

TEACHER TRANSLANGUAGING STRATEGIES IN TEACHING PRONUNCIATION AT SMA NEGERI 1 PERCUT SEI TUAN

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Abstract

This study is based on the importance of mastering pronunciation to support students' reading skills in EFL contexts, as well as the role of translanguaging strategies in helping students' understanding. The aim of this study is to analyze the implementation of translanguaging strategies used by a teacher in teaching pronunciation at SMA Negeri 1 Percut Sei Tuan. This study uses a descriptive qualitative design, with one English teacher as the subject, and the data were collected through interviews. The data were analyzed using an interactive model, including data reduction, data display, and conclusion drawing. The findings show that the teacher applied two main translanguaging strategies, namely translation and L1 scaffolding. Translation was found to be the most dominant strategy, while L1 scaffolding was used to support students in understanding concepts, materials, and the pronunciation of English words. These strategies help students understand the material better, reduce ambiguity in meaning, and improve the effectiveness of pronunciation learning during reading activities. The findings imply that the strategic use of translanguaging can be an effective approach in teaching pronunciation for EFL students.

Keywords: *Strategies, Teaching, Pronunciation*

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya penguasaan pronunciation dalam mendukung keterampilan membaca siswa EFL, serta peran strategi translanguaging dalam membantu pemahaman siswa. Penelitian ini bertujuan untuk menganalisis implementasi strategi translanguaging yang digunakan guru dalam mengajarkan pronunciation di SMA Negeri 1 Percut Sei Tuan. Penelitian ini menggunakan desain kualitatif deskriptif dengan subjek seorang guru Bahasa Inggris dan data dikumpulkan melalui wawancara. Data dianalisis menggunakan model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menerapkan dua strategi translanguaging utama, yaitu translation dan L1 scaffolding. Translation menjadi strategi yang paling dominan, sedangkan L1 scaffolding digunakan untuk mendukung pemahaman konsep, materi, dan pengucapan kata bahasa Inggris. Kedua strategi ini terbukti membantu siswa dalam memahami materi, mengurangi ambiguitas makna, serta meningkatkan efektivitas pembelajaran pronunciation dalam kegiatan membaca. Implikasi dari penelitian ini menunjukkan bahwa penggunaan translanguaging

secara strategis dapat menjadi pendekatan yang efektif dalam pembelajaran pronunciation bagi siswa EFL.

Kata kunci: Strategi, Mengajar, Pengucapan

INTRODUCTION

English plays a crucial role as an international language used in communication, education, and global interaction. In Indonesia, English is taught as a foreign language (EFL), where students, especially senior high school students, are expected to master language skills including listening, speaking, writing, and reading. Reading is the most important skill that students must master and one essential component that supports reading skill is pronunciation. Joanne Kenworthy (1987) defines pronunciation is the way of producing speech sounds so that meaning can be understood clearly. Good pronunciation enables students to convey meaning clearly and avoid misunderstandings in communication. Similarly, Timothy P. Hogan, Hugh W. Catts, and Timothy D. Little (2005) states that pronunciation plays an vital role in reading skills because it supports phonological awareness and word recognition. The ability to connect letters with their sounds can help readers understand a text more effectively and contributes to successful reading comprehension.

In mastering pronunciation, the teacher plays an necessary role in teaching pronunciation. Gerald Kelly (2000) explains that effective pronunciation teaching is characterized by teacher provides a clear pronunciation model, such as sounds, stress, rhythm and intonation, and gives students opportunities to read and pronounce words repeatedly so that learners can understand the meaning of a text clearly. One of the most commonly used strategies to provides a clear pronunciation model is translanguaging strategies. Li Wei (2011) state that translanguaging allows teacher and student to use their full linguistic resources to facilitate understanding. (Wang & Tai, 2024) also confirm that translanguaging can help students better understand complex language concepts and reduce learning difficulties. Teacher translanguaging become particularly important in teaching EFL students, where students often experience difficulties in pronounce English words actively during reading a text. Gilakjani (2023) shows that many students still struggle with English sounds due to differences between their first language and English phonological systems. Similarly, a research of EFL students in Indonesia by Yohanes Octovianus (2025) shows students often mispronounce words when reading aloud because they rely on their native language patterns.

Ofelia Garcia (2014) proposes several translanguaging strategies that can be implemented by teacher to teach pronunciation when reading a text. The translanguaging strategies namely code switching, bilingual explanation,

translation, language comparison and L1 scaffolding. Code switching is a translanguaging practice in which teachers alternate between English and students' first language during instruction. Bilingual explanation refers to a translanguaging practice in which teachers explain learning materials using both English and the students' first language. Translation helps a translanguaging practice that involves transferring meaning between English and the students' first language. Language comparison is a translanguaging practice in which teachers compare features of English and the students' first language. L1 scaffolding helps a translanguaging practice in which teachers use students' first language to provide support during the learning process.

Several relevant studies have investigated teacher translanguaging strategies in teaching pronunciation for EFL students. Sakkir et al. (2024) showed that translanguaging helps students understand lessons more easily, increases their confidence, and improves classroom interaction. Similarly, Agustin & Wahyudi (2024) found that translanguaging helps reduce students' anxiety and improves comprehension and participation in learning English. In addition, Tai & Zuo (2024) reported that translanguaging helps teachers create effective learning environments and supports students' understanding through multiple linguistic resources.

Based on the researcher's preliminary observation at SMA Negeri 1 Percut Sei Tuan, The English teacher frequently used translanguaging strategies. The teacher uses translanguaging strategies during the teaching and learning process to improve students' understanding. During the classroom observation, The teacher often used translation and L1 scaffolding. The researcher also observed that many students have struggle with English sounds due to differences between their first language and English phonological systems thus they often mispronounce English words when reading aloud since they rely on their native language patterns. To overcome this problem, the teacher often used Bahasa Indonesia to help students' English phonological systems. For example, teacher usually uses LI scaffolding where English is used for pronunciation examples, while Indonesian is used for explanations so students better understand where their mistakes are. This action indicate that translanguaging strategies play an important role in improving students' English phonological systems. Based on this consideration, this study aims to analyze the implementation of teacher translanguaging strategies in teaching pronunciation at SMA Negeri 1 Percut Sei Tuan.

LITERATURE REVIEW

English is an international language that is widely used for communication, education, technology, and business around the world. According to David Crystal

(2003), English has become a global language because it is used by many people from different countries as a means of international communication. Therefore, Teaching English can really support students' future career. Students are expected to master four basic language skills, namely speaking, listening, writing, and reading because these skills support each other in communication.

Reading skill itself is the most important skill that students must master. According to William Grabe (2009), reading is a process of combining textual information with background knowledge to construct meaning so reading helps students expand vocabulary, improve comprehension, and develop critical thinking ability. Reading is also closely related to pronunciation because students need to know how words are pronounced correctly when reading aloud or recognizing unfamiliar vocabulary. According to Joanne Kenworthy (1987), pronunciation is an essential aspect of language learning because it affects intelligibility and understanding in reading. Therefore, pronunciation becomes an important part of reading skill since correct pronunciation helps students read fluently, understand texts more effectively, and communicate words accurately.

In mastering pronunciation, teacher needs strategies that suits and relates to students' needs, ability, learning style, etc. According to Douglas H. Brown (2007), teaching strategies are specific plans, techniques, or actions that teachers use to make the learning process more effective and meaningful. These strategies are very important because they guide how teachers deliver materials and how students understand the lesson. One of all strategies, that suits to teach pronunciation, is translanguaging strategies. Translanguaging is a concept that refers to the use of multiple languages in a flexible and integrated way to facilitate communication and understanding so the last strategy, that is translanguaging strategy, allows students to use their first language to support understanding and pronunciation while reading English texts. According to Ofelia García (2014), translanguaging is a flexible language practice where learners use all their language resources to learn more effectively. In reading activities, students can compare English words with their first language to understand pronunciation differences. Teachers may explain difficult words using the students' native language to make learning easier. As the result, his strategy helps reduce students' anxiety and improves comprehension of reading texts.

Based on Ofelia García (2014), translanguaging strategies have some kinds, namely:

- 1) Code Switching

Code switching is a translanguaging practice in which teachers alternate between English and students' first language during instruction. Learners can use their full linguistic repertoire to support understanding and communication. In teaching

pronunciation during reading activities, teachers may switch to the students' first language to explain difficult sounds, stress patterns, or intonation.

2) Bilingual Explanation

Bilingual explanation is a translanguaging practice in which teachers explain learning materials using both English and the students' first language. The use of multiple languages in the classroom can support deeper understanding and meaningful learning. In teaching pronunciation through reading texts, teachers may explain the pronunciation of unfamiliar words in English and then provide further clarification in the students' first language.

3) Translation

Translation is a translanguaging practice that involves transferring meaning between English and the students' first language. Translation can be used as a learning resource to help students make connections between languages. In pronunciation learning, teachers may translate difficult words or phrases from a reading text to ensure that students understand both meaning and pronunciation.

4) Language Comparison

Language comparison is a translanguaging practice in which teachers compare features of English and the students' first language. Connecting languages can help learners develop a better understanding of linguistic features. In teaching pronunciation during reading activities, teachers may compare English sounds, stress patterns, or intonation with those found in the students' native language.

5) L1 Scaffolding

L1 scaffolding is a translanguaging practice in which teachers use students' first language to provide support during the learning process. The first language can be used strategically to assist learners in understanding new concepts and skills. In pronunciation teaching through reading texts, teachers may use the first language to give instructions, explain pronunciation rules, or provide corrective feedback.

Based on the translanguaging implementation theory by García dan Li Wei (2014), There are some steps to implement translanguaging strategies in teaching pronunciation, namely

1) Translation of Difficult Vocabulary

Translation of difficult vocabulary is an implementation of translanguaging in which the teacher translates unfamiliar English words into the students' first language. Learners can use all of their linguistic resources to support meaning-making and learning. In teaching pronunciation through reading texts, the teacher translates difficult vocabulary so that students understand the meaning of the words before learning how to pronounce them correctly.

2) Pronunciation Modeling

Pronunciation modeling is an implementation of translanguaging in which the teacher demonstrates the correct pronunciation of words, phrases, or sentences before students read them aloud. The teachers can use various linguistic resources to provide meaningful support during learning. Through pronunciation modeling, students are exposed to correct sounds, stress patterns, rhythm, and intonation before practicing independently.

3) L1 Explanation of Pronunciation

L1 explanation of pronunciation is an implementation of translanguaging in which the teacher explains pronunciation features using the students' first language. The first language can be used as a valuable learning resource rather than being separated from the target language. During reading activities, the teacher may explain difficult sounds, stress placement, or pronunciation rules in the students' native language to ensure understanding.

4) Language Comparison

Language comparison is an implementation of translanguaging that involves comparing English language features with those of the students' first language. García and Li Wei (2014) argue that learners benefit from making connections between the languages they know. In pronunciation instruction, the teacher may compare English sounds, stress patterns, or intonation with similar or different features in the students' native language.

5) Guided Reading Aloud

Guided reading aloud is an implementation of translanguaging in which students read a text aloud while receiving support from the teacher. Learning becomes more effective when teachers provide strategic assistance that draws on students' linguistic resources. During this activity, the teacher may use English and the students' first language to guide pronunciation, clarify meaning, and encourage participation.

6) Translanguaging Feedback

Translanguaging feedback is an implementation of translanguaging in which the teacher provides corrective feedback using both English and the students' first language. Translanguaging allows teachers to communicate ideas and corrections more effectively by utilizing all available linguistic resources. In pronunciation teaching, the teacher can explain mistakes and provide corrections in a language that students easily understand.

7) Independent Reading

Independent reading is an implementation of translanguaging in which students apply the pronunciation and reading skills they have learned with minimal teacher assistance. Translanguaging supports learners in developing deeper understanding and greater confidence in language use. After receiving support through translation

and L1 scaffolding, students are expected to read texts independently while applying correct pronunciation.

Previous researches have provided valuable insights that directly support the focus of this research, specifically on translanguaging strategies. Sakkir et al. (2024) showed that translanguaging helps students understand lessons more easily, increases their confidence, and improves classroom interaction. Similarly, Agustin & Wahyudi (2024) found that translanguaging helps reduce students' anxiety and improves comprehension and participation in learning English. In addition, Tai & Zuo (2024) reported that translanguaging helps teachers create effective learning environments and supports students' understanding through multiple linguistic resources.

The main difference between this study and the previous researches lies in the focus of the teaching pronunciation when students read a text. In their study, translanguaging strategies were applied generally without targeting a specific language skill. They did not connect translanguaging strategies directly to writing, speaking, listening or reading skills. In contrast, this study uses translanguaging strategies to teach pronunciation to improve students' reading skill.

METHOD

This study uses a qualitative descriptive research design. Qualitative research is used to describe and analyze phenomena that occur naturally in a particular setting (Creswell, 2014). This study aimed to analyze the implementation of teacher translanguaging strategies in teaching pronunciation. Therefore, a qualitative approach was considered appropriate because it allowed the researcher to obtain detailed information about how translanguaging strategies were implemented during the teaching and learning process.

This study was conducted at SMA Negeri 1 Percut Sei Tuan. The subject of this study was an English teacher who taught eleventh grade students. Meanwhile, the object of this study was the teacher's translanguaging strategies used during teaching pronunciation, particularly the strategies proposed by Ofelia Garcia (2014), namely code switching, bilingual explanation, translation, language comparison and L1 scaffolding

The data of this study were collected through teacher interview. The researcher conducted interview to identify translanguaging strategies used by the teacher during the teaching and learning process. The interview was recorded using audio recording as the instrument of data collection to obtain accurate and detailed data. In this study, the data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing. First, the researcher selected and categorized the data

related to teacher translanguaging strategies teacher interview. Second, the data were displayed in the form of descriptions and tables to make the findings easier to understand. Last, the researcher drew conclusions based on the analysis of the implementation of teacher translanguaging strategies during the teaching learning process.

FINDING AND DISCUSSION (Sub judul level 1)

DISCUSSION

Data

The teacher’s translanguaging strategies were collected during the interview with an English teacher in SMA Negeri 1 Percut Sei Tuan. The data were recorded using audio recording. After the data were collected, the recording were transcribed to identify the teacher’s translanguaging strategies during teaching pronunciation. The teacher’s responses were carefully analyzed to find the kind of translanguaging strategies proposed by Ofelia Garcia (2014) code switching, bilingual explanation, translation, language comparison and L1 scaffolding. The respons also were analyzed to find the implementation of translanguaging strategies proposed by Garcia and Li Wei (2014), namely translation of difficult vocabulary, pronunciation modeling, L1 explanation of pronunciation, language comparison, guided reading aloud, translanguaging feedback and independent reading.

Data Analysis

According to Ghosh (2017), data analysis refers to the process of organizing, describing, evaluating, and interpreting data to achieve the objectives of a study. In this research, the data were analyzed to find and idetify translanguaging strategies that teacher used and the way teacher implemented the translanguaging strategies. The analysis focused on the translanguaging strategies proposed by Ofelia Garcia (2014) code switching, bilingual explanation, translation, language comparison and L1 scaffolding. Based on the classroom observation conducted at SMA Negeri 1 Percut Sei Tuan, the researcher found that the teacher implemented 2 translanguaging strategies during teaching pronunciation. These strategies were used to help students understand and improve their pronunciation.

Teacher Translanguaging Strategies

Table 1: Translanguaging strategies that teacher used

Translanguaging Strategies	Used	Not Used
code switching		✓
bilingual explanation		✓
Translation	✓	
language comparison		✓
L1 scaffolding	✓	

The implementation of translanguaging strategies used by the teacher during the interview can be described as follows:

1. Translation

According to Ofelia Garcia (2014), Translation is a translanguaging practice that involves transferring meaning between English and the students' first language. Translation can be used as a learning resource to help students make connections between languages. In pronunciation learning, teachers may translate difficult words or phrases from a reading text to ensure that students understand both meaning and pronunciation.

Data 1

Question: How do you use Indonesian to explain difficult vocabulary or concepts in exposition texts?(Bagaimana Anda menggunakan Bahasa Indonesia untuk menjelaskan kosakata atau konsep sulit dalam teks eksposisi?)

Answer: I usually translate or explain difficult words in Indonesian and then reconnect them to the English context.(Saya biasanya menerjemahkan atau menjelaskan kata-kata sulit dalam Bahasa Indonesia lalu menghubungkannya kembali dengan konteks Bahasa Inggris.)

Question: How do students respond when you explain material using both English and Indonesian? (Bagaimana respon siswa ketika Anda menjelaskan materi menggunakan Bahasa Inggris dan Bahasa)

Answer: Usually, students are more responsive and seem to understand better when explanations are given using a combination of both languages. (Biasanya siswa lebih responsif dan tampak lebih memahami ketika penjelasan diberikan dengan kombinasi kedua bahasa tersebut)

Question: Can you explain how you combine English and Indonesian during reading lessons? (Bisakah Anda menjelaskan bagaimana Anda menggabungkan Bahasa Inggris dan Bahasa Indonesia selama pelajaran reading?)

Answer: I combine both languages by explaining the main material in simple English and then clarifying important parts using Indonesian. (Saya menggabungkan kedua bahasa dengan menjelaskan materi utama menggunakan Bahasa Inggris sederhana lalu memperjelas bagian penting menggunakan Bahasa Indonesia.)

2. L1 Scaffolding

L1 scaffolding is a translanguaging practice in which teachers use students' first language to provide support during the learning process. The first language can be used strategically to assist learners in understanding new concepts and skills. In

pronunciation teaching through reading texts, teachers may use the first language to give instructions, explain pronunciation rules, or provide corrective feedback.

Data 2

Question: In what situations do you usually switch to Indonesian? (Dalam situasi apa Anda biasanya beralih menggunakan Bahasa Indonesia?)

Answer: I usually switch to Indonesian when explaining difficult concepts, new vocabulary meanings, or when students seem confused. (Saya biasanya beralih ke Bahasa Indonesia saat menjelaskan konsep yang sulit, arti kosakata baru, atau ketika siswa terlihat bingung.)

Do you explain pronunciation mistakes using Indonesian, English, or both? Why? (Apakah Anda menjelaskan kesalahan pengucapan menggunakan Bahasa Indonesia, Bahasa Inggris, atau keduanya? Mengapa)

Answer: I use both languages. English is used for pronunciation examples, while Indonesian is used for explanations so students better understand where their mistakes are. (Saya menggunakan kedua bahasa tersebut. Bahasa Inggris digunakan untuk contoh pengucapan, sedangkan Bahasa Indonesia digunakan untuk penjelasan agar siswa lebih memahami letak kesalahannya.)

DISCUSSION

The findings of this study revealed that the teacher implemented 2 translanguaging strategies proposed by Ofelia Garcia (2014) code switching, bilingual explanation, translation, language comparison and L1 scaffolding. These strategies were used throughout the teaching and learning process to facilitate students' understanding and improving students' pronunciation. Among the five strategies, code switching, bilingual explanation, translation, language comparison and L1 scaffolding.

The translation kind is shown to be more dominant. This is evidenced by the large amount of translation use carried out by the teacher when teaching pronunciation to guide students understand difficult word, so students can link to their understanding insimilar word of Bahasa Indonesia. This finding is line with Ofelia García (2014), who states translation is a translanguaging practice that involves transferring meaning between English and the students' first language. Likewise Sakkir et al. (2024) showed that translanguaging helps students understand lessons more easily, increases their confidence, and improves classroom interaction.

Meanwhile, L1 scaffolding is the second most frequently used type by the teacher after translation. Based on the findings, the teacher usually uses L1 scaffolding to explain concepts, materials, and how to pronounce English words. This is done to help students better understand or deepen their understanding of the material, reduce potential ambiguity in meaning, and make the learning process more

effective. This finding is also consistent with Tai & Zuo (2024) reported that translanguaging helps teachers create effective learning environments and supports students' understanding through multiple linguistic resources. Similarly, Agustin & Wahyudi (2024) found that translanguaging helps reduce students' anxiety and improves comprehension and participation in learning English.

CONCLUSION AND SUGGESTION

In conclusion, the implementation of teacher translanguaging strategies in teaching pronunciation at SMA Negeri 1 Percut Sei Tuan is primarily realized through the use of translation and L1 scaffolding. These strategies effectively support students' understanding of pronunciation and reading by helping them connect English words with their first language, thereby reducing confusion and facilitating clearer comprehension. The findings indicate that translation is the most dominant strategy, followed by L1 scaffolding, both of which play a significant role in assisting students in overcoming difficulties related to English phonological differences. However, this conclusion is limited to the context of a single teacher and setting; therefore, generalization should be made with caution.

Based on these findings, it is recommended that English teachers consider using translanguaging strategies more systematically to enhance pronunciation teaching, particularly in EFL contexts. Teachers are also encouraged to explore a wider range of translanguaging practices beyond translation and L1 scaffolding to enrich classroom interaction. This study is limited by its focus on one participant and the use of interview data only; thus, future research is suggested to involve more participants, incorporate classroom observations, and examine the impact of translanguaging strategies on students' actual pronunciation performance.

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