

## AN ANALYSIS OF ADVERBIAL CLAUSE IN READING TEXT

Alya zalfa Fitriady<sup>1</sup>, Fadhlán Hafizhul Huda<sup>2</sup>, Irsyad Rafif Siregar<sup>3</sup>, Muhammad Hafidz Purba<sup>4</sup>, Yani Lubis<sup>5</sup>

<sup>1,2,3,4,5</sup>Universitas Islam Negeri Sumatra Utara Medan

[alyazalfah6@gmail.com](mailto:alyazalfah6@gmail.com)<sup>1</sup>, [fadhlanhuda796@gmail.com](mailto:fadhlanhuda796@gmail.com)<sup>2</sup>, [irsyadsrg35@gmail.com](mailto:irsyadsrg35@gmail.com)<sup>3</sup>,  
[hafidzseptember88@gmail.com](mailto:hafidzseptember88@gmail.com)<sup>4</sup>, [yanilubis@uinsu.ac.id](mailto:yanilubis@uinsu.ac.id)<sup>5</sup>

---

**ABSTRACT;** *This study aims to analyze the structure and function of adverbial clauses in reading texts, with a focus on their relationship with reading comprehension. Adverbial clauses, which function to provide additional information regarding time, place, reason, and condition in a sentence, play a crucial role in enriching the reader's understanding of the text. A syntactic analysis approach is used to identify various types of adverbial clauses found in reading texts and how these clauses establish semantic relationships between sentences. This study also examines the impact of adverbial clauses on the reader's comprehension ability, particularly in the context of recognizing complex sentence structures. The results of the analysis are expected to provide deeper insights into how adverbial clauses can affect reading comprehension and can serve as a reference in language teaching to enhance reading skills.*

**Keywords:** *Adverbial Clause, Syntactic Analysis, Reading Comprehension.*

**ABSTRAK;** Penelitian ini bertujuan untuk menganalisis struktur dan fungsi klausa adverbial dalam teks bacaan, dengan fokus pada hubungannya dengan pemahaman bacaan. Klausa adverbial, yang berfungsi untuk memberikan informasi tambahan mengenai waktu, tempat, alasan, dan kondisi dalam sebuah kalimat, memainkan peran penting dalam memperkaya pemahaman pembaca terhadap teks. Pendekatan analisis sintaksis digunakan untuk mengidentifikasi berbagai jenis klausa adverbial yang ditemukan dalam teks bacaan dan bagaimana klausa-klausa ini membangun hubungan semantik antar kalimat. Penelitian ini juga mengkaji dampak klausa adverbial terhadap kemampuan pemahaman pembaca, khususnya dalam konteks mengenali struktur kalimat kompleks. Hasil analisis diharapkan dapat memberikan wawasan yang lebih mendalam tentang bagaimana klausa adverbial dapat memengaruhi pemahaman bacaan dan dapat menjadi referensi dalam pengajaran bahasa untuk meningkatkan keterampilan membaca.

**Kata Kunci:** Klausa Adverbial, Analisis Sintaksis, Pemahaman Bacaan.

## **INTRODUCTION**

Adverbial clauses, or klausa adverbial, play a crucial role in sentence construction, especially in enhancing the meaning and depth of a statement by providing additional information about the time, place, condition, manner, reason, or degree of the action described in the main clause. In the context of reading texts, adverbial clauses are essential in shaping the flow and coherence of ideas, guiding readers to better understand not only the events but also the circumstances surrounding them. These clauses often function to modify verbs, adjectives, or even other adverbs, thereby influencing the overall tone and emphasis of the text.

Through the use of adverbial clauses, a text becomes more dynamic and interconnected, as the additional information clarifies the relationship between the events described in the text. Without these clauses, the sentences in a text would feel more limited and less informative, as readers would not be given the opportunity to explore the underlying context.

The presence of adverbial clauses also influences the author's writing style, because by choosing specific types of clauses, the writer can emphasize particular information or show their attitude towards it. For instance, an author might use an adverbial clause to show contrast, thus creating a dramatic effect on the story or argument being conveyed.

It is also important to note that the analysis of adverbial clauses has practical benefits in language teaching. For students, understanding the role of adverbial clauses in texts helps them craft more effective sentences and enrich their writing style. Moreover, the ability to construct sentences with various types of adverbial clauses also expands their capacity to express ideas more clearly in their writing, whether in essays, narratives, or arguments. Therefore, research on adverbial clauses in reading texts is highly relevant not only for theoretical syntactic analysis but also as a tool for enhancing reading comprehension and writing skills. By understanding the role of adverbial clauses, readers can maximize their potential to fully grasp the text and improve their overall literacy skills.

Additionally, adverbial clauses enrich the text by providing variety in sentence structure, which can enhance the quality of the narrative. The use of these clauses allows writers to connect different ideas more subtly, so readers can follow the storyline or argument with greater ease and clarity. By examining the use of adverbial clauses in a text, we not only understand how authors construct complex sentences, but also how they manipulate elements of time, place, cause-and-effect, and condition to create deeper and more layered meanings.

## **RESEARCH METHODS**

This research focuses on reading comprehension in adverbial clauses, where the method used in this research is a descriptive qualitative approach which aims to analyze reading. This research was written based on the results of studies from various relevant library materials to support this research, both in the form of books, journals, articles and others related to the focus on the problem above. Data was obtained from existing literature such as national and international articles. The technique used in collecting data refers to various journals accessed via Google Scholar using the keywords "*adverbial clause, Syntactic Analysis, and Reading Comprehension*". The use of these keywords aims to ensure that researchers can find various kinds of writings that discuss the topic.

## **RESULTS AND DISCUSSION**

### **1. Adverbial Clause**

An adverbial clause is a type of clause that provides additional information about the main clause in a complex sentence. This type of clause provides details regarding various aspects of the main clause, such as time, place, manner, condition, reason, or even purpose. Unlike a main clause, which can stand alone as a complete sentence, an adverbial clause depends on the main clause for its full meaning. Adverbial clauses are typically introduced by subordinating conjunctions like *when, if, because, although, while*, and many others.<sup>1</sup>

For instance, in the sentence "I will call you when I arrive," the adverbial clause "when I arrive" explains the time at which the action of calling will take place. Similarly, in "I went for a walk because I needed some fresh air," the clause "because I needed some fresh air" gives the reason why the speaker went for a walk. In some cases, adverbial clauses provide a contrast, as in "Although it was raining, they went hiking," where "Although it was raining" shows a contrast to the main action of going hiking. Adverbial clauses can also express conditions, such as "You can go to the party if you finish your homework," where the clause "if you finish your homework" sets the condition for going to the party.

These clauses are important because they allow the speaker or writer to convey more complex ideas and relationships between actions or events. They help to clarify the context,

---

<sup>1</sup> Azar, Betty Schramper. *Understanding and Using English Grammar* (4th Edition). Pearson Education, 2003.

such as explaining why something is happening, when it happens, or how it occurs. Adverbial clauses are essential in providing additional layers of meaning and ensuring that the message is clear and fully understood. In everyday language, adverbial clauses are used frequently to express reasons, purposes, conditions, contrasts, and the time or place of events, making communication more precise and effective.<sup>2</sup>

### Structure of an Adverbial Clause

Structurally, an adverbial clause contains two main components: a subject and a predicate. Although it contains these elements, the adverbial clause cannot stand alone and requires the main clause to form a complete sentence. Its function is similar to an adverb, providing additional context about the action or event described in the main clause. For example, in the sentence "I was reading *when she called*," the adverbial clause "*when she called*" indicates the time the action (reading) occurred.

### The Role of Adverbial Clauses in Sentences

Adverbial clauses play a crucial role in enriching sentences by adding context. The main roles of an adverbial clause include:

1. **Providing Time Information:** This type of adverbial clause tells us when an action or event takes place. Common conjunctions used to indicate time include *when*, *while*, *before*, and *after*.
  - Example: "She smiled *when I walked into the room*."
2. **Indicating Place:** This adverbial clause tells us where an event occurs, typically using conjunctions like *where*.
  - Example: "We will go to the park *where we can play football*."
3. **Explaining the Reason:** This adverbial clause provides the reason or cause for the action in the main clause. Conjunctions like *because*, *since*, or *as* are commonly used.
  - Example: "He stayed at home *because it was raining*."
4. **Stating Conditions or Requirements:** This adverbial clause explains the condition that must be met for the action in the main clause to happen. Words like *if*, *unless*, and *provided that* are used.
  - Example: "You can borrow my car *if you return it by evening*."

---

<sup>2</sup> Krohn, K. & Skibbe, D. English Grammar for Dummies. Wiley Publishing, 2009

5. **Describing Manner or Process:** This type of adverbial clause describes how or in what manner an action is performed, using conjunctions like *as* or *as if*.
  - Example: "She danced *as though she was floating on air*."
6. **Indicating Purpose or Intention:** This adverbial clause provides the purpose behind an action in the main clause. Conjunctions such as *so that* or *in order that* are used.
  - Example: "He saved money *so that he could buy a new phone*."
7. **Expressing Contrast or Comparison:** This adverbial clause shows the contrast between two statements. Common conjunctions include *although*, *even though*, or *whereas*.
  - Example: "She is always cheerful *although she has many problems*."

Adverbial clauses function by modifying or providing additional context to the main verb in a sentence. Just like single-word adverbs, they describe the action, event, or state expressed in the main clause, but they do so in greater detail. Adverbial clauses are dependent, meaning they cannot stand alone as a complete sentence. They rely on an independent clause to form a full, meaningful sentence. The purpose of adverbial clauses is to answer questions such as when, where, why, how, or under what condition something happens.

These clauses provide important information by explaining the circumstances surrounding the main action. For example, an adverbial clause can describe when an action takes place (time), where it happens (place), the reason behind it (cause), the condition that must be met for it to happen (condition), the purpose of the action (purpose), or the manner in which something is done (manner). Adverbial clauses often start with subordinating conjunctions, which are words that connect the dependent clause to the independent clause. Some common subordinating conjunctions include when, while, because, if, although, since, after, before, unless, and even though. These conjunctions are what make the clause dependent, meaning it cannot form a complete thought on its own.<sup>3</sup>

In syntactic analysis, adverbial clauses help map the relationship between clauses in a sentence. These clauses show how ideas or events described in the main clause are connected with the information provided. Therefore, a solid understanding of adverbial clauses enables

---

<sup>3</sup> Celce-Murcia, Marianne & Larsen-Freeman, Diane. *The Grammar Book: An ESL/EFL Teacher's Course* (3rd Edition). National Geographic Learning, 2016

readers to gain a deeper and more comprehensive understanding of a text, as well as identify how different ideas within the text are related.

Furthermore, mastering adverbial clauses is highly beneficial in language education. Understanding how to construct more complex sentences with adverbial clauses allows students to develop their writing skills, create more varied sentences, and enhance the readability and expression in their writing. For instance, in writing narratives or descriptions, adverbial clauses are an effective way to connect different events clearly and structurally.

In addition, adverbial clauses can vary in their position within a sentence. They can appear at the beginning, middle, or end of the sentence. For example:

- Beginning: "Because it was raining, we stayed indoors."
- Middle: "We, since it was raining, stayed indoors."
- End: "We stayed indoors because it was raining."

These clauses are essential in both spoken and written language because they help express more nuanced ideas and allow for a more detailed description of actions and their contexts. Without adverbial clauses, communication would be less specific and harder to understand, as important information about the timing, reason, place, or manner of actions would be missing.<sup>4</sup>

## **2. Syntactic Analysis**

Syntactic analysis (syntactic analysis) is a part of linguistics that focuses on parsing and understanding sentence structure, including how the elements in the sentence relate to each other. In this section, syntax studies the rules or procedures that govern the arrangement of words in sentences. This analysis aims to understand how a sentence is constructed so that it can have a clear and grammatically correct meaning. Syntactic analysis is very important because it can help deepen language structure and find out whether a sentence can be understood well or whether it is ambiguous.<sup>5</sup>

### **Structure and Types of Adverbial Clauses**

An adverbial clause typically consists of two main components:

1. **Subordinating conjunction:** This word functions to connect the subordinate clause to the main clause, creating a clear syntactic relationship between the two.

---

<sup>4</sup> Quirk, Randolph, Greenbaum, Sidney, Leech, Geoffrey, & Svartvik, Jan. *A Comprehensive Grammar of the English Language*. Longman, 1985

<sup>5</sup> Radford, A. (2004). *English Syntax: An Introduction*. Cambridge: Cambridge University Press.

2. **Subordinate clause:** This part is a group of words that contains both a subject and a predicate. While the subordinate clause contains a subject and a predicate, it cannot stand alone as a complete sentence because it depends on the main clause for a complete meaning.<sup>6</sup>

Example:

- **When he arrived**, we had already left.
- **Subordinating conjunction:** when
- **Adverbial clause:** when he arrived (indicating the time when the action "had already left" occurred)

### Functions and Roles of Adverbial Clauses in Syntax

In syntactic analysis, adverbial clauses serve several essential functions in the construction of a sentence's overall meaning. The main functions of adverbial clauses in sentences include:

1. **Indicating time:** Adverbial clauses are commonly used to provide information about when an event or action takes place. This is one of the most frequent functions of an adverbial clause.
  - Example: "I will call you **when I arrive**."
    - Here, the adverbial clause "when I arrive" specifies the time the action "call" will occur.<sup>7</sup>
2. **Providing reasons:** An adverbial clause can explain why something happens or is done. These clauses often begin with conjunctions like *because*, *since*, or *as*.
  - Example: "He stayed home **because it was raining**."
    - The clause "because it was raining" explains why he stayed home.
3. **Indicating purpose:** Adverbial clauses can show the purpose or goal of an action. In this case, subordinating conjunctions like *so that*, *in order that*, or *to* are often used.
  - Example: "She exercised daily **so that she could stay healthy**."
    - The clause "so that she could stay healthy" indicates the purpose behind her action of exercising.

---

<sup>6</sup> Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press

<sup>7</sup> Andersson, L. G. 1975. Form and function of subordinate clauses. Gothenburg, University of Göteborg, Department of Linguistics. (Gothenburg Monographs in Linguistics, 1)

4. **Expressing conditions:** Adverbial clauses can describe the conditions that must be met for an event or action to take place. Conjunctions such as *if*, *unless*, or *in case* are commonly used.
  - Example: "If it snows tomorrow, **we will stay inside.**"
    - The clause "If it snows tomorrow" expresses the condition for the action "we will stay inside" to occur.
5. **Describing manner:** Adverbial clauses can explain how an event or action is performed, often using conjunctions like *as*, *like*, or *as if*.
  - Example: "She danced **as if she were a professional.**"
    - The clause "as if she were a professional" describes the manner in which she danced.
6. **Indicating contrast:** Adverbial clauses can show a contrast or opposition between two ideas. Conjunctions like *although*, *even though*, or *though* are often used for this purpose.
  - Example: "He passed the test, **although he didn't study.**"
    - The clause "although he didn't study" highlights the contrast with the statement that he passed the test.<sup>8</sup>

### Syntactic Structure of Adverbial Clauses

In syntactic analysis, we study how clauses within a sentence are arranged. For adverbial clauses, several aspects should be considered:

1. **Position in the sentence:** An adverbial clause can appear at the beginning or the end of a sentence. When it comes at the beginning, it is usually followed by a comma to separate the subordinate clause from the main clause. For example, "When it rains, I stay inside." When the adverbial clause appears at the end, commas are generally not used. For example, "I stay inside when it rains."
2. **Subject and predicate:** The subordinate clause (adverbial clause) contains both a subject and a predicate, which are closely related to the main clause. For instance, in the sentence "If you study, you will pass the exam," "you study" is the subordinate clause, with "you" as the subject and "study" as the predicate.

---

<sup>8</sup> Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. London: Longman.



3. **Semantic and syntactic relationships:** Adverbial clauses provide further explanation of how an event or condition occurs. In syntactic analysis, we examine how the semantic relationship between the main clause and the subordinate clause is established. For example, in the sentence "Because I was tired, I went to bed early," the clause "Because I was tired" explains why the action "went to bed early" happened.<sup>9</sup>

Syntactic analysis of adverbial clauses is crucial because it helps us understand how additional information about the time, condition, reason, purpose, manner, or contrast in a sentence is structured. This analysis also reveals how different types of modifications within the sentence work together to create a complete and coherent meaning. Without a clear understanding of the structure and function of adverbial clauses, one might struggle to grasp how the relationship between the main clause and the subordinate clause influences the interpretation of the entire sentence.

Adverbial clauses play a vital role in enriching the meaning of sentences by providing essential contextual details. They modify not only verbs but also adjectives and adverbs, thereby enhancing the overall clarity and depth of expression in writing. From a syntactic perspective, adverbial clauses are crucial for establishing relationships between actions, states, and events, and they help guide the reader or listener to a more complete understanding of the sentence.

### **3. Reading Comprehension**

Reading comprehension is a complex cognitive process that goes far beyond simply reading the words on a page. It involves the reader's ability to make sense of written language, extract meaning, and engage with the content on a deeper level. At its core, reading comprehension is about understanding the text in a way that allows the reader to interpret, evaluate, and apply the information effectively. When reading, comprehension begins with the ability to decode the text, which is the process of recognizing and understanding the words themselves. However, true comprehension requires the reader to move beyond mere word recognition to a more integrated understanding of what is being communicated.

---

<sup>9</sup> Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. London: Longman.

Reading comprehension is not a passive activity; it is an active process in which the reader interacts with the text. For example, when reading a narrative, a reader needs to identify the plot, characters, setting, and the theme of the story. This involves understanding the motivations of the characters, anticipating what might happen next, and interpreting the events in the context of the story's broader meaning. In more factual or expository texts, the reader needs to understand how ideas are organized, recognize the main argument, and assess the validity of the evidence or claims being made. In these cases, comprehension also involves critical thinking skills to evaluate the reliability of the information and to recognize any biases or assumptions in the text.<sup>10</sup>

Reading comprehension functions as a cognitive process through which individuals extract and construct meaning from written texts. It is not a passive activity, but an active process that requires multiple skills and strategies. The primary function of reading comprehension involves understanding the literal meaning of a text (such as recognizing words and sentences), as well as interpreting, analyzing, and synthesizing the ideas presented in the text. It allows readers to make connections between the text and their prior knowledge, draw inferences, and critically evaluate the information. The process of reading comprehension generally involves several interconnected stages:

1. **Decoding:** The first step in reading comprehension is decoding, which involves recognizing and understanding words and phrases. This stage is essential because without the ability to identify words and their meanings, further comprehension cannot occur.<sup>11</sup>
2. **Understanding the Literal Meaning:** At this stage, the reader grasps the basic meaning of the text. This includes understanding the main ideas, facts, and explicit information presented in the text. Readers at this level can recall details, such as names, dates, and events, directly stated in the text.
3. **Making Inferences:** Once the literal meaning is understood, readers begin to make inferences. This involves reading between the lines and understanding implied meanings. Inferences are often necessary to understand emotions, motivations, or unstated information that the author wants to convey.

---

<sup>10</sup> Stahl, S. A., & Nagy, W. E. (2006). *Teaching word meanings*. Lawrence Erlbaum Associates

<sup>11</sup> Kuhn, M. R., & Stahl, S. A. (2003). *Teaching children to read: From theory to practice*. Pearson

4. Integrating Prior Knowledge: Readers bring their existing knowledge, experiences, and background information to the text. This allows them to connect new information with what they already know, which enhances understanding and retention.
5. Critical Thinking and Evaluation: In higher-level reading comprehension, the reader engages in critical thinking. This includes evaluating the text, analyzing arguments, assessing the credibility of information, and considering different perspectives. At this stage, readers may question the text, challenge assumptions, or form opinions based on the information provided.<sup>12</sup>

In the context of reading comprehension, it is important to recognize adverbial clauses because these clauses provide additional information that clarifies the relationship between sentences or ideas in the text. The ability to identify clauses of this kind will increase the reader's understanding of the content of the text, including the cause-and-effect relationships or conditions described by the author.<sup>13</sup>

### **Examples of Adverbial Clauses in Texts**

Here are several examples of adverbial clauses within sentences, demonstrating how they add to reading comprehension:

1. **Time Example:** "They will leave after the sun sets."
  - The adverbial clause *after the sun sets* provides information about the timing of the event described in the main clause, *they will leave*.
2. **Reason Example:** "I didn't go to the office because I had a doctor's appointment."
  - The adverbial clause *because I had a doctor's appointment* explains why the speaker didn't go to the office.
3. **Condition Example:** "If you study harder, you will perform better on the test."
  - The adverbial clause *If you study harder* presents a condition that must be met for the main clause *you will perform better on the test* to occur.

And the Importance of Adverbial Clauses in Reading Comprehension Knowing how adverbial clauses work in a text can help readers connect ideas in sentences more effectively.

---

<sup>12</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press

<sup>13</sup> Aarts, Bas. "The Syntax of English: A Study of Phrase Structure." *Linguistics and Philosophy*, vol. 27, no. 4, 2004, pp. 461-504.

Adverbial clauses provide context that clarifies the meaning or purpose of the main sentence. Readers who understand this clause can:

- Identify time, condition, or cause-and-effect relationships contained in the text.
- Summarize ideas more precisely.
- Understand the structure of arguments or narratives in texts in more depth

Adverbial clauses play an important role in enriching text understanding. By recognizing the various types of adverbial clauses and their functions, readers can more easily follow the storyline or arguments presented in the text, as well as improve their skills in analyzing and concluding information.

## **CONCLUSION**

In the study of adverbial clauses, syntactic analysis, and reading comprehension, it can be concluded that adverbial clauses play a crucial role in sentence construction, particularly in reading texts. Adverbial clauses serve to provide additional information about time, place, reason, condition, purpose, or manner in which an event occurs. These clauses clarify and deepen the understanding of the core sentence and help readers connect ideas within the text more coherently.

Through syntactic analysis, it is observed that adverbial clauses are typically introduced by conjunctions such as *because*, *if*, *when*, *although*, and others, indicating relationships such as cause and effect, time, or specific conditions. This structure plays a vital role in facilitating text comprehension, as adverbial clauses often provide crucial context that enriches the meaning of a sentence or larger passage.

Regarding reading comprehension, readers who are able to identify and understand the role of adverbial clauses can more easily link information and recognize relationships between different sections of the text. This ability enables readers to draw conclusions and make inferences about the content, including information that is not explicitly stated. Therefore, understanding adverbial clauses enhances one's ability to engage with texts more deeply.

Overall, a solid grasp of adverbial clauses is essential for enriching reading comprehension because these clauses provide additional layers of information that help readers capture broader ideas and context within the text. Understanding the syntactic structure of adverbial clauses enables readers to interpret texts with greater precision and depth.

**BIBLIOGRAPHY**

- Aarts, Bas. "The Syntax of English: A Study of Phrase Structure." *Linguistics and Philosophy*, vol. 27, no. 4, 2004, pp. 461-504
- Andersson, L. G. 1975. Form and function of subordinate clauses. Gothenburg, University of Göteborg, Department of Linguistics. (Gothenburg Monographs in Linguistics, 1)
- Azar, Betty Schramper. Understanding and Using English Grammar (4th Edition). Pearson Education, 2003.
- Berent, G. P. 1973. Absolute constructions as 'subordinate clauses'. In Corum et al. 1973:147-54
- Biber, D., Conrad, S., & Leech, G. (2002). *Longman Grammar of Spoken and Written English*. London: Longman.
- Celce-Murcia, Marianne & Larsen-Freeman, Diane. The Grammar Book: An ESL/EFL Teacher's Course (3rd Edition). National Geographic Learning, 2016
- Huddleston, R., & Pullum, G. K. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press
- Kuhn, M. R., & Stahl, S. A. (2003). Teaching children to read: From theory to practice. Pearson
- Krohn, K. & Skibbe, D. English Grammar for Dummies. Wiley Publishing, 2009
- Radford, A. (2004). *English Syntax: An Introduction*. Cambridge: Cambridge University Press
- Stahl, S. A., & Nagy, W. E. (2006). Teaching word meanings. Lawrence Erlbaum Associates
- Quirk, Randolph, Greenbaum, Sidney, Leech, Geoffrey, & Svartvik, Jan. A Comprehensive Grammar of the English Language. Longman, 1985
- Rutherford, W. E. 1970. Some observations concerning subordinate clauses in English. *Language* 46:96-115
- Schachter, J. 1971. Presupposition and counterfactual sentences. Unpublished Ph.D. dissertation, University of California, Los Angeles
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press