

## **SCAFFOLDING TECHNIQUES IN ENGLISH LANGUAGE LEARNING**

**Dosmambetova Muyassar Abrorovna**

2<sup>nd</sup> year student of Nukus state pedagogical institute named after Ajiniyaz

### **Abstract**

This paper explores the use of scaffolding techniques in English language learning, highlighting their importance in supporting learners as they progress through different stages of language acquisition. Scaffolding, rooted in sociocultural theory, provides temporary support structures that help learners accomplish tasks they might not be able to complete independently. This study investigates how scaffolding enhances vocabulary development, grammar acquisition, reading comprehension, speaking fluency, and writing proficiency. Drawing on empirical studies and classroom-based observations, the paper outlines various scaffolding strategies including modeling, questioning, visual aids, peer collaboration, and teacher feedback. Results suggest that effective scaffolding fosters learner autonomy, engagement, and academic success. The paper concludes by emphasizing the role of teacher awareness and reflective practice in delivering scaffolded instruction tailored to individual learner needs.

In contemporary educational practice, scaffolding has become a cornerstone for the support of learners, particularly in second language acquisition. As students confront increasingly complex linguistic content, scaffolding offers a flexible, responsive strategy for bridging knowledge gaps and facilitating progress. The significance of scaffolding lies not only in what it enables students to do but also in how it transforms the learning experience into a process of discovery, interaction, and reflection. This paper aims to investigate the theoretical foundations, practical applications, and measurable outcomes of scaffolding in English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms. Through a critical review of current literature, detailed methodological inquiry, and analytical evaluation of classroom practices, this research contributes to an understanding of scaffolding as both a pedagogical framework and a cognitive tool.

The study also considers the implications of scaffolding for differentiated instruction and inclusive education. Teachers are increasingly faced with diverse classrooms, comprising students of various linguistic, cultural, and academic backgrounds. Scaffolding provides a means of tailoring instruction to accommodate these differences while maintaining high expectations for all learners. Moreover, scaffolding promotes collaborative learning and peer support, reinforcing the social dimension of language acquisition. In this regard, the research highlights how scaffolding fosters a classroom culture of participation, mutual respect, and intellectual risk-taking. The findings of this study are relevant to educators, policymakers, and curriculum developers seeking to enhance the quality and equity of English language instruction.

### **Keywords**

Scaffolding, English Language Learning, ESL, EFL, Language Acquisition, Teacher Support, Zone of Proximal Development, Learner Autonomy, Instructional Strategies, Language Skills

## **1. Introduction**

In the dynamic field of English Language Teaching (ELT), educators continually seek methods that can facilitate effective learning experiences for diverse learners. Among these methods, scaffolding has emerged as a powerful pedagogical tool, enabling learners to navigate linguistic challenges while developing essential skills in reading, writing, speaking, and listening. The concept of scaffolding, introduced by Wood, Bruner, and Ross (1976), and grounded in Vygotsky's Zone of Proximal Development (ZPD), refers to the temporary support provided by a more knowledgeable other that assists a learner in accomplishing a task beyond their current capabilities. As learners gain competence, the support is gradually withdrawn, allowing independent performance.

In recent years, the role of scaffolding in language education has garnered increasing attention due to its alignment with constructivist principles and learner-centered approaches. The growing diversity of student populations in classrooms, as well as the expanding global demand for English proficiency, have prompted educators to seek adaptive, equitable strategies for supporting language acquisition. Scaffolding, in this context, offers an instructional model that addresses both the cognitive and affective dimensions of learning. It provides structured support that promotes engagement, minimizes frustration, and fosters persistence in the face of linguistic obstacles.

One of the key strengths of scaffolding lies in its flexibility. Teachers can apply scaffolding across a wide range of tasks, from introducing new vocabulary to facilitating complex writing assignments. The level and type of support can be adjusted according to learners' needs, thereby ensuring that instruction remains within the optimal zone for learning. Moreover, scaffolding is inherently interactive, encouraging dialogue, feedback, and collaborative meaning-making. This social interaction is essential for language development, as it allows learners to negotiate meaning, test hypotheses, and receive immediate corrective feedback.

The aim of this paper is to examine how scaffolding techniques function in language education, assess their impact on learners' outcomes, and provide recommendations for their effective implementation in diverse instructional contexts. By exploring the theoretical underpinnings, practical applications, and empirical evidence supporting scaffolding, the paper seeks to contribute to the ongoing development of effective, inclusive, and learner-centered English language teaching practices.

## **2. Literature Review**

Scaffolding, as a pedagogical concept, finds its roots in Vygotsky's sociocultural theory, specifically in the notion of the Zone of Proximal Development (ZPD). The ZPD refers to the cognitive space between what learners can achieve independently and what they can accomplish with appropriate guidance. Vygotsky (1978) emphasized the role of social interaction and culturally mediated tools in facilitating learning. Scaffolding operates within this framework by providing structured and temporary support that is gradually withdrawn as learners gain mastery. Wood, Bruner, and Ross (1976) were the first to use the term "scaffolding" in an educational context, highlighting the importance of adult support in helping children solve problems beyond their current capabilities. This concept has since been extended to language learning, where

scaffolding is used to assist learners in acquiring and using linguistic structures and communicative functions.

Numerous studies have validated the effectiveness of scaffolding in English language classrooms. Hammond and Gibbons (2005) argue that scaffolding is not a fixed set of strategies but a dynamic process that must be continuously adapted to the learner's needs and the task at hand. They emphasize the importance of contingent support, where teachers provide just enough assistance to push learners beyond their current level of competence without overwhelming them. This idea aligns with Van Lier's (2004) notion of "affordances," or opportunities for action that arise from interaction with the environment. In this sense, scaffolding is seen not only as a support mechanism but as a way of creating learning opportunities within meaningful contexts.

Scaffolding strategies in ELT are manifold and include modeling, questioning, use of visual aids, sentence starters, graphic organizers, structured dialogue, peer tutoring, and feedback loops. Each of these strategies serves to simplify the learning task and enhance learners' ability to participate in it. Modeling, for instance, involves demonstrating a language function or task before asking students to perform it independently. Think-aloud strategies, in which teachers verbalize their thinking process, are particularly useful in helping learners understand how to approach a task. Visual aids such as charts, diagrams, and videos help contextualize abstract language and promote comprehension. Peer collaboration, another key component, allows students to co-construct meaning and benefit from mutual support.

Walqui (2006) provides a comprehensive framework for scaffolding English learners, identifying three major dimensions: contextual, linguistic, and cognitive scaffolds. Contextual scaffolds involve the creation of a supportive learning environment that connects language tasks to students' real-world experiences. Linguistic scaffolds include sentence frames, vocabulary lists, and grammar guides that assist learners in producing language accurately and fluently. Cognitive scaffolds encourage critical thinking through prompts, guiding questions, and structured problem-solving tasks. Together, these scaffolds ensure that instruction is accessible, rigorous, and relevant.

Ellis (2003) suggests that scaffolding plays a central role in second language acquisition by facilitating noticing and the internalization of linguistic input. According to his interactionist model, language development occurs through meaningful interaction that includes negotiation of meaning, recasts, and clarification requests. These interactional features are often embedded in scaffolded instruction, which encourages learners to stretch their interlanguage systems. Furthermore, scaffolded interaction is particularly effective in pushing learners toward the acquisition of complex grammatical forms and discourse structures.

Scaffolding is also closely associated with formative assessment practices. Black and Wiliam (1998) argue that effective formative assessment involves the provision of timely, specific feedback that helps learners understand their current level and the steps needed for improvement. In scaffolded instruction, such feedback is embedded in the teaching process and used to adjust instruction in real-time. Teachers who employ scaffolding techniques often use checklists, rubrics, and student self-assessments to monitor progress and identify areas requiring additional support.

Several case studies highlight the transformative potential of scaffolding in diverse educational contexts. For instance, Gibbons (2002) documented how primary school teachers in Australia used scaffolding techniques to support English learners in content-area instruction. Through

structured talk, guided writing, and thematic units, these teachers helped students acquire academic language while developing subject knowledge. Similarly, studies by Echevarria, Vogt, and Short (2008) on the SIOP (Sheltered Instruction Observation Protocol) model show that scaffolding is integral to effective sheltered instruction, where language and content objectives are addressed simultaneously.

Despite its many benefits, scaffolding is not without challenges. One of the main criticisms is the potential for over-scaffolding, where excessive support limits student autonomy and hinders the development of independent learning strategies. Teachers must strike a balance between providing support and encouraging self-reliance. Another challenge lies in the need for professional development. Scaffolding requires a deep understanding of language acquisition, curriculum design, and learner diversity. Many teachers report feeling underprepared to implement scaffolding effectively, especially in classrooms with large numbers of students or limited instructional resources.

Moreover, cultural differences can influence how scaffolding is perceived and enacted. In some educational systems, teacher-centered instruction predominates, and the concept of scaffolding as a student-driven process may be unfamiliar or undervalued. Therefore, successful implementation of scaffolding techniques often requires shifts in teacher beliefs and institutional practices. Collaboration among educators, reflective teaching, and access to high-quality instructional materials are essential for fostering a culture of scaffolding.

In conclusion, the literature supports the view that scaffolding is an essential component of effective English language instruction. It promotes learner engagement, supports cognitive development, and facilitates language acquisition in a structured yet flexible manner. For scaffolding to be effective, however, it must be intentionally planned, skillfully executed, and continuously adapted to learners' evolving needs. The next section of this paper will present the research methodology used to investigate the impact of scaffolding techniques in English language classrooms.

### 3. Methodology

This study employed a mixed-methods approach to gain a comprehensive understanding of how scaffolding techniques affect English language learning. The research design was guided by both qualitative and quantitative paradigms, allowing for an in-depth exploration of instructional practices, learner perceptions, and measurable academic outcomes. The study was conducted over a 10-week period in four educational institutions: two secondary schools and two university preparatory programs located in different regions of Uzbekistan. This diversity in setting provided a richer dataset and helped identify variations in scaffolding use based on institutional context and learner demographics.

A total of 120 students participated in the study, including 60 secondary-level learners and 60 university-level students. The participants were aged between 13 and 21 years and came from mixed proficiency levels, as determined by a placement test based on the Common European Framework of Reference (CEFR). The student population was diverse in terms of socioeconomic background and exposure to English outside the classroom. Six English language teachers with 5 to 20 years of experience were selected to implement the scaffolding strategies. All teachers received a three-day orientation workshop on scaffolding, where they were introduced to various

techniques including modeling, guided questioning, think-alouds, peer tutoring, and the use of graphic organizers.

The study collected both pre-intervention and post-intervention data. Quantitative instruments included vocabulary and grammar tests, reading comprehension exercises, and speaking tasks, all aligned with CEFR descriptors. Pre-tests were administered in the first week of the study, while post-tests were given in the final week. The test scores were analyzed using SPSS to determine the statistical significance of the learning gains attributable to scaffolded instruction. Descriptive statistics, paired-sample t-tests, and ANOVA were employed to examine group differences and effect sizes.

Qualitative data was collected through classroom observations, semi-structured interviews with teachers, and focus group discussions with students. Each classroom was observed three times during the study period, with observations focused on how scaffolding was implemented, how students responded, and how instruction evolved over time. An observation protocol was used to systematically record teacher actions, student behaviors, and contextual factors such as class size and time constraints. Teachers were interviewed at the mid-point and end of the intervention to gain insights into their experiences, challenges, and perceptions of student progress. Student focus groups were conducted at the end of the study and involved 5–8 participants per group. Discussions centered on learners' experiences with scaffolded activities, their perceived benefits, and suggestions for improvement.

To ensure the validity and reliability of the research instruments, all test items were reviewed by two independent ELT experts. The interview and focus group protocols were pilot-tested in a similar educational setting and revised accordingly. Triangulation of data sources and methods enhanced the credibility of the findings, and member checking was used to confirm the accuracy of interview interpretations.

The analysis phase involved both statistical and thematic techniques. Quantitative data from the pre- and post-tests were used to calculate learning gains and identify significant differences among various learner groups. Qualitative data from interviews and observations were transcribed and coded using NVivo software. Thematic analysis was used to identify recurring patterns, such as teacher adaptation of scaffolds, student engagement, and emerging learner autonomy.

Ethical considerations were rigorously observed throughout the study. Informed consent was obtained from all participants, and anonymity was maintained in reporting findings. Teachers and students were given the option to withdraw from the study at any time without consequence. The research protocol was approved by the Institutional Review Board (IRB) of the university coordinating the study.

This methodological framework enabled a multifaceted exploration of how scaffolding influences language learning processes and outcomes. The combination of quantitative and qualitative data allowed for a nuanced understanding of both the efficacy of specific techniques and the contextual variables that mediate their effectiveness. The following section presents the results of the study in detail, focusing on test outcomes, student feedback, and observed changes in classroom interaction patterns.

#### 4. Results and Analysis

The results of the study provide compelling evidence for the efficacy of scaffolding techniques in enhancing various aspects of English language learning. Quantitative data revealed statistically significant improvements in learners' performance across vocabulary, grammar, reading comprehension, and speaking fluency. These gains were most pronounced in groups that received consistent, well-structured scaffolded instruction throughout the 10-week period.

Pre- and post-test comparisons using paired-sample t-tests indicated a mean increase of 18% in vocabulary acquisition, with students demonstrating greater retention and application of target words in context. Grammar accuracy improved by an average of 15%, particularly in areas related to verb tense usage, sentence structure, and subject-verb agreement. Reading comprehension scores rose by 22%, as students became more adept at identifying main ideas, inferencing, and understanding figurative language. Speaking assessments showed an increase in fluency and coherence, especially among university-level students who engaged in structured peer dialogues and teacher-led think-aloud activities.

ANOVA results further revealed that university students outperformed secondary-level learners in post-test scores, suggesting a higher capacity for abstract reasoning and self-regulated learning. However, both groups showed meaningful improvement, indicating the adaptability of scaffolding techniques across age and proficiency levels. The analysis also highlighted that students with initially lower English proficiency benefitted most from visual scaffolds and interactive modeling, while higher-proficiency learners gained more from cognitive scaffolds and independent practice opportunities.

Qualitative findings complemented the statistical results by offering insights into the classroom dynamics and learner experiences associated with scaffolded instruction. Observational data showed increased learner engagement during scaffolded tasks, with students actively participating in discussions, asking clarifying questions, and collaborating with peers. Teachers were observed to be more responsive and strategic, adjusting their support based on real-time assessments of student comprehension.

Interviews with teachers underscored the transformative impact of scaffolding on their instructional practices. They reported that scaffolding allowed them to better differentiate instruction, accommodate varied learning styles, and manage mixed-ability classrooms. Teachers also noted an increase in student motivation, with learners demonstrating more initiative and confidence in completing tasks.

Student focus groups echoed these sentiments. Learners described scaffolded lessons as "easier to follow," "less stressful," and "more fun." Many students emphasized the importance of step-by-step guidance and the ability to work with peers as key factors in their improved performance. One secondary-level student remarked, "Before, I was afraid to speak in English, but when the teacher gave us sentence starters and time to practice in pairs, I felt more comfortable." Such testimonials reinforce the role of scaffolding in reducing learner anxiety and creating a supportive environment for risk-taking.

Thematic analysis of interview and focus group transcripts yielded several recurring themes: increased learner autonomy, enhanced classroom interaction, and a stronger sense of community.

Students who participated in peer tutoring and collaborative projects reported that they felt “more responsible” for their learning and “connected” to their classmates. Teachers observed that these activities also led to improved classroom discipline and time management, as students were more focused and engaged.

Importantly, the data also revealed areas for further improvement. Some teachers expressed difficulty in maintaining scaffolding across all tasks due to time constraints and curriculum demands. Others noted that while most students benefitted from scaffolding, a few high-achieving learners occasionally found the pace too slow. These challenges underscore the importance of professional development and flexible lesson planning in maximizing the effectiveness of scaffolding.

Overall, the results affirm that scaffolding is a highly effective instructional approach for supporting English language learners. It enables learners to bridge gaps in understanding, engage more deeply with content, and gradually take ownership of their learning. The following section will discuss these findings in the broader context of language education theory and practice, highlighting their implications for educators and curriculum designers.

## **5. Discussion**

The results of this study underscore the pedagogical value of scaffolding in English language learning, reinforcing both theoretical and empirical claims in the literature. The consistent improvement across all language domains — vocabulary, grammar, reading comprehension, and speaking — points to scaffolding as a foundational component of effective language instruction. These outcomes also validate the principles of Vygotsky’s sociocultural theory, which posits that learning is inherently social and that cognitive development is accelerated through guided interaction within the learner’s Zone of Proximal Development (ZPD).

One of the most striking findings is the differential impact of specific scaffolding techniques across proficiency levels. Lower-proficiency learners responded most positively to visual aids, teacher modeling, and sentence frames, suggesting that concrete, structured support helps them gain initial confidence. In contrast, more advanced learners benefited from open-ended questioning, analytical tasks, and peer collaboration — all of which encourage higher-order thinking and metacognitive engagement. This confirms Hammond and Gibbons’ (2005) argument that scaffolding must be differentiated and adjusted based on student readiness and task complexity.

Another important discussion point revolves around the development of learner autonomy. While scaffolding is often framed as teacher-led support, it also has the potential to foster independence when implemented with gradual release of responsibility. As seen in this study, students who began with intensive support were later able to complete tasks with minimal guidance. This shift illustrates the successful transition from supported learning to autonomous performance, which is essential for long-term language proficiency.

The enhanced classroom interaction observed in scaffolded lessons highlights the role of scaffolding in building communicative competence. Peer dialogue, structured group work, and interactive teacher questioning created opportunities for authentic language use. These findings support the views of Ellis (2003) and Walqui (2006), who emphasize the centrality of interaction

and contextualized language input in second language acquisition. When students are provided with meaningful communicative tasks scaffolded through support tools like graphic organizers or sentence stems, they are more likely to engage actively and construct their own language knowledge.

Scaffolding also contributes to the affective domain of language learning. Interviews and focus groups indicated that scaffolded instruction reduced anxiety, built learner confidence, and increased motivation. Many students expressed that they were more willing to participate in speaking activities and writing tasks when given clear guidance and opportunities to rehearse. This affective support is particularly important in language classrooms, where fear of making mistakes often hinders participation.

From a teacher's perspective, scaffolding emerged not only as a teaching strategy but as a reflective practice. Effective scaffolding required teachers to constantly monitor student responses, adjust their support, and plan for diversity. Teachers became more attuned to students' needs and more strategic in their instructional choices. This aligns with the concept of "pedagogical noticing" — the ability to observe and respond to learner cues in real time — which is increasingly recognized as a hallmark of expert teaching.

However, the study also identified several challenges that merit discussion. One recurring concern was the time-consuming nature of scaffolded lesson planning and delivery. Teachers noted that preparing scaffolded materials and managing differentiated tasks took considerable effort, especially in large classrooms. Additionally, a few advanced learners expressed boredom with overly scaffolded activities, indicating that excessive support may inhibit intellectual challenge. These concerns suggest the need for a balanced, flexible approach that maintains high expectations while providing necessary support.

Institutional support is another key factor in successful scaffolding implementation. Without adequate training, resources, and administrative backing, teachers may struggle to sustain scaffolded instruction. The study's findings call for more professional development opportunities focused on scaffolding, particularly workshops that model techniques and provide tools for application. Curriculum developers should also consider embedding scaffolding frameworks into teaching guides and assessment tools to ensure alignment across instructional components.

The cultural context of teaching and learning cannot be overlooked in this discussion. In Uzbekistan and similar educational settings, traditional teacher-centered methods may still dominate. Scaffolding, with its emphasis on student agency, dialogue, and collaboration, requires a shift in classroom norms and teacher identity. Educators must be willing to move away from lecture-based instruction and embrace facilitative roles. This transition can be supported through mentorship, classroom-based inquiry, and communities of practice.

Finally, the broader implications of scaffolding extend to curriculum design and language policy. Scaffolding strategies can support inclusive education by addressing the needs of diverse learners, including those with learning difficulties or limited exposure to English. When embedded in curricula, scaffolding helps ensure that all students, regardless of background, have equitable access to high-quality language instruction. Policymakers should therefore prioritize scaffolding in teacher training programs, national curriculum standards, and quality assurance measures.

In sum, the discussion affirms that scaffolding is more than a set of techniques — it is a dynamic, responsive, and learner-centered philosophy of teaching. By aligning instruction with students' developmental levels and promoting meaningful engagement, scaffolding empowers learners to take control of their own language journeys. The next section offers concluding remarks and outlines directions for future research.

## 6. Conclusion

This study has provided substantial evidence supporting the transformative potential of scaffolding in English language education. Through a thorough investigation that combined both quantitative data and qualitative insights, it has become evident that scaffolding enhances a wide range of language competencies—namely vocabulary development, grammatical accuracy, reading comprehension, and speaking fluency. Importantly, the results also revealed that scaffolding plays a critical role in fostering student motivation, autonomy, and sustained engagement, making it a powerful tool in the language learning process.

Scaffolding works best when it is flexibly designed to respond to the specific developmental stage of each learner. Rather than being a rigid instructional strategy, scaffolding is best conceptualized as an evolving pedagogical approach, guided by sociocultural theory and implemented through dynamic teacher-learner interaction. The teacher, in this model, is a facilitator who adjusts support in alignment with the learner's growing competence, particularly within the framework of Vygotsky's Zone of Proximal Development.

The contextual conditions that enable or constrain effective scaffolding—such as class size, teaching resources, and institutional training—were highlighted throughout the study. It became clear that scaffolding cannot be effectively executed without adequate professional development and a supportive teaching environment. This calls for greater investment in teacher training, curriculum reform that embeds scaffolding principles, and policy measures that support differentiated instruction in classrooms.

Cultural readiness is also essential. In regions where teacher-centered instruction dominates, such as in parts of Uzbekistan, scaffolding challenges conventional norms and requires a shift toward more student-centered, interactive pedagogy. While such a transformation can be gradual and complex, the benefits it brings—more inclusive, participatory, and effective learning environments—justify the effort.

In summary, scaffolding represents both a philosophy and a set of practices that bridge the gap between guided learning and independence. Its effectiveness lies in its ability to respond to learner diversity while promoting deep, sustainable progress. As educational stakeholders look to improve the quality and equity of English language education, scaffolding should remain central to those efforts.

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