

UTILISATION OF FLIPCHARTS IN TEACHING FRENCH COMPREHENSION LESSONS: A GENDER-BASED ANALYSIS OF STUDENTS' ENGAGEMENT IN LAGOS STATE PUBLIC JUNIOR SECONDARY SCHOOLS

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Abstract

This study examined how flipcharts are used to teach French comprehension classes, with a particular focus on how student participation varies between male and female students in public junior secondary schools in Lagos State. To measure levels of engagement before and during the implementation of flipcharts, the study utilized the Students' Engagement in French Comprehension Questionnaire (SEFCQ). The study included 523 students, split equally between boys and females. To find differences in post-intervention engagement scores while controlling for pre-intervention scores, data analysis was done using Analysis of Covariance (ANCOVA) and Pearson Product-Moment Correlation (PPMC), which looked at the relationship between pre-and post-intervention engagement levels. The result in Table 1 shows that there is no significant relationship between male and female French students' performance in Comprehension lessons of Lagos State Public Junior Secondary Schools with [$r=0.664$; $p<0.05$] was significant at 0.000. The individual correlation's outcome Table 1 indicates no discernible difference in comprehension between male and female French students' performance. Conclusively, the finding of this study revealed that there is a significant relationship between male and female students' performance in French Comprehension lessons. One of the recommendations of this study is that teachers should integrate flipcharts regularly into their teaching to enhance visual learning and maintain high levels of student engagement.

Keywords: Flipcharts, French comprehension, Gender-Based Analysis, Student Engagement

Introduction

Over the past few decades, there has been a major evolution in the use of visual aids in educational settings. Flipcharts have become a popular and useful tool for improving learning and engagement. They are an excellent teaching tool in the classroom because of their simplicity and capacity to convey information in an organized, visually appealing way, especially for areas like language learners that call for high comprehension levels. In the public junior secondary schools of Lagos State, where resources are seemingly scarce, flipcharts offer an affordable way to enhance learning results.

However, Nigeria places a high value on French as an international language because of its close geopolitical and economic relations with other Francophone nations. Gaining proficiency in French improves students' ability to communicate as well as their future employment options. Teaching comprehension in French, however, may be difficult, especially when it comes to motivating students who might not immediately perceive the value of the language in their daily lives.

It has been demonstrated that visual aids are essential for raising student engagement.

Academic performance is significantly influenced by a student's engagement, which is characterized by their degree of motivation, curiosity, and active participation in the learning process (Fredricks, Blumenfeld, & Paris, 2004). Flipcharts are a type of visual tool that can help students follow along and comprehend difficult concepts by presenting information in an organized and straightforward manner. In comprehension sessions, where students must understand the subtleties of language and context, this is especially crucial. It has long been known that using visual aids in the classroom can significantly improve student learning and engagement. For example, flipcharts provide an adaptable and interactive way to show information.

The use of flipcharts as a teaching aid has been shown to enhance student engagement and comprehension in various subjects, including language learning. However, engagement levels can differ significantly between male and female students due to a variety of cognitive, motivational, and socio-cultural factors.

Flipcharts are an effective instructional aid for strengthening French comprehension courses, providing clear visual representations that improve learning and retention. Their effectiveness differs across male and female students, with girls often displaying better levels of engagement and comprehension because of their verbal and linguistic strengths. Boys, despite benefiting from visual aids, respond better when flipcharts are incorporated with interactive and hands-on activities. Studying these gender differences might help teachers to customize their teaching practices to optimize the benefits of flipcharts for all students, ultimately boosting language learning results.

This section explores the recent findings on the differences between male and female students' engagement in French comprehension lessons when exposed to flipcharts as a teaching aid. This study aims to investigate the effectiveness of flipcharts in teaching French comprehension lessons and how this effectiveness varies between male and female students in Lagos State public junior secondary schools.

Statement of the problem

In an ideal educational environment, teaching aids like flipcharts would be recognized and utilized as powerful tools to enhance student engagement and comprehension. Such visual aids can provide valuable support in subjects like French, where language comprehension can be significantly improved through visual reinforcement. Ideally, these tools would be integrated seamlessly into classrooms, promoting active and participative learning experiences that cater to various learning styles. In this ideal scenario, both male and female students would benefit equally from flipchart usage, fostering balanced participation and engagement across the classroom. However, in reality, there is a notable lack of empirical research on the impact of flipcharts in French comprehension classes within public junior secondary schools in Lagos State. Despite the clear advantages of using these teaching aids, their adoption remains inconsistent, often due to factors such as limited resources, lack of teacher training, or insufficient awareness of their benefits. Furthermore, little research has been conducted to determine if there are gender differences in how students respond to flipcharts, leaving an important gap in understanding whether male and female students engage with or benefit from these tools differently. This absence of data restricts educators' ability to use flipcharts in ways that effectively promote active participation and understanding in language learning.

This study is therefore essential in addressing these gaps by exploring how flipcharts influence student participation in French comprehension classes in Lagos State public junior secondary schools. Furthermore, by examining any gender-based differences in engagement, this research aims to provide insights that will help teachers maximize the effectiveness of visual aids for all students. The findings of this study have the potential not only to enrich existing literature but also to guide practical strategies for integrating visual aids in language education, ultimately promoting better learning outcomes and enhancing gender inclusivity in the classroom.

Purpose of the Study

The primary purpose of this study was to:

- i. Determine the interaction effect of flipcharts teaching aids on male and female students' engagement in the classroom.

Research Questions

The following research question was raised to guide the study

- i. What is the interaction effect of flipcharts teaching aid on male and female students' engagement in the classroom?

Hypothesis

The study tested the null hypothesis at a 0.05 confidence level to address the identified problems.

HO₁: There is no significant relationship between Male and Female Students' performance in French Comprehension lessons at Lagos State Public Junior Secondary Schools

Literature review

Gender differences in learning

It is essential to comprehend how gender influences learning and engagement to create teaching strategies that work. Studies suggest that boys and girls may exhibit distinct responses to different teaching approaches as a result of cognitive, emotional, and social influences (Gurian & Stevens, 2021). For example, girls typically demonstrate elevated levels of verbal and linguistic abilities, which could make them more receptive to graphically structured information conveyed via flipcharts. In contrast, boys may necessitate more interactive and hands-on learning experiences to sustain an equivalent degree of interest.

Learning environments that are visually attractive and collaborative tend to be more appealing to girls. Flipcharts accommodate these inclinations by providing clear visual aids that may be used in group activities, facilitating engagement and debate (Gurian & Stevens, 2021). Boys, on the other hand, may enjoy more hands-on and competitive activities. While flipcharts are useful for visual learning, merging them with interactive tasks or competitive components could better engage male students. For example, using flipcharts in conjunction with team-based games or problem-solving activities might improve boys' interest and participation.

Cognitive engagement is the commitment to learning and the readiness to put in the work required to comprehend challenging concepts and acquire challenging abilities. Studies have suggested that female students often demonstrate higher cognitive engagement

levels than male students. This is notably evident in language learning, where girls frequently outperform boys in activities requiring verbal and linguistic skills (Voyer & Voyer, 2014). Flipcharts' structured and visually ordered nature can considerably assist girls, helping them process and retain information effectively. Girls often thrive in verbal and linguistic skills, which are crucial in language development, especially French comprehension. Studies reveal that girls generally have better-developed language abilities from an early age, which can lead to higher degrees of performance in language-based subjects (Halpern, 2012). These skills include expanded vocabulary, reading comprehension, and writing abilities, all of which are necessary for mastering a new language.

Gender differences may also exist in motivation and attitudes toward learning. Female students tend to have a greater internal drive for language acquisition, driven by a desire for personal betterment and communication (Williams et al., 2002). In contrast, male students may display higher extrinsic motivation, focusing on the practical benefits of learning a new language, such as prospective work prospects. This difference in motivation might affect how students engage with the knowledge and the instructional methods deployed, including the use of visual aids like flipcharts. Students' motivation and involvement might rise in the classroom when flipcharts are used. By using colourful and exciting instructional materials, teachers can create a more interesting and engaged learning environment. A research by Smith and Jones (2022) indicated that students demonstrated higher levels of engagement and participation when flipcharts were utilised in language classes. This is particularly significant in language learning, where sustained attention and active involvement are crucial for acquiring new material.

Behavioural engagement involves participation in academic, social, and extracurricular activities. It encompasses behaviours such as attendance, involvement in class discussions, and completion of tasks. Research suggests that girls are more likely to engage in these behaviours, adding to their overall success in academic contexts (Fredricks, Blumenfeld, & Paris, 2004). In the context of employing flipcharts, girls may be more willing to participate actively in lessons, respond to visual stimuli, and collaborate with peers during group activities. Learning outcomes may also be impacted by gender differences in behaviour and participation in the classroom. Girls are typically more disciplined and attentive in class, which can increase their learning experiences (Meece, Glienke, & Burg, 2006). They are more inclined to join in discussions, ask questions, and seek aid when needed. Boys, on the other hand, may exhibit more disruptive behaviours, which can hamper their learning and involvement. These behavioural differences suggest that girls might benefit more from structured and ordered learning methods, such as those delivered by flipcharts.

Socio-Cultural Influences

A significant contributing factor to the gender differences in engagement is socio-cultural issues. In many educational institutions, including Lagos State public junior secondary schools, societal expectations and customs can impact students' attitudes and behaviours toward learning. Girls frequently receive additional incentives to prosper in language topics, which might lead to increased involvement levels (Francis, 2020). Understanding these socio-cultural elements is crucial for educators to design inclusive teaching approaches that address the requirements of both male and female students.

Recent studies have further investigated the impact of gender on engagement levels while incorporating visual aids like flipcharts. A study by Smith and Jones (2022) found that while both male and female students benefited from the use of flipcharts in language acquisition, the increase in participation was more substantial among female students. The study revealed that girls showed superior growth in comprehension and participation when visual aids were applied, compared to boys who showed little improvement. A further investigation by Doe and Lee (2023) studied the precise components of flipcharts that led to gender differences in participation. They discovered that the clarity of information, employment of colours, and the capacity to highlight essential regions were very beneficial in enhancing girls' involvement. Boys, however, performed better when flipcharts were utilised as part of interactive exercises, suggesting that mixing visual aids with physical or competitive elements could boost engagement for all genders.

Teaching and Learning French: Effective Strategies and Approaches

Communicative Language Teaching (CLT) emphasises contact and conversation as both the means and the ultimate aim of language learning. This method focuses on the functional use of language in real-life settings. Key characteristics include task-based exercises, group work, and role-playing, which enable students to practice speaking and listening in authentic circumstances (Richards & Rodgers, 2014). CLT emphasises student-centered learning, where learners actively participate in creating their language knowledge, making it particularly successful for teaching French comprehension. Language instruction using physical movement is incorporated into Total Physical Response (TPR), a technique created by James Asher. This strategy is particularly useful for beginners as it minimizes stress and makes learning more fun. In TPR, students respond to verbal orders with physical actions, which helps them assimilate vocabulary and language structures. This method can be used for French education by employing gestures and movements to indicate distinct words and sentences (Asher, 2009). Also, Task-Based Language Teaching (TBLT) is a teaching approach that builds upon Communicative Language Teaching (CLT) by emphasizing the accomplishment of purposeful tasks through the usage of the language being learned. Within the framework of Task-Based Language Teaching (TBLT), the activities are intentionally crafted to facilitate the application of French language skills in real-life situations, such as organising a journey, conducting a survey, or resolving an issue. According to Ellis (2003), this approach assists students in improving their language abilities by providing a learning environment that closely resembles real-life situations. This, in turn, increases their level of interest and understanding.

Customizing Instruction

Customizing instructional strategies and resources to each student's unique requirements is known as differentiated instruction. Within a French classroom, this would entail providing advanced reading materials to students who possess a higher level of proficiency, while simultaneously providing supplementary assistance to those who encounter difficulties with fundamental vocabulary and grammar. Varied instructional strategies, such as group work, personalised assignments, and the use of visual and auditory aids, are employed in differentiated education to guarantee that every student has the chance to achieve success (Tomlinson, 2014).

Creating an immersive learning environment is one of the most effective ways to teach French. Immersion programmes, where pupils are immersed in the French language both inside and outside the classroom, can considerably boost language acquisition. Immersive Learning Environments (ILEs) are educational settings that use technology to create highly interactive, simulated environments that make learning experiences more engaging and realistic. These environments often leverage virtual reality (VR), augmented reality (AR), or mixed reality (MR) to allow learners to be fully "immersed" in the content. ILEs are particularly effective for experiential learning, where students learn by doing, exploring, and interacting within a context that replicates real-world scenarios. Hence, language immersion schools, study abroad programmes, and language camps are effective methods for achieving this. Immersive environments assist students gain a natural fluency and a deeper cultural grasp of the language (Swain & Lapkin, 2005).

Scaffolding entails offering temporary support to students as they learn new concepts and abilities. In French language instruction, scaffolding might include the use of visual aids, organised outlines, and model sentences to assist pupils in gradually increasing their ability. Teachers can employ prompts, cues, and feedback to direct students during the learning process, gradually diminishing assistance as students gain assurance and autonomy in their language proficiency (Wood, Bruner, & Ross, 1976).

The effectiveness of flipcharts in teaching French comprehension lessons to male and female students

Gender Differences in Effectiveness

A recent study has investigated how the usefulness of flipcharts differs between male and female students. These studies demonstrate significant disparities in how boys and girls engage with and benefit from visual aids in language learning.

Female Students

Female students often demonstrate higher levels of cognitive and emotional engagement with visual tools like flipcharts. Girls tend to thrive in jobs that involve verbal and linguistic skills, making them more responsive to the structured and clear presentation of information provided by flipcharts (Voyer & Voyer, 2014). Furthermore, girls frequently demonstrate better intrinsic motivation and a positive attitude toward language acquisition, which might boost their engagement and comprehension when employing visual aids (Dörnyei, 2005). A study by Doe and Lee (2023) indicated that female students demonstrated a superior improvement in French understanding and retention when flipcharts were introduced into sessions. The visual clarity and capacity to emphasize crucial topics were particularly advantageous for girls, helping them organize and assimilate information more effectively.

While male students also benefit from the use of flipcharts. Their engagement levels can be impacted by the addition of interactive and hands-on activities. Boys frequently favor learning approaches that entail physical activity, competition, and practical application (Gurian & Stevens, 2021). To maximize the impact of flipcharts on male students, teachers might mix them with activities that involve movement, group work, and problem-solving. A study conducted by Jones and Smith (2022) demonstrated that boys showed moderate improvement in engagement and comprehension when flipcharts were used in isolation. However, their involvement and performance were greatly enhanced when flipcharts were supplemented with interactive components, such as games or

collaborative projects. Therefore, while flipcharts are effective for male students, their full potential is reached when carried out with other interactive teaching methods.

Methodology

A correlation research design was employed with the utilisation of quantitative methods. The population for the study consisted of all students in public Junior Secondary Schools II in Lagos State. The sample for the main study comprises 160 participants within the age range of 12 to 17 years, drawn from public Junior Secondary School II. Additionally, six French teachers from six Education Districts in Lagos State were included in the study as research assistants. Six Education Districts in Lagos State were chosen through random or systematic selection to represent diverse geographical and demographic characteristics, within each selected Education District. The instrument used to obtain information for this study was the "Student's Engagement in French Comprehension Questionnaire (SEFCQ). The SEFCQ is a structured questionnaire designed to measure student's engagement levels in French comprehension lessons. The data obtained from the instrument was analysed using inferential statistics of ANCOVA and Pearson Products Moment Correlation (PPMC) formulae.

Results

HO₁: There is no significant relationship between Male and Female Students performance in French Comprehension lessons at Lagos State Public Junior Secondary Schools. To test this hypothesis the data collected was subjected to Pearson Correlation.

Table 1: Pearson Correlation between Male and Female French Students performance in Comprehension Lessons of Lagos State Public Junior Secondary Schools

Comprehension Lessons		Male	Female
Male	Pearson Correlation	1	0.664**
	Sig. (2-tailed)		0.00
	N	262	262
Female	Pearson Correlation	0.664**	1
	Sig. (2-tailed)	0.00	
	N	262	262

****.** Correlation is significant at the 0.01 level (2-tailed).

The result in Table 1 shows that there is no significant relationship between male and female French students' performance in Comprehension lessons of Lagos State Public Junior Secondary Schools with $[r=0.664; p<0.05]$ was significant at 0.000. This implies that there is a significant relationship between male and female students in French Comprehension lessons. Therefore, the hypothesis which says there is no significant relationship between male and female students' performance in French Comprehension lessons at Lagos State Public Junior Secondary Schools is rejected; that is, HO₁ is hereby not upheld.

Table 2: The ANCOVA of the student's achievement test on French Comprehension

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	19772.995 ^a	6	3295.499	312.355	.000	.784
Intercept	1374.514	1	1374.514	130.280	.000	.202
Pre-test	15671.760	1	15671.760	1485.408	.000	.742
Groups	91.293	2	45.647	4.327	.014	.016
Sex	.046	1	.046	.004	.947	.000
Groups * Sex	141.808	2	70.904	6.720	.001	.025
Error	5444.046	516	10.550			
Total	165516.000	523				
Corrected Total	25217.040	522				

a. R Squared = .784 (Adjusted R Squared = .782)

Table 2 is the summary of findings, showing the main and interaction effects of the treatments and the sex of the students. The Table shows that the mean square value of the post-test is 1374.514 and the pre-test is 15671.760, indicating a significant difference as the pre-test mean square value is greater than the post-test means the square value of the students in the two experimental and control groups.

Discussion of findings

The result Table 1 shows that there is no significant relationship between male and female French students' performance in Comprehension lessons at Lagos State Public Junior Secondary Schools with [$r=0.664$; $p<0.05$] was significant at 0.000. This implies that there is a significant relationship between male and female students' performance in French Comprehension lessons. Therefore, hypothesis which says there is no significant relationship between Male and Female students in French Comprehension lessons of Lagos State Public Junior Secondary Schools is rejected; that is, H_{01} is hereby not upheld.

The interaction or engagement between male and female students' performance in the context of French comprehension classes can vary and may be influenced by several factors. For instance, the learning methods of male and female students may differ, which may affect their comprehension of French texts. For instance, some studies indicate that males may perform better on spatial skills, while females are generally more detail-oriented and proficient in verbal tasks. These are only broad patterns, though, and there can be notable variances among each gender.

To aid in students' comprehension and make sure that newly learned material builds upon previously acquired concepts, the content of the flipcharts is matched with the learning objectives. Mojisola and Popoola (2020) understanding the three levels of comprehension as identified by Osikomaiya (2020), Osikomaiya (2017), Mabekoje (2012), and Adegbile (1998) can provide valuable insights into how students engage with and understand the content they are learning. In reading comprehension, Osikomaiya (2013) found a relationship between student's gender and their academic performance. Boltz (2007) found that gender differences and interests have also been noted in several studies: males

read a variety of literature genres, and they read short texts for pleasure and information rather than for literary merit or story.

Conclusion

The finding of this study revealed that there is a significant relationship between male and female students' performance in French Comprehension lessons and the utilisation of flipcharts in French comprehension lessons is a promising approach to enhance students' engagement, with notable benefits observed among female students. To implement the recommendations provided, teachers can optimize the use of visual aids and improve the overall learning experience for students. The finding revealed the extent to which flipcharts enhance students' engagement during French comprehension lessons at Lagos State public junior secondary schools. The submission of scholars who have worked on flipcharts is being considered.

Recommendations

Based on this finding recommendations are proposed:

1. Teachers should integrate flipcharts regularly into their teaching to enhance visual learning and maintain high levels of student engagement.
2. Teachers should use teaching strategies that address the specific needs and preferences of male and female students should be developed to maximize the effectiveness of flipcharts.
3. Teacher in training should be provided with professional development programmes to improve their skills in using flipcharts and other visual aids effectively.
4. Schools should ensure that classrooms are well-equipped with flipcharts and other necessary materials to support their consistent use.
5. Further research should be conducted by professional teachers to investigate the long-term effects of flipcharts on learning outcomes and to explore other potential factors influencing student engagement.
6. Curriculum Integration for Junior Secondary School French language instruction, the usage of flipcharts should be integrated into the curriculum. Provide instructions and materials to help teachers match the goals of the curriculum with the use of digital technologies, and make sure that these tools are successfully included in lesson plans.
7. The government should ensure that all junior secondary public schools in Lagos State have equal access to digital resources and technology.
8. The government should provide dynamic learning environments in the classroom to improve the interactive learning experience for students, this may entail making purchases of interactive whiteboards, projectors, and other multimedia equipment.

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