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RESEARCH ARTICLE

English Teacher Collaboration: A Key Strategy for Overcoming Psychopedagogical Challenges and Promoting Educational Well-Being

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ARTICLE INFO	ABSTRACT
	In this study, the focus is on the collaborative efforts among English educators and their impact on the quality of teaching and learning. The central aim is to deeply explore this collaborative practice and its significance within today's educational landscape, underlining its capacity to navigate the diverse student population and the continuously evolving pedagogical hurdles. The primary objective is to thoroughly analyze how teacher collaboration influences the quality of teaching and learning. Employing a socio-critical qualitative approach, an extensive search for academic sources was conducted across various academic databases and digital libraries. The findings suggest that collaborative work among teachers has the potential to enhance student performance and foster teaching coherence. Nevertheless, there exist challenges such as time constraints and discrepancies in pedagogical methodologies. In conclusion, the pivotal role of teacher collaboration in education is underscored, particularly in adapting to modern challenges like the integration of technology in classrooms. Teacher collaboration serves as a conduit for enhancing educational quality and advancing equity, albeit acknowledging the imperative to address obstacles for more effective collaboration.

INTRODUCTION

The primary purpose of this literature review article is to deeply analyze and comprehend how collaborative work among teachers influences the quality of teaching and learning. Through a systematic review of literature, it aims to identify the advantages and challenges of collaboration in the educational environment and how this practice can contribute to enhancing student outcomes.

The relevance of this topic is evident in the present day, where teaching and learning are constantly evolving[1]. Collaborative work among teachers not only promotes the generation of new pedagogical strategies but can also play a crucial role in teacher development and adaptation to changing educational challenges, such as distance education and inclusion[2];[3];[4].

However, this research acknowledges that collaborative work is not without obstacles and limitations[5]. It is expected that this investigation sheds light on these aspects and offers practical recommendations to overcome them. Additionally, it should be noted that this analysis will focus on

the context of primary and secondary education, although the principles may be applicable to other educational levels.

To conduct this research, a methodological approach combining comprehensive review of academic literature on collaborative work in teaching with the analysis of qualitative and quantitative data from relevant case studies has been employed. This mixed approach allows for a more comprehensive and nuanced understanding of the topic and provides a solid foundation for the analysis and conclusions to be presented in subsequent chapters. The scientific research paradigm through the epistemic tool "MAPEO" by applying Methodological, Axiological, Praxiological, Epistemological, and Ontological assumptions as a philosophical-investigative position for social studies that help make this research understandable, applicable, and scientifically rigorous[6].

It is worth noting that this study delves into the world of collaborative work in teaching practice, exploring its significance, scope, limitations, and the method used to investigate this topic. Through this research, the aim is to contribute to the educational debate and offer valuable insights for the continuous improvement of teaching and learning in the 21st century[7].

The forthcoming theoretical exposition on the discussed topic will illuminate the intricate interplay between collaborative teaching practices and educational technological innovation. Through a meticulous exploration, it will delineate how collaborative endeavors among educators intersect with and are augmented by advancements in educational technology. This synthesis aims to unveil the synergistic potential of blending collaborative pedagogical approaches with technological tools, offering a roadmap for harnessing their combined efficacy in advancing teaching and learning paradigms.

LITERATURE REVIEW

Background and historical context

The 20th century witnessed a shift in the conception of teaching from an individual activity to a more collaborative vision. This transition was reflected in the establishment of teacher teams in schools, with shared roles and coordinated efforts to address the needs of a diverse student population. Educational reforms in various countries promoted collaboration among teachers as a key strategy for improving the quality of teaching[8,58]. Furthermore, the increasing integration of technology in the classroom has opened new possibilities for real-time collaboration and communication among educators.

It is well-established that effective teamwork leads to successful outcomes in achieving a common good or objective. Collaborative work fulfills the strategy for attaining learning goals. Over the years, it has been confirmed that collaborative work is a methodological tool that significantly contributes to meeting the demands of 21st-century students.

The role of the teacher is crucial in the act of learning; they act as mediators who provide details of the objectives, thus initiating the construction of learning by students. Each student assumes a defined role based on their own abilities, knowing their skills, and becoming active members of the teamwork. The skills of each team member contribute to the final product, the common goal, thus achieved through collaborative work aimed at a specific purpose. Understanding the profile of each student is essential for developing the group's effectiveness collectively[9].

In the current landscape, amidst growing diversity in classrooms and constantly evolving pedagogical challenges, collaboration among teachers has become even more crucial. Collaboration

not only encompasses lesson planning and execution but also assessment and ongoing support for students. Contemporary pedagogical approaches, such as collaborative learning and shared instructional design, emphasize the importance of collaboration among teachers for the development of competencies and skills in students[10].

Theoretical foundations

Collaboration among teachers is supported by a variety of theoretical foundations in the educational field. One key concept is constructivism, which posits that learning is an active and social process in which students construct their knowledge through interaction with others and the environment[11];[12]. In this sense, collaboration among teachers aligns with constructivist principles by fostering interaction and collective learning, enriching students' educational experience[13].

Regarding critical pedagogy, one of the most important aspects of the teaching-learning process, where teaching with a scientific approach works cohesively with students' thought processes, aiming to enhance their own specific skills and competencies. Additionally, it is proposed that critical analysis in classrooms by students can be transformed provided that techniques and resources are facilitated by the teacher, tailored to current psychopedagogical patterns. Thus, reflective critical analysis stems from the theoretical-practical exercise of understanding readings, in-person and audiovisual presentations, supported by research techniques and source substantiation[14].

Presently, referring to critical thinking requires more than just posing certain questions regarding knowledge; rather, the focus is on mastering and practicing reflective learning. Thus, finding truth through learned inquiry justifies the true purpose of research, the real critical pedagogy.

In terms of English language teaching, current pedagogical models are based solely on students' needs, accessibility to information, and the technological context in which they operate, returning to the common object from 20th-century academic theories to the 21st century: developing their own competencies to achieve academic goals, this time in English language learning. Regarding critical pedagogy, a need for collaborative work in the classroom for English language learning. On one hand, it focuses on pair work, which is effective for practicing vocabulary both inside and outside the classroom, and, on the other hand, it takes as a fundamental aspect evidence that measures effort and collaboration power in group work. The performance of collaborative work is the result of academic exercises constantly evidenced and worked on in classrooms[15].

Promoting development and enhancement in communicative skills, focused on English language learning, have always been a cornerstone within the communicative approach to teaching foreign languages. In this regard, role-playing as an unprecedented tool for achieving learning outcomes rooted in constant interaction patterns among students with a common goal, promoting knowledge, competencies, and skills within a communicative context. Thus, critical competencies are generated horizontally from the acquisition of a language as a second or foreign language[16].

Additionally, theories of collaborative learning emphasize the importance of students working together in constructing their knowledge[17]. This approach has influenced how teachers collaborate, promoting the idea that collaboration is a powerful tool for learning for both students and educators[17];[18];[19];[20]. Collaborative learning fosters communication, critical thinking, and problem-solving skills, which are fundamental in the 21st century.

Table 1. Key theories and models in collaborative work and teaching practice

Theory or Model	Key Concepts	Primary Base Authors	Application in Teacher Collaboration
Cooperative Learning Theory	Promotes interaction and collaboration among students.	Johnson & Johnson [17];[18];[19];[20]	Teaching based on cooperative groups to enhance collaborative learning.
Inclusive Education Model	Focuses on diversity and the participation of all students.	Ainscow[3]	Collaboration among teachers to adapt teaching to the needs of students with disabilities.
Social Constructivism Theory	Highlights social interaction in the knowledge construction process.	Vygotsky[17]	Collaboration among teachers and students to promote joint learning.
Co-Teaching Model	Two teachers collaborate in planning and teaching.	Murawski & Lee[21]	All students can benefit from instruction in an inclusive environment, where diversity is fostered and joint learning is promoted.
Problem-Based Learning (PBL) Model	Promotes collaboration, problem-solving, and practical application of knowledge.	Barrows[22]	Focuses on posing problems and challenges to students to work in groups and seek solutions.

Note. Own elaboration.

Critical pedagogy also supports teacher collaboration by advocating for a reflective and transformative approach to teaching [23]. Collaboration among teachers can be a means to question and improve pedagogical practices, address inequalities, and promote educational justice. This theoretical approach emphasizes the importance of considering the social, cultural, and political dimensions of education, which is effectively achieved through collaborative work and critical reflection [24].

Collectively, these theoretical foundations underscore the importance of collaboration among teachers [25] as a means to enhance the quality of teaching, foster active learning, and promote educational equity[26]. These concepts provide a solid basis for understanding teacher collaboration and its relevance in the current educational context.

Background on the importance of teacher collaboration

Teacher collaboration plays a pivotal role in enhancing educational practices and outcomes, as evidenced by several studies. A research in Santa Anita revealed a significant correlation between pedagogical management and collaborative work, emphasizing the importance of fostering collaboration among all school staff[26]. Similarly, it is demonstrated that implementing Cooperative Learning strategies notably improved teachers' teamwork effectiveness, underscoring the potential of collaborative approaches in enhancing educational practices[27].

Moreover, a study in Lima found a direct relationship between collaborative work and teaching practice, highlighting the integral role of collaboration in shaping effective teaching methods[28]. Conversely, a finding in Guayaquil revealed deficiencies in teachers' collaborative skills, suggesting a need for targeted interventions to enhance collaborative practices among educators[29].

In terms of student collaboration, some researches emphasized the effectiveness of collaborative learning strategies in fostering social competence and strengthening student engagement[30];[31]. Additionally, the role of technology facilitates collaborative group work among students, further underlining the importance of leveraging technological tools in promoting student collaboration and learning[32]. Overall, these studies underscore the critical role of collaboration, both among teachers and students, in enhancing educational practices and outcomes.

Background on the Importance of Student Collaboration

There are strategies to strengthen collaborative work among upper basic students in rural areas using WhatsApp[30]. Their study, employing a descriptive methodology, revealed high viability of WhatsApp usage among teachers (86.4 %), provided appropriate usage guidelines are established. Similarly, Cooperative Learning effective in developing students' social competence, particularly in empathy, consensus, and assertiveness[31].

Virtuality integrates procedural aspects with technology to foster collaborative group work among students, leading to collaborative learning[32,59]. Experimental studies demonstrated collaborative learning's positive impact on investigative skills in university students, highlighting its significance in enhancing research abilities and fostering active collaboration[33];[34].

Collaboration between teachers and students[35] addresses diverse student needs and enhances teaching and learning quality. The importance of teacher collaboration in designing dynamic lesson plans tailor students' needs, while also promoting communication and coordination among teachers to optimize resource utilization[36].

Furthermore, collaboration provides opportunities for students to learn from each other and develop pedagogical skills, especially with the integration of technology like WhatsApp(37). However, it's essential to acknowledge potential drawbacks, such as excessive technology use impacting mental health[10], necessitating the implementation of policies to ensure student well-being and effective educational service delivery in Perú[38];[39].

In addition to the mentioned authors and institutions, the instrumental role of teacher collaboration in addressing emerging pedagogical challenges, includes technology integration and adaptation to online teaching modalities[40]. Collaboration allows teachers to share knowledge and effective strategies, facilitating successful transitions and adoption of innovative pedagogical approaches[41]. The significance of teacher collaboration in improving teaching and learning quality, particularly addresses the diverse needs of students[42]. It is important to highlight the importance of collaboration between teachers and students in enhancing educational practices and addressing pedagogical challenges[35].

In summary, the collective insights from these authors emphasize the pivotal role of collaboration in education, spanning from fostering student social competence to enhancing teaching methodologies and addressing contemporary challenges in the educational landscape.

Models and approaches of collaboration

Collaboration among teachers is manifested through various models and approaches that address different aspects of teaching and learning. These models and approaches have evolved over time to adapt to the changing needs of education and the specific characteristics of students and schools[43].

One common model of teacher collaboration is co-teaching[44], where two or more teachers work together in a shared classroom. This approach allows teachers to combine their knowledge and skills to meet the needs of all students. However, an opposing viewpoint arises in this context[45], who emphasize that collaborative work within the educational system limits teachers in terms of assessment, with formative assessments mostly being conducted individually, hindering the coexistence of good practices within the group.

Another approach to teacher collaboration is collaborative planning, involving teachers working together to design and develop lesson plans, assess student progress, and adapt instruction as needed. Collaborative planning fosters greater coherence in teaching and assessment, leading to more effective learning[46].

Shared assessment is another model focusing on collaboration among teachers to assess student performance and provide feedback[47]. Collaboration in assessment helps ensure equity and validity in assessment processes and identify opportunities for teaching improvement.

These models and approaches of teacher collaboration can be combined and adapted according to student needs and school objectives. The choice of a specific approach depends on factors such as student population, available resources, and learning objectives. All these models and approaches share the idea that collaboration among teachers can improve the quality of teaching and learning by leveraging educators' knowledge and skills[48].

Collaboration among teachers has been the subject of extensive research in the educational and psychological fields. Numerous studies have examined the effects and outcomes of teacher collaboration on teaching and learning. These research efforts have provided valuable insights into the benefits and challenges associated with teacher collaboration.

Quantitative studies[45];[49];[1];[42] have found evidence supporting the idea that teacher collaboration can have a positive impact on student performance. For example, research has shown that co-teaching[44] can lead to better academic outcomes, especially for students with disabilities or special needs. Additionally, collaborative planning has been linked to greater coherence in instruction and higher teacher satisfaction.

Qualitative studies[7];[40];[8];[45];[48];[4];[25];[26];[5] have also provided deeper insights into the processes and dynamics of teacher collaboration. These studies have highlighted the importance of effective communication, trust, and commitment among teachers in the success of collaboration. At the same time, they have identified common obstacles such as lack of time, differences in pedagogical approaches, and institutional barriers.

Table 2. Summary of Findings and Results from Significant Studies

Study title and author(s)	Methodology	Key Findings	Database
Aprendizaje Profesional Colaborativo: Hacia la Sostenibilidad de la Formación Continua del Docente para una Educación de Calidad[8]	Qualitative study (semi-structured interviews)	Collaborative Professional Learning (CPL) strengthens teacher training. Intergenerational collaboration enhances educational research. Community resilience promotes educational quality.	Scopus
La evaluación del aprendizaje: percepciones	Mixed-methods study (questionnaire,	Assessments do not focus on learning. Emphasis on studying teachers' attitudes and assessment	Scopus

y prácticas del profesorado universitario [47]	document analysis, and focus groups)	practices to develop appropriate training programs.	
Prácticas en un espacio de trabajo colaborativo docente: "Reproducir para Resistir"[45]	Qualitative content analysis	Teachers note that the educational system they work in hinders collaboration, as assessment demands oppress them, distancing them from collaborative activities in the educational environment.	Scopus
Self-study sobre prácticas de formación inicial docente[40]	Qualitative study (Self-study)	Pedagogical training for teachers is crucial for those learning to teach, as how they are taught will impact their future teaching.	Web of Science
Promoviendo el trabajo colaborativo y retroalimentación en un programa de postgrado multidisciplinario[49]	Descriptive quantitative scope analysis	Cohorts indicated unfamiliarity with the concept of collaborative work, primarily associating it with discipline and emotional aspects.	SciELO
Evaluación Docente y Mejora Profesional. Descubrir el Encanto de su Complicidad[25]	Qualitative content analysis	If teachers recognize the value of conducting high-quality teacher evaluations, they are more inclined to implement them, as it will help improve their teaching.	EBSCO Host
Desafíos para el aprendizaje en las prácticas progresivas en la formación de profesores[26]	Qualitative study (semi-structured interviews)	Despite public policies encouraging early engagement of trainee teachers with educational reality, this integration is ineffective in institutions tasked with providing quality interactions for future student success.	Scopus

Note. Own elaboration.

Challenges and obstacles

Despite the benefits of collaboration among teachers, this practice is not without its challenges and obstacles. Academic literature has identified a series of barriers that can hinder the effective implementation of teacher collaboration in educational settings. One of the most common obstacles is a lack of time. Teachers often face overwhelming workloads, limiting the time available for collaboration. The planning, communication, and coordination required for effective collaboration can be perceived as an additional burden on an already busy schedule.

Assessing and measuring the impact of teacher collaboration can also be a challenge[50]. Determining how to measure the outcomes of collaboration and its effect on student learning can be a complex process.

Developing collaboration among teachers is not easy, and even when teachers work collectively, this does not always entail deep, substantial, and transparent exchanges about the aims of education, practice dilemmas, or learning demands. Teacher collaboration is described and understood based on the actions that groups of teachers develop together to achieve shared objectives within their professional work[51].

Furthermore, one of the main obstacles to the development of teacher professional development practices corresponds to the availability of resources, both in terms of the hours available for collaborative work and the lack of institutional coordination and follow-up of such spaces[52]. This is compounded by teachers' perception of workload considering pedagogical and administrative work.

In this regard, in recent decades, the potential of collaboration among educators for teacher professional development and educational improvement has attracted increasing interest from researchers, school stakeholders, and policymakers[53]. Particularly, the importance of support networks among educators has been internationally emphasized, generating a body of evidence regarding its positive effects on the development of students, teachers, and schools, and motivating the study of its patterns and predictors.

In conducive collaborative contexts, teachers can share and work with their respective zones of proximal development and achieve higher levels of understanding and responsiveness to common goals and challenges. Effective participation in a professional learning community in educational centers or other interaction contexts can provide an opportunity for the creation of professional knowledge not only practical but also discursive, cognitive, and emotional (identity, sense of belonging), provided there is and a climate of trust, mutual support, recognition, and commitment to deliberate and assumed projects [54,60].

Impact of teacher collaboration on inclusive education

Research in this field aims to delve into how teacher collaboration can contribute to equal opportunities in education, promoting the academic and social success of all students. Additionally, it focuses on evaluating successful collaborative practices in inclusive education and identifying obstacles that still need to be overcome. Analyzing models, strategies, and outcomes in this area provides valuable information for teachers, school administrators, and policymakers seeking to create inclusive and equitable educational environments, where each student can reach their full potential [55,61].

METHODS AND MATERIALS

The present literature review was conducted following a methodology of exhaustive search of relevant academic sources in academic databases and digital libraries. Key search terms related to teacher collaboration were used, such as "collaboration among teachers," "teacher teamwork," "collaborative teaching," and "inclusive education," among others. The search was conducted in various renowned databases such as SciELO, Web of Science, Scopus, among others. Academic studies published in scientific journals, academic books, and government organizations were included.

Methodological Approach

This literature review is based on a qualitative approach, which involves an interpretation and critical synthesis of existing literature. It seeks to thoroughly understand topics related to teacher collaboration and inclusive education, identify trends, research gaps, and provide a solid foundation for discussion and conclusions. No statistical analysis or quantitative experiments were conducted in the review process.

Source Selection

The selection of bibliographic sources was carried out meticulously with the aim of including relevant studies and materials addressing the theme of teacher collaboration and its impact on education.

Quality academic sources, such as scientific journals, academic books, and book chapters, were consulted. Recent research was prioritized to ensure the current relevance of the review, but classic sources offering a solid theoretical basis in the field of teacher collaboration were also considered. The diversity of selected sources sought to provide a comprehensive view of perspectives and approaches in the literature on the subject.

Inclusion and Exclusion Criteria

Inclusion criteria were based on the relevance of studies and materials regarding the themes of teacher collaboration, inclusive education, and collaborative pedagogical practices. Sources that offered a substantial contribution to understanding collaboration among teachers in diverse educational contexts were included. Exclusion criteria were applied to sources that did not meet the central themes of the review or lacked academic rigor.

Data Analysis

The collected information was organized and analyzed thematically. Studies and materials were categorized based on key themes related to teacher collaboration and inclusive education. Comparisons and contrasts were made between the findings of different sources to identify trends, divergent perspectives, and areas of agreement in the literature. Attention was paid to the conclusions and recommendations presented in the selected studies.

Ethical Considerations

In the process of conducting this literature review, several fundamental ethical principles have been taken into account. The principle of beneficence guided the aim to offer an article that benefits the academic community by providing a critical and comprehensive understanding of teacher collaboration and its impact on education. The main purpose is to contribute to the advancement of knowledge in this field, which can benefit teachers, researchers, and education professionals. The principle of non-maleficence has been carefully followed, avoiding any inappropriate use of the collected information. Efforts have been made to present the findings of the reviewed studies faithfully and accurately, without distortions or misinterpretations, ensuring the integrity of the information.

Justice has been a key principle in this review. Teacher collaboration and inclusive education have been addressed equitably and objectively, without prejudice or bias, including diverse perspectives and academic approaches.

Additionally, copyright rights have been respected, and all sources used have been properly attributed. Each cited study and source have received the appropriate reference, complying with ethical citation standards, and contributing to the recognition of the work of the original authors.

RESULTS AND DISCUSSION

The results of this research provide a comprehensive overview of collaborative work among teachers and its influence on the quality of teaching and learning. In line with previous literature, various authors have addressed this topic, providing valuable insights. Some of the most relevant aspects of this research align with discussions by other researchers.

Collaborative Professional Learning (CPL) strengthens teacher training and enhances educational research. These findings resonate with our analysis, which emphasizes the importance of collaborative work in the professional development of teachers[8].

On the other hand, co-teaching can lead to better academic outcomes, especially for students with disabilities[44]. This conclusion supports our assertion that teacher collaboration can improve student performance and contribute to educational equity.

Teacher evaluation and its relationship with professional improvement. Our study agrees with the idea that quality evaluation can foster teaching improvement, as observed in the context of collaborative work[5].

Teacher collaboration within the educational system and identified barriers that hinder collaboration[45]. This analysis aligns with our recognition of obstacles, such as lack of time and differences in pedagogical approaches, which limit effective collaboration.

The initial training of teachers has been highlighted by the Self-Study of pedagogical education[13], emphasizing how pedagogical training impacts future teaching. This finding supports our discussion on teacher training and professional development in the context of collaboration.

Some studies talk about collaborative planning and shared assessment[46];[47]. Their conclusions about coherence in teaching and the importance of collaboration in assessment are consistent with our observations.

Teacher collaboration in a multidisciplinary postgraduate program, highlighting students' perception of collaboration[4]. This approach expands our understanding of collaboration from the perspective of students.

On the other hand, challenges in progressive practices in teacher training and have highlighted that the early integration of teachers in training with the educational reality is not effective in some institutions[40]. Our research reinforces the idea that despite public policies promoting collaboration, there are challenges in effective implementation.

This analysis explored collaboration in the context of technology in the classroom[41]. Our discussion on adapting to contemporary challenges, such as integrating technology, aligns with the conclusions of this study.

Some researchs highlight the impact of technology on education in the context of the COVID-19 pandemic[10];[38]. These studies highlight the need for effective public policies to ensure adaptation to new teaching methodologies, which is in line with our conclusions about challenges in contemporary education.

By contrasting and comparing our research with previous literature, it is evident that teacher collaboration is a fundamental element in improving the quality of education and promoting equity. Although our findings resonate with the perspectives of many researchers, we also recognize that there are challenges in the effective implementation of collaboration. These challenges represent important areas for reflection and development in the pursuit of more effective collaboration among teachers.

CONCLUSION

In a scenario marked by the diversity of students and the constant evolution of pedagogical challenges, collaboration among teachers emerges as a fundamental pillar for improving both the quality of teaching and learning. Authors support the Cooperative Learning Theory[17];[18];[19];[20], which promotes interaction and collaboration among students. This translates into the possibility of creating work teams that, by combining knowledge and experiences, design highly effective pedagogical strategies, as highlighted in Ainscow's Inclusive Education Model[3].

In addition to its direct impact in the classroom, teacher collaboration significantly contributes to the continuous professional development of teachers, while fostering an environment conducive to learning and professional growth. This is especially valuable in the context of inclusive education, where precise adaptation and careful planning are necessary to address all students' needs and abilities, regardless of their needs and abilities[21] assert in their Co-Teaching Model. Teacher collaboration is also fundamental for addressing contemporary pedagogical challenges, such as the integration of technology in the classroom[22] in his Problem-Based Learning (PBL) Model.

In conclusion, the synthesis of literature underscores that English teacher collaboration stands as an indispensable strategy for surmounting psychopedagogical hurdles and fostering educational well-being. By embracing collaborative practices informed by constructivist and critical pedagogical frameworks and leveraging technological advancements, educators can create inclusive learning environments that empower students to thrive academically, socially, and emotionally, marking a significant stride towards educational excellence and equity in the 21st century. These studies have also emphasized the importance of effective communication, trust, and commitment among teachers[24];[40];[23], as crucial factors for the success of collaboration, while identifying common obstacles, such as lack of time, differences in pedagogical approaches, and institutional barriers.

CONFLICT OF INTEREST. The authors declare that there is no conflict of interest.

AUTHORSHIP CONTRIBUTION

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