meetings and events
- ☐ Help families to support their children's development at home
- ☐ Use technology such as texting to send families regular tips on supporting the language development of young children in their home languages

(Ferguson, 2008; Loeb & York, 2016; Mapp & Kuttner, 2013; National Academies, 2017)

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Support and Resources

What support and resources lead to sustainability and success?

- ☐ Strong administrative support from the school district, the local board of education, and state policies.
- ☐ Strong support demonstrated by structural and functional integration of the program into the school system
- ☐ Long-term planning
- ☐ Equitable allocation of resources—for staff training, for the purchase and development of materials in each language, and so forth.

(Genesee et al., 2006; Lindholm-Leary, 2001; Montecel & Cortez, 2002)

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Questions?

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Housekeeping

Look for news from CAL about our summer institutes on Spanish Language and Literacy in Spanish and in English!

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