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Enhancing Elementary Students' Speaking Skills through the Silent Way Method: A Qualitative Case Study

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Abstract. Developing English speaking skills among elementary school students remains challenging due to limited vocabulary, low confidence, and the need for more engaging instructional approaches. Although previous studies have demonstrated the effectiveness of the Silent Way method, most have focused on vocabulary mastery or secondary and higher education contexts, leaving limited evidence regarding its implementation in elementary EFL classrooms from a qualitative perspective. Therefore, this study explored how the Silent Way method influenced students' engagement, participation, classroom behavior, and perceptions during speaking activities. A qualitative case study was conducted with 15 fifth-grade students at SD 1 Margorejo, Indonesia. Data were collected through classroom observations and semi-structured interviews and analyzed using thematic analysis. The findings revealed four major themes: (1) Increased Learner Engagement and Participation, (2) Enhanced Speaking Confidence, (3) Positive Learning Experiences and the Role of Visual Supports, and (4) Persistent Challenges during Speaking Activities. The findings indicate that the Silent Way method encouraged active participation, learner independence, and greater confidence in speaking English, although some students still required additional support when using irregular past tense forms and speaking in front of peers. This study contributes qualitative evidence on the implementation of the Silent Way method in an Indonesian elementary EFL classroom, an area that has received limited attention in previous research. The findings also provide practical insights for elementary English teachers seeking to implement more student-centered speaking instruction through simple visual media and communicative classroom activities.

Keywords: silent way method; speaking skills; elementary EFL learners; learner engagement; qualitative case study

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Introduction

Speaking is one of the essential language skills that enables learners to communicate effectively in English. Developing speaking skills at the elementary level is important because young learners are in a critical stage of language acquisition and benefit from meaningful communication activities. However, many elementary students still experience difficulties in expressing their ideas orally due to limited vocabulary, low confidence, and speaking anxiety. In addition, maintaining students' engagement during English lessons remains a challenge for many teachers. Previous studies have demonstrated that learner engagement plays an important role in improving language achievement, participation, and persistence among young EFL learners (Guo, 2021; Lena & Nikolov, 2025).

One student-centered approach that has the potential to address these challenges is the Silent Way method, originally developed by (Gattegno, 2010). The Silent Way encourages learners to become active participants in constructing their own knowledge, while the teacher acts as a facilitator by providing limited verbal instruction. Rather than representing a lack of teaching, teacher silence functions as a pedagogical strategy that encourages learners to think independently, solve problems collaboratively, and take greater responsibility for their own learning (Su et al., 2023). Through problem-solving activities, visual aids, and learner autonomy, students are encouraged to discover language patterns independently. This approach is expected to increase students' participation, confidence, and responsibility during the learning process (Gattegno, 2010; Wang & Ryan, 2023).

Several previous studies have reported positive outcomes of the Silent Way method in English language teaching. (Budiharto, 2018) found that the method encouraged students to become more independent during classroom learning. Likewise, (Indriana, 2019) reported improvements in students' linguistic performance, while (Kasman & Ariza, 2023) demonstrated its effectiveness in enhancing vocabulary mastery. More recently, (Pratama & Gandana, 2024) highlighted the benefits of combining the Silent Way with digital flashcards, and (Indrawati, 2024) found that the method improved students' speaking skills in a secondary school context.

Although previous studies have demonstrated the effectiveness of the Silent Way method, most of them focused on vocabulary mastery, linguistic performance, or speaking achievement at the secondary or higher education levels. Limited attention has been given to how the Silent Way method is implemented in elementary EFL classrooms, particularly from a qualitative perspective that explores students' engagement, participation, and learning experiences. Therefore, further research is needed to provide a deeper understanding of how young learners respond to this method in authentic classroom settings.

Therefore, this qualitative case study explores the implementation of the Silent Way method in an Indonesian elementary school classroom. Unlike previous studies that mainly measured learning outcomes quantitatively, this study investigates students' engagement, participation, classroom behavior, and perceptions during speaking activities. The findings are expected to enrich the existing literature on the Silent Way method and provide practical insights for

elementary English teachers who seek to create more engaging and student-centered speaking instruction

This study addresses these gaps by exploring the following research questions:

1. How do students engage, participate, and behave during speaking activities using the Silent Way method?
2. What are students' perceptions of learning English speaking through the Silent Way method, particularly in terms of challenges, enjoyment, and effectiveness?

Method

This study employed a qualitative case study design to explore the implementation of the Silent Way method in an elementary English classroom. A qualitative approach was chosen because it allows the researcher to gain an in-depth understanding of students' engagement, participation, classroom behavior, and perceptions during speaking activities. The study was conducted at SD 1 Margorejo, where the researcher teaches English.

Participants

The participants were one class of fifth-grade students at SD 1 Margorejo who participated in English lessons using the Silent Way method. The participants consisted of 15 fifth-grade students aged 10–11 years who had learned English as a compulsory subject at school. They were selected through purposive sampling because they had direct experience with the implementation of the method. Prior studies highlight that smaller groups enable richer data collection and more focused analysis of innovative teaching methods (Lena & Nikolov, 2025). Furthermore, the school's resource-limited environment provided an opportunity to explore the practical application of the Silent Way method in such contexts (Budiharto, 2018).

Data Collection Methods

Data were collected through classroom observations and student interviews during the implementation of the Silent Way activities, including Role Play, Sentence Reconstruction, and Storytelling. These methods enabled the researcher to obtain comprehensive information about students' engagement, participation, classroom behavior, and learning experiences. The procedures are described as follows.

1. Classroom Observations:

Classroom observations were conducted during four classroom meetings, each lasting approximately 70 minutes, throughout the implementation of the Silent Way activities. The observations were carried out by the researcher using a structured observation checklist focusing on students' engagement, participation, classroom behavior, confidence, and interaction during speaking activities. Field notes were written during each lesson to document students' responses and classroom events. No video or audio recordings were used because direct classroom observation and field notes were considered sufficient to capture students' learning behaviors in the natural classroom setting (Dao & Bui, 2026; Guo, 2021). The observation notes were reviewed immediately after each meeting to ensure completeness and consistency before the analysis.

2. Student Interviews:

Semi-structured interviews consisting of five open-ended questions were conducted after the implementation of the Silent Way activities. Each interview

lasted approximately 10–15 minutes and was audio-recorded with students' permission. The recordings were transcribed verbatim before being analyzed thematically. The interview questions explored students' enjoyment, perceived challenges, confidence, and opinions regarding the effectiveness of the Silent Way method.(Dao & Bui, 2026; Wang & Ryan, 2023).

Data Analysis

The collected data from classroom observations and student interviews were analyzed using thematic analysis. First, the observation notes and interview transcripts were read repeatedly to gain a comprehensive understanding of the data. Next, meaningful statements were coded and organized into broader themes related to students' engagement, participation, classroom behavior, confidence, and perceptions of the Silent Way method. Finally, the themes were interpreted to answer the research questions. Thematic analysis is widely recognized as an effective approach for identifying patterns and interpreting participants' experiences in qualitative educational research (Dao & Bui, 2026; Wang & Ryan, 2023). Data coding and theme development were conducted manually without qualitative analysis software because of the relatively small dataset.

To enhance the trustworthiness of the findings, the researcher employed data triangulation by comparing classroom observation data with students' interview responses. The themes were reviewed repeatedly to ensure consistency between the coded data and the research questions (Wang & Ryan, 2023).

Findings and Discussion

Findings

This section presents the findings based on the two research questions: (1) How do students engage, participate, and behave during speaking activities using the Silent Way method? and (2) What are students' perceptions of learning English speaking through the Silent Way method? The findings were organized into four themes generated through thematic analysis

Theme 1. Increased Learner Engagement and Participation

Classroom observations indicated that the implementation of the Silent Way method encouraged greater learner engagement and participation during speaking activities. Most students actively followed the teacher's instructions and became increasingly involved in classroom tasks. During the Silent Way Introduction Activity, students used the color-coded charts to construct sentences such as "*She went to the market*" and enthusiastically identified verb patterns. Similar engagement was observed during Role Play, where students confidently produced complete sentences such as "*I visited my grandparents.*" In the Storytelling activity, several students expanded their ideas by adding descriptive details, for example, "*The lion roared loudly, and everyone clapped.*"

However, not all students participated at the same level. Some learners required additional prompts from the teacher during Sentence Reconstruction activities and occasionally produced incomplete sentences such as "*He go to school.*" During Storytelling, these students tended to provide short responses, such as "*We saw a lion,*" and were generally less active during group discussions. These findings indicate that while the Silent Way method promoted classroom participation, differences in students' language proficiency continued to influence the level of engagement.

Table 1. Summary of Classroom Observation Themes

Theme	Observation Findings
Increased Learner Engagement and Participation	Most students actively participated in the Silent Way activities by paying attention to the teacher's instructions, using color-coded charts to construct sentences, and taking part in Role Play, Sentence Reconstruction, and Storytelling activities. However, a few students still required teacher prompts to remain engaged and complete the tasks.
Enhanced Speaking Confidence	Many students demonstrated greater confidence in speaking English by producing complete sentences, interacting with peers, and correcting their own grammatical mistakes during classroom activities. Nevertheless, some students remained hesitant to speak and relied on their classmates or teacher for assistance.
Persistent Challenges	Several students continued to experience difficulties in using irregular past tense verbs, constructing grammatically correct sentences, and expressing ideas fluently. These learners also showed lower confidence during speaking activities and required additional guidance from the teacher.

Overall, the classroom observations suggest that the Silent Way method promoted active participation and increased students' confidence in speaking English. However, differences in language proficiency and confidence levels remained evident, indicating that some learners still required additional support to fully benefit from the learning activities.

Theme 2. Enhanced Speaking Confidence

The observations also revealed improvements in students' confidence during speaking activities. Many students became more willing to express their ideas in English and showed greater confidence when participating in Role Play and Storytelling activities. Some students demonstrated self-correction after recognizing grammatical errors. For example, one student revised "*I swim to the park*" to "*I swam to the park*" without direct teacher correction. Students also interacted more actively with their classmates by asking questions and providing feedback during Sentence Reconstruction tasks.

Nevertheless, some learners remained hesitant to speak in front of the class and continued to experience difficulties in producing grammatically accurate sentences. Common errors included sentences such as "*I go to the market yesterday*," indicating that mastery of irregular past tense verbs remained a challenge despite increased confidence in speaking.

Theme 3. Positive Learning Experiences and the Role of Visual Supports

Students generally expressed positive perceptions of learning English through the Silent Way method. Most students enjoyed the interactive activities because they had more opportunities to practice speaking English rather than only listening to the teacher. Role Play and Storytelling were the most preferred activities, as they allowed students to express their ideas using meaningful contexts. In addition, the use of pictures and color-coded charts helped students understand vocabulary and sentence patterns more easily.

One student stated:

"I liked talking about what I did last weekend. It was fun, and I feel more confident now."

Another student commented:

"I like it because we get to do a lot of talking and practice speaking in class. The pictures and charts help me understand better, and I feel like I'm learning by doing instead of just listening."

These responses indicate that the Silent Way method created an enjoyable learning atmosphere that encouraged students to communicate more actively and develop greater confidence in speaking English.

Table 2. Summary of Students' Interview Themes

Theme	Representative Responses
Positive Learning Experience	Most students reported that they enjoyed learning English through the Silent Way method because they had more opportunities to practice speaking. Activities such as Role Play and Storytelling made the lessons more enjoyable and interactive.
Benefits of Visual Supports	Students explained that pictures and color-coded charts helped them understand vocabulary, sentence patterns, and past tense forms more easily. These visual aids also made it easier for them to express their ideas during speaking activities.
Challenges during Learning	Some students reported difficulties in remembering irregular past tense verbs and speaking confidently in front of the class. They also mentioned that they sometimes needed more guidance from the teacher to complete the activities independently.

The interview findings indicate that students viewed the Silent Way method positively because it provided meaningful opportunities to practice speaking English. At the same time, the interviews revealed that some learners still experienced challenges related to grammar accuracy and speaking confidence, suggesting that additional support may be needed for students with lower language proficiency.

Theme 4. Persistent Challenges during Speaking Activities

Although students generally responded positively to the Silent Way method, several challenges remained throughout the learning process. The interviews revealed that some students still experienced difficulties in using irregular past tense verbs correctly and lacked confidence when speaking English in front of the class. In addition, several learners expressed that they needed more guidance from the teacher when completing speaking tasks independently.

One student explained:

"Sometimes I forget the past tense, like 'went' or 'saw.' I need to practice more so I can remember them."

Another student admitted:

"It's okay, but sometimes I find it hard. We don't have someone telling us exactly what to do, so it's a little confusing."

Similarly, another student shared:

"I get nervous when I have to speak in front of the class. Sometimes I don't know the right words or how to use past tense correctly."

These responses indicate that while the Silent Way method encouraged students to become more independent and actively participate in speaking activities, some learners still faced challenges related to grammar accuracy, vocabulary retrieval, and speaking anxiety. Therefore, additional teacher support and regular speaking

practice may be needed to help less confident students fully benefit from the method.

In conclusion, the four themes demonstrate that the Silent Way method encouraged greater learner autonomy, confidence, and classroom participation while revealing persistent challenges related to grammar and speaking anxiety. These findings are discussed in relation to previous literature in the following section.

Discussion

The findings of this study indicate that the Silent Way method positively influenced elementary students' English-speaking learning. The classroom observations and interviews showed that the method encouraged students to participate more actively, increased their confidence in speaking English, and created positive learning experiences through interactive classroom activities. These findings are consistent with (Su et al., 2023), who view teacher silence as a positive pedagogical strategy for promoting learner autonomy, and (Wang & Ryan, 2023), who emphasize that shifting learning responsibility from teachers to students strengthens engagement and autonomous language learning. However, the findings also revealed that some students continued to experience challenges related to grammar accuracy and speaking anxiety. These results both support and extend previous studies on the implementation of the Silent Way method in EFL classrooms.

Silent Way Promotes Learner Engagement and Participation

One of the most significant findings of this study is the increase in students' engagement and participation during English-speaking activities. Throughout Sentence Reconstruction, Role Play, and Storytelling activities, most students actively participated by following the teacher's instructions, collaborating with classmates, and expressing their ideas in English. The use of visual supports, such as color-coded charts and picture prompts, also encouraged students to remain focused and actively involved in classroom interaction.

These findings are consistent with (Dao & Bui, 2026), who reported that meaningful classroom interaction plays an important role in promoting young learners' engagement in second language classrooms. Similarly, (Guo, 2021) explained that students who enjoy classroom activities tend to participate more actively and demonstrate greater learning engagement. This finding is also supported by (Vayathmi & okp, 2025), who found that creating supportive classroom environments encourages quiet learners to participate socially and engage more confidently in classroom interaction.

The findings also reflect (Gattegno, 2010) principle that effective language learning occurs when students actively discover language patterns through exploration and problem-solving. Instead of depending on continuous teacher explanations, learners were encouraged to observe, think, and communicate with their peers. This learner-centered process appeared to create a more active classroom atmosphere and increased students' responsibility for their own learning.

Silent Way Enhances Speaking Confidence

Another important finding concerns the development of students' speaking confidence. Classroom observations showed that many students gradually became

more confident in expressing ideas, participating in Role Play activities, and correcting their own mistakes. Although they occasionally produced grammatical errors, they showed greater willingness to communicate in English throughout the learning process.

This finding supports (Budiharto, 2018), who found that the Silent Way encourages learner independence and active classroom participation. Likewise, (Indrawati, 2024) reported that the method contributed to improvements in students' speaking performance by providing opportunities for continuous speaking practice. Rather than depending on teacher correction, students learned to recognize and improve their own mistakes through interaction and repeated practice.

The present study extends previous research by demonstrating that these benefits can also be observed among elementary school learners. Young learners often require meaningful opportunities to use English in authentic classroom situations. The Silent Way appears to provide such opportunities by encouraging learners to communicate actively while gradually developing confidence in using the target language.

Similar findings were reported by (Simanjuntak, 2025), who found that increased opportunities for classroom communication gradually helped non-native English learners transition from silence to greater speaking confidence.

Positive Student Perceptions toward the Silent Way Method

The interview findings revealed that students generally had positive perceptions of learning through the Silent Way method. Most participants described the learning activities as enjoyable because they involved active participation instead of passive listening. Students particularly appreciated activities such as Role Play and Storytelling, which allowed them to express personal experiences and communicate with classmates.

Students also highlighted the importance of visual learning materials, including pictures and color-coded charts, in helping them understand vocabulary and sentence structures more easily. These findings are consistent with (Pratama & Gandana, 2024), who reported that combining the Silent Way with visual learning media increased students' interest and classroom participation. Similarly, (Hori et al., 2025) found that enjoyable and interactive learning experiences contribute to greater satisfaction and learning persistence among young EFL learners.

These findings are also consistent with (Liu & Reynolds, 2025), whose systematic review emphasized that vocabulary learning activities supported by meaningful visual resources help young EFL learners communicate more effectively and participate actively in classroom interaction.

Furthermore, (Nguyen, 2021) emphasized that young learners benefit from age-appropriate pedagogical approaches that encourage interaction, exploration, and active learning. The present findings support this view, as students responded positively to classroom activities that allowed them to learn English through communication rather than memorization. Therefore, the Silent Way appears to provide a learning environment that is both meaningful and enjoyable for elementary school students.

Remaining Challenges in Implementing the Silent Way

Despite the positive outcomes, several challenges remained during the implementation of the Silent Way method. Some students continued to experience difficulties in using irregular past tense verbs correctly and lacked confidence when speaking in front of the class. Several participants also reported that they sometimes needed more teacher guidance to complete speaking activities independently.

These findings are consistent with (Maher & King, 2022), who found that speaking anxiety often prevents learners from participating actively in English classrooms. (Hu, 2021) argued that learner silence should not always be interpreted negatively because reflective silence may facilitate language processing and support successful language learning. Nevertheless, prolonged silence caused by anxiety may reduce opportunities for speaking practice.

The findings also suggest that learner autonomy should be accompanied by appropriate teacher scaffolding, particularly for elementary school students. Although the Silent Way encourages students to solve problems independently, some learners still required additional explanations and encouragement before they felt comfortable participating in speaking activities. Therefore, teachers need to balance learner independence with sufficient instructional support to ensure that all students can benefit from the method.

In conclusion, this study demonstrates that the Silent Way method can effectively promote learner engagement, increase speaking confidence, and create positive learning experiences among elementary EFL students. At the same time, the findings indicate that grammar difficulties and speaking anxiety remain important challenges for some learners. These results suggest that the Silent Way method is most effective when supported by appropriate teacher guidance, meaningful speaking activities, and visual learning materials that help students develop both confidence and language accuracy.

Conclusion

This study explored the implementation of the Silent Way method in an elementary EFL classroom through a qualitative case study. The findings indicate that the method positively influenced students' engagement, participation, speaking confidence, and overall learning experiences. Classroom activities such as Sentence Reconstruction, Role Play, and Storytelling encouraged students to communicate more actively while promoting learner autonomy. In addition, visual supports, including color-coded charts and picture prompts, helped students understand language patterns and express their ideas more confidently during speaking activities.

However, the findings also revealed that some students continued to experience difficulties in using irregular past tense verbs and speaking confidently in front of their peers. These challenges suggest that although the Silent Way encourages independent learning, elementary students still require appropriate teacher guidance and scaffolding, particularly when learning unfamiliar grammatical structures or performing speaking tasks.

This study contributes to the existing literature by providing qualitative evidence of how the Silent Way method is implemented in an Indonesian elementary EFL classroom. Unlike many previous studies that primarily focused

on learning outcomes through quantitative approaches, this study explored students' classroom engagement, participation, and perceptions, offering a deeper understanding of their learning experiences.

Despite these contributions, this study has several limitations. It was conducted in only one elementary school with a relatively small number of participants, so the findings cannot be generalized to all educational contexts. Future research is recommended to involve larger participant groups, different educational levels, or mixed-methods designs to obtain a more comprehensive understanding of the effectiveness of the Silent Way method. Researchers may also investigate its implementation in developing other English language skills, such as listening, reading, and writing.

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