

Achievement and perceived effectiveness of Filipino as a medium of instruction among Grade 11 students in pag-aaral ng kasaysayan at lipunang Pilipino

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Abstract

This study focused on the achievement and perceived effectiveness of Filipino as a medium of instruction among Grade 11 students in Pag-aaral ng Kasaysayan at Lipunang Pilipino using combined pre-experimental (one-group pretest-posttest) and descriptive correlational research designs. The respondents comprised a single class of 28 Grade 11 students. Data from validated 30-item pre-test and post-test, alongside a 5-point Likert scale survey questionnaire, were analyzed using Jamovi software. Institutional ethical approval and participant informed consents were strictly secured. The result revealed a low level of student prior knowledge in the pre-test (Mean = 16.1, SD = 4.48), which rose markedly in the post-test (Mean = 20.3, SD = 3.64) following instruction in Filipino. A paired samples t-test confirmed this improvement was statistically significant ($t(27) = -7.41, p < .001$) yielding a very large effect size (Cohen's $d = -1.40$). Comparatively, students highly recognized the effectiveness of Filipino as an instructional medium (Overall Mean = 4.05, SD = 0.395). However, Pearson correlation indicated a weak, non-significant relationship between students' perception of the language and their actual post-test performance, $r(26) = .207, p = .291$. This mismatch is consistent with Cummins' Linguistic Interdependence Hypothesis, suggesting that basic interpersonal communicative skills (BICS) do not automatically translate into cognitive academic language proficiency (CALP). The study recommends continuing the use of Filipino as a medium of instruction, paired with localized materials and specialized reading comprehension strategies.

Keywords: linguistic interdependence hypothesis, reading comprehension, pre-experimental design, Filipino language proficiency, araling panlipunan

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1. Introduction

In the world of constant changes, education must always be one of the priorities as this will strengthen the adaptation of prevalent changes. Aside from that, it makes people globally competitive. But how can they be globally competitive? They can do so through acquiring quality education. According to the United Nations' Sustainable Development Goals (SDGs), lifelong learning opportunities for all must be advocated by ensuring it to be inclusive and equitable. Genuinely, it uplifts people in different dimensions in life but must be guided by other factors like strengthened identity. If people have a sense of identity, they can easily embrace the changing world without losing themselves—and one way to embrace it is by applying the national language in the education curriculum, as it is needed in multicultural and multilingual countries like the Philippines. The national language stimulates unity in a country. It helps people to understand dimensions of their society, provided they can speak and understand (Cahyono et al., 2021). In addition, it forms a deep connection within the community and helps people understand their roots in history (Natividad, 2022). As Jayasundara (2021) noted, language has an intrinsic connection to one's identity.

In the Philippine context, the national language unifies diverse people, serving as a primary catalyst for its nation-building (Oh, 2024). This can be driven by the education sector. In relation to education, the Social Studies subject helps students become societally conscious. According to the National Council for Social Studies (2023), Social Studies allows learners to appreciate, explore, and understand how societies work, particularly their country's roots, which shape their identity and consciousness as a citizen. This is relevant to the Philippines, a multi-ethnic and multilingual state, where the propagation of a national language shapes national identity. Republic Act No. 7104 empowers the preservation of Filipino and other Philippine languages. However, despite this policy support for the Filipino language, contemporary changes present new challenges in teaching Social Studies. Modernization and the widespread access to digital technologies have made English an increasingly dominant language of communication. Lamorinas et al. (2025) found that students' declining proficiency in learning Filipino is linked to global communication being dominated by the English language. Moreover, a lack of Filipino-based instructional and learning materials is a factor limiting the preservation of the Filipino language in the era of digital education (Aranas & Orobia, 2025). For this reason, student learning may be affected when the Filipino language is used as the medium of instruction. While many adults are fluent in Filipino language, younger generations increasingly struggle with the language, favoring English due to its dominance in education, media, and technology. This does not mean, however, that students reject the Filipino language in the academic setting as it has been revealed in the study of Rebato (2024) that senior high school students in Samar National School were proficient communicators in Filipino. Learners who can comprehend a language are more proficient communicators and better able to adapt to constant change, as they internalize the cultural knowledge necessary for communicative competence. This proficiency, however, may depend on students' motivation to engage with the language and their studies.

From the study of Renegado (2022), the study revealed that the role of the Filipino language in higher education enhances students' learning of some subjects in their curriculum. On the other hand, students learn better in social studies if they are using English as a mode of instruction due to its exposure to modern technology and digital communication (Gorgonio, 2012). These two conflicting sentiments suggest that the effectiveness of the Filipino language in the classroom does not have the same effect on each student. Instead, it depends on how it is used in a subject area. Buduan et al. (2023) noted that some secondary learners have different reasons why they are struggling to learn the Filipino language, mainly due to learning and teaching style differences. This suggests that learning difficulty in the Filipino language is not solely due to external pressures like digital communication,

but also to how the language is taught and how an individual learns. These ideas suggest that when responsive and diversified teaching strategies are incorporated, Filipino can be effectively reinforced as a medium of instruction. In relation to this, Nacario & Orobia (2025) found that Grade 11 students must strengthen their reading comprehension in the Filipino language through teachers' support, as language and literacy skills directly affect their academic performance in the learning area.

This study focuses on a specific subject within Social Studies, which is Pag-aaral ng Kasaysayan at Lipunang Pilipino. This subject is part of the Strengthened Senior High School curriculum, which promotes civic competence by examining historical and social issues using a thematic and interdisciplinary perspective that deepens understanding of Filipino identity and citizenship (Taylan & De Guzman, 2026). In this subject, Filipino language literacy is crucial in developing students' awareness of Philippine history and society. Reading comprehension particularly plays a central role in how well students learn through the Filipino language. Macusi (2024) found that elementary-grade students' learning in Social Studies is affected by their reading comprehension capabilities, and Marvas et al. (2024) similarly noted that reading comprehension is essential to academic success in the subject. This links language proficiency and learners' achievement in higher levels of education, where Filipino as a medium of instruction has been shown to be effective when incorporated with appropriate instructional resources (Pis-o, 2025). This pattern is further supported by Ablao et al. (2024), who compared English and Filipino as the medium of instruction of Araling Panlipunan through pre-test and post-test assessment, finding that students learned better when using the national language.

This result aligns with the broader language-in-education policy under Republic Act No. 10533, which established the gradual transition toward Filipino and English as languages of instruction. Furthermore, learning Philippine History through the Filipino language increases students' interest, as they can communicate and understand more easily during class discussions. However, it also depends on the preferred language use at home (Villegas et al., 2021). Despite these efforts, the decline of Filipino language use remains prevalent, reflecting competing pressures from the increasing dominance of the English language in academic, media, and even general environments (Tumacder, 2026). This raises concern for the Filipino language, as Philippine education embraces mastery of English, putting learners at risk of losing touch with their heritage (Munir, 2025). Despite the recognized value of Filipino as a medium of instruction, it remains uncertain whether it translates into strong academic achievement and is perceived as effective by Grade 11 students in this newly introduced subject, particularly amid shifting language preferences in the digital era. Therefore, this study aims to determine the academic achievement and perceived effectiveness of Filipino as a medium of instruction among Grade 11 students specifically enrolled in Pag-aaral ng Kasaysayan at Lipunang Pilipino.

Theoretical Framework - This study is supported by four relevant theories on language learning and cognitive ability. First, the Linguistic Interdependence Hypothesis of Cummins (1979) clarifies the differences between Basic Interpersonal Communicative Skills (BICS), or the ability to communicate in daily situations, and Cognitive Academic Language Proficiency (CALP), or more complicated language level needed to understand any academic-related content. In this context, it explains why the simple knowledge in speaking the Filipino language is not enough to totally comprehend Social Studies concepts as it needs deeper learning in language for academic contexts. Second, the Comprehensible Input Hypothesis of Krashen (1985) states that the information they received must be higher to their current level of knowledge that they can still understand as this theory resolves the high scores of the students in pre-test to post-test (Liu, 2015). Third, the Sociocultural Theory of Vygotsky (1978) explains that language is the main factor in establishing identity and knowledge in the socio-cultural aspect. Hence, the Filipino language as a medium of instruction does not only help for students' comprehension, but also their connection to history and society. Lastly, the Self-Efficacy Theory of Bandura (1977) supports measuring students' perception on the effectiveness of Filipino as a medium of instruction because the people's belief on their capability might be different on how they perform. Generally, the four theories explain how language, instruction, and identity influence and strengthen students' academic achievement.

Research Objectives - This study aimed to determine the academic achievement and perceived effectiveness

of Filipino as a medium of instruction among Grade 11 students enrolled in Pag-aaral ng Kasaysayan at Lipunang Pilipino. Specifically, it sought to answer the following questions: 1. What is the level of students' achievement in the pre-test? 2. What is the level of students' achievement in the post-test? 3. Is there a significant difference between the students' pre-test and post-test scores? 4. What is the level of perceived effectiveness of Filipino as a medium of instruction in Pag-aaral ng Kasaysayan at Lipunang Pilipino? And, 5. What are the implications of using Filipino as a medium of instruction based on students' achievement and perceived effectiveness in Pag-aaral ng Kasaysayan at Lipunang Pilipino?

2. Method

This section will discuss the research design, research locale, research respondents, research instruments, ethical considerations, data gathering procedure, and the data analysis of the study.

Research Design - This employed a pre-experimental (one-group pretest-posttest) and descriptive-correlational quantitative research design. According to Creswell (2014), descriptive quantitative research examines an educational or societal problem through testing a theory made up of measurable variables then statistically analyzed to know if the theory's prediction holds true. Also, a descriptive-correlational design is used to measure two or more variables that naturally occur without direct manipulation, providing structured insights into the targeted population's phenomenon (Slater & Hasson, 2025). To address the intervention, a pre-experimental research design has been utilized, it is a preliminary method observing a single group after an intervention to measure its effect with no control group. One of its types is one-group pretest-posttest design, in which a single group is observed, receives the treatment, and is observed again to measure any changes (Campbell & Stanley, 1963, as cited in Tappen, 2016). This will determine students' achievement and perceived effectiveness of Filipino as a medium of instruction, which will be measured through a survey questionnaire and post-test and pre-test assessments.

Research Locale - The study was conducted in one of the private schools in Tacloban City, Leyte, a highly urbanized city in Eastern Visayas that has diverse educational institutions. The school has been chosen as it is suitable for the study and typically implements academic programs aligned with the Department of Education curriculum standards. For this reason, it allows the researchers to gather data from students who are exposed to the Filipino language as a medium of instruction, making it an appropriate locale for examining students' achievement and Filipino language perceived effectiveness.

Research Respondents - The respondents of this study consist of 28 Grade 11 students, 7 male and 21 female, enrolled in Pag-aaral ng Kasaysayan at Lipunang Pilipino in Tacloban City during School Year 2026-2027. They were selected as they are currently taking the subject, making them appropriate respondents; they also represent a single class, allowing the researchers to gather data from the students who are exposed to the same curriculum and instructional materials.

Research Instruments - This study has used two instruments to measure the independent and dependent variables. First, a 30-item pre-test and post-test, researcher-made, was used to measure students' achievement in the subject taught using Filipino as the medium of instruction. These instruments were validated by three experts before being administered. After the post-test, a 5-point Likert-scale survey questionnaire was administered to determine students' perceived effectiveness of Filipino as used by their teacher in instructional delivery. Likert-scale was used for capturing the perspective of the respondents (McLeod, 2025).

Ethical Considerations - The researchers provided a consent letter to the school and an informed consent form to the student-respondents. It contains the purpose of the study, the voluntary nature of participation, and the confidentiality and anonymity of their identity and responses. All data gathered have been for academic purposes and will be securely stored.

Data Gathering Procedure - The researchers sent a consent letter to the school principal. After it was approved,

the researchers talked to the subject teacher for internal arrangement of the schedule. Next, the informed consent were collected from the participants. Then, the validated pre-test and post-test assessment and a survey questionnaire were conducted. Finally, the researchers analyzed the results according to the students' achievement and perceived effectiveness of the Filipino language. Then, a statistical tool was utilized. The confidentiality of the respondents, school, and their results was maintained throughout the study.

Data Analysis - To address the specific problems of the study, the researchers used the following statistical tools. For SOP 1 and 2, which sought the level of students' achievement in the pre-test and post-test, descriptive statistics including the mean and standard deviation were computed for the pre-test and post-test assessments. Next, for SOP 3, which sought to determine whether there is a significant difference between students' pre-test and post-test scores, a paired samples t-test was conducted, with Cohen's d computed as a measure of effect size. Then, for SOP 4, which sought to know the level of students' perceived effectiveness of Filipino as a medium of instruction, the mean and standard deviation of the overall Likert-scale ratings were computed. The obtained mean was interpreted using the following five-point scale: 4.21-5.00 (Very High), 3.41-4.20 (High), 2.61-3.40 (Moderate), 1.81-2.60 (Low), and 1.00-1.80 (Very Low), and it has been consistently used with conventional Likert-scale interpretation (McLeod, 2025). Before calculating using the Jamovi application, negative items (Item 7 and Item 9) were reverse-scored to make higher numerical values consistently represent a positive students' perception of the Filipino language as a medium of instruction. Finally, for SOP 5, which sought the implications of using Filipino as a medium of instruction based on students' achievement and perceived effectiveness, Pearson's r was used to determine the relationship between students' pre-test scores, post-test scores, and their overall perceived effectiveness ratings, to comprehensively address the implications of Filipino as a medium of instruction on students' achievement. The direction of the correlation, along with its statistical significance ($p < .05$), served as the basis for the discussion of the implications of Filipino as a medium of instruction on students' academic achievement. All statistical computations were processed using *Jamovi software*.

3. Results and Discussion

This quantitative study sought to examine students' achievement and the levels of perceived effectiveness of Filipino as a medium of instruction. The gathered data have been analyzed using the Jamovi statistical tool to determine what this study sought to determine thoroughly.

3.1 Level of Students' Achievement in the Pre-Test

The pre-test was completed by 28 students, with no missing responses. The students obtained a mean score of 16.1 and a median score of 16.0 out of 30 items. The standard deviation was 4.48, while the scores ranged from a minimum of 10 to a maximum of 26. These results indicate that the students had a relatively low level of prior knowledge before receiving instruction on the topics covered in Pag-aaral ng Kasaysayan at Lipunang Pilipino. The variation in scores also suggests that the students began the lessons with differing levels of readiness. This finding supports the view that reading comprehension and prior language exposure may influence students' existing knowledge and understanding before the formal discussion of the lessons (Marvas et al., 2024).

3.2 Level of Students' Achievement in the Post-Test

The post-test was completed by 28 students, with no missing responses. The students obtained a mean score of 20.3, and a median score of 20.0 out of 30 items. The standard deviation was 3.64, while the scores ranged from a minimum of 14 to a maximum of 27. These results indicate that the students had a remarkable improvement from the pre-test and it suggests that students' achievement rose after being taught using Filipino language as the medium of instruction. Since it reduced its standard deviation to 3.64 from 4.48, this finding supports the view that students tend to perform better when taught using the national language (Ablao et al., 2024).

3.3 Significant Difference Between the Students' Pre-test and Post-test Scores

A paired-samples t-test was conducted to determine whether there was a significant difference between the students' pre-test and post-test scores. The results showed a statistically significant increase in students' scores from the pre-test to the post-test, $t(27) = -7.41$, $p < .001$. The mean difference between the pre-test and post-test scores was -4.18 , with a standard error of 0.564 . The negative mean difference indicates that the post-test scores were higher because the pre-test scores were subtracted from the post-test scores. Cohen's d was -1.40 , representing a very large effect size. These findings indicate that the instruction produced a substantial and educationally meaningful improvement in students' achievement and learning in Pag-aaral ng Kasaysayan at Lipunang Pilipino.

3.4 Level of Perceived Effectiveness of Filipino as a Medium of Instruction in Pag-aaral ng Kasaysayan at Lipunang Pilipino

Table 1
Perceived Effectiveness of Filipino as a Medium of Instruction

Pahayag	5 LS	4 S	3 WK	2 HS	1 LHS	Mean	SD	Interpretation
Mas madali kong nauunawaan ang mga aralin sa Pag-aaral ng Kasaysayan at Lipunang Pilipino dahil ginagamit ang Filipino sa pagtuturo.	13	15	0	0	0	4.46	0.508	Very High
Mas komportable akong makilahok sa talakayan sa klase gamit ang Wikang Filipino.	10	14	4	0	0	4.21	0.686	Very High
Ang paggamit ng Wikang Filipino sa pagtuturo ay nagpapadali sa akin na maipahayag ang aking mga ideya tungkol sa kasaysayan at lipunan.	14	9	4	1	0	4.29	0.854	Very High
Mas natatandaan ko ang mga aralin kapag ipinaliwanag ang mga ito sa Wikang Filipino.	7	18	3	0	0	4.14	0.591	High
Nakatutulong ang paggamit ng Wikang Filipino upang maiugnay ko ang aking natutuhan sa aking sariling karanasan at kultura.	12	14	2	0	0	4.36	0.621	Very High
Ang paggamit ng Wikang Filipino ay nagpapataas ng aking interes sa asignatura.	6	16	5	1	0	3.96	0.744	High
Mas mahirap para sa akin ang matuto kapag Wikang Filipino ang ginagamit sa pagtalakay ng mga aralin. (reverse-coded)	4	11	6	6	1	3.39	1.100	Moderate
Mas madali kong nauunawaan ang mga teknikal na termino sa kasaysayan at lipunan kapag ipinaliwanag sa Wikang Filipino kaysa sa Wikang Ingles.	8	14	5	1	0	4.04	0.793	High
Mas gusto ko sanang Wikang Ingles ang gamitin sa pagtuturo ng asignaturang ito. (reverse-coded)	3	8	13	4	0	3.36	0.870	Moderate
Sa pangkalahatan, epektibo ang Wikang Filipino bilang midyum ng pagtuturo sa Pag-aaral ng Kasaysayan at Lipunang Pilipino.	14	10	3	1	0	4.32	0.819	Very High
Overall Mean						4.05	0.395	High

Legend: LS – Lubos na Sumasang-ayon; S- Sumasang-ayon; WK – Walang kinikilingan; HS- Hindi Sumasang-ayon; LHS – Lubos na hindi sumasang-ayon. This table shows the frequency of responses per choice, the mean, the standard deviation, and its interpretation.

Note. Items 7 and 9 were reverse-scored by using the formula $(\text{Max} + \text{Min}) - \text{raw score}$

As presented in *Table 1*, the perceived effectiveness of Filipino as a medium of instruction falls under the High descriptive range (3.41-4.20) as students have an overall mean of 4.05 with a standard deviation of 0.395, on the five-point Likert-scale, with all ten statement means falling within the Moderate to Very High range. This result

shows that students perceived Filipino as an effective medium of instruction in the subject *Pag-aaral ng Kasaysayan at Lipunang Pilipino*, which connects to the findings of the study that Filipino is perceived positively when paired with an appropriate instructional delivery and materials (Pis-o, 2025).

3.5 Overall implications of using Filipino as a medium of instruction based on students' achievement and perceived effectiveness in *Pag-aaral ng Kasaysayan at Lipunang Pilipino*

Table 2

Implications of using Filipino as a Medium of Instruction

Variables Correlated	Pearson's r	df	p-value	95% CI	Interpretation
Pretest & Posttest	.749	26	<.001	[.538, .877]	Strong, significant
Pretest & Overall Mean	.067	26	.735	[-.314, .429]	Weak, non-significant
Posttest & Overall Mean	.207	26	.291	[-.180, .538]	Weak, non-significant

As presented in *Table 2*, to examine the relationship between test scores and students' overall perceived effectiveness, a Pearson correlation has been computed. It revealed that the analysis is weak, positive, and statistically non-significant correlation, $r(26) = .207, p = .291$. This result indicates that students' perceptions of the effectiveness of the Filipino language as a medium of instruction were not significantly related to their actual academic performance on the post-test. Thus, even though students feel like Filipino is highly effective from *Table 4* as it showed an Overall Mean=4.05, it still shows no statistical relationship with their actual assessment performance. This result supports Cummins' Linguistic Interdependence Hypothesis that students have high conversational comfort (BICS) that results in high survey scores, but lack academic language mastery for the post-test (CALP). However, a strong and statistically significant correlation was found between pre-test and post-test scores, $r(26) = .749, p < .001$, suggesting that students' prior knowledge was a stronger predictor of their post-test achievement rather than their expectation of instructional effectiveness. Meanwhile, the correlation between pre-test scores and perceived effectiveness was non-significant with $r(26) = .067, p = .735$, indicating that students' prior knowledge did not have an influence on how they perceived the effectiveness of Filipino as the medium of instruction.

To sum up, although these results have shown that Filipino as a medium of instruction is perceived positively by students, this does not automatically translate into stronger measurable achievement. One of the reasons might be students' comprehension skills and how they engage during their discussion using Filipino as the medium of instruction, and may not align with the cognitive demands of the post-test. This result aligns with the previous findings that the effectiveness of Filipino as a medium of instruction is not uniform across students, and depends heavily on how it is used and applied in the classroom (Buduan et al., 2023; Gorgonio, 2012). In addition, it strengthens the idea that improving actual achievement in Filipino instruction may require more attention to factors such as reading comprehension (Marvas et al., 2024; Nacario & Orobia, 2025), and a need to apply differentiated instructional strategies will be highly commendable (Buduan et al., 2023), rather than relying on students' own perceptions of the effectiveness of the Filipino language alone.

4. Conclusion

Based on the gathered data and the resulting analysis, the study shows that the low pre-test scores of the students reflect their baseline prior knowledge prior to instruction, indicating a lack of initial mastery of the lessons in *Pag-aaral ng Kasaysayan at Lipunang Pilipino*. Their score differences show that they have various levels and capabilities in comprehending the language used in the assessment. On the other hand, the significant improvement of the students' post-test scores after being exposed to and by using the Filipino language as medium of instruction suggests that the national language is effective for understanding *Araling Panlipunan* (Social Studies) concepts, aligns with the study of Ablao et al. (2024), who found that learners performed better in Social Studies when Filipino language was used as the medium of instruction rather than using the English language. The very large effect size (Cohen's $d = -1.40$) confirms this academic growth of the students was mathematically and pedagogically meaningful within the classroom setting.

Essentially, the study establishes a refined reality with regard to language use in education. Even though students highly recognize and positively perceive the effectiveness of the Filipino language as a medium of instruction due to their conversational comfort, which represents Basic Interpersonal Communicative Skills, it does not statistically predict their actual post-test performance. Instead, the objective achievement of students is strongly predicted by their baseline prior knowledge. This mismatch is consistent with Cummins' Linguistic Interdependence Hypothesis, suggesting that everyday usage of language is not enough for managing the cognitive demands of academic texts without Cognitive Academic Language Proficiency (CALP).

Generally, this study strengthens the assumptions that the Filipino language is not only used as a medium of instruction, but also an effective instrument in education that strengthens the national identity as language has shown to carry an intrinsic connection to identity and society (Jayasundara 2021; Natividad, 2022, Cahyono et al., 2021), and it enhances the quality of education of the Filipino students in this generation. This study contributes new evidence on the relationship of language perception and academic performance of the learners within this new Senior High School subject. To conclude, the overall effectiveness depends on structured pedagogical interventions; conversational fluency to academic success requires a necessary focus on deepening reading comprehension with instructional strategies.

Implications and Recommendations – The study recommends continuing the use of Filipino as a medium of instruction, paired with localized materials and specialized reading comprehension strategies.

Implications for Educational Practice – The study's findings have important implications for teachers/practioners, schools, and students.

- For **teachers or practioners**, the results emphasize that the effectiveness of Filipino language as a medium of instruction depends on structured pedagogical interventions; conversational fluency to academic success requires a necessary focus on deepening reading comprehension with instructional strategies. Hence, they should not solely rely on the students' perceptions of the Filipino language as an indicator of learning; instead, they should focus on comprehension-focused strategies that can strengthen students' capabilities in grasping the Filipino language.
- For **students**, the study confirms that learning lessons using Filipino language relies on how do students comprehend. So, the students must cooperate on the strategies of schools and teachers on enhancing their language comprehension as it stated on the study that students can learn through language exposure.
- For **schools**, the findings of the study suggests that the effectiveness of Filipino language as a medium of instruction depends on structured pedagogical interventions and conversational fluency with the application of various instructional strategies. Hence, the schools should support language knowledge by utilizing specific programs and teachings methods that would help students build comprehension skills.

AI Use Disclosure – We used ChatGPT 5.5 for language editing and referencing. All outputs were reviewed, verified, and edited by the authors, including fact-checking sources, validating code and results. No confidential or personally identifiable data were entered into AI tools. The authors take full responsibility for the content.

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