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Nota di contenuto	Introduction and acknowledgments ---- Part I. Establishing the Theoretical Framework. 1. The complementary contributions of Halliday and Vygotsky to a 'language-based theory of learning' --- 2. In search of knowledge --- 3. Discourse and knowing ---- Part II. Discourse, Learning and Teaching: 4. Text, talk and inquiry: schooling as semiotic apprenticeship. 5. Putting a tool to different uses: a re-evaluation of the IRF sequence --- 6. From guessing to prediction: progressive discourse in the learning and teaching of science --- 7. Using the tool-kit of discourse in the activity of learning and teaching --- 8. Making meaning with text: a genetic approach to the mediating role of writing ---- Part III. Learning and Teaching in the Zone of Proximal Development. 9. On learning with and from our students --- 10. The

zone of proximal development and its implications for learning and teaching.

Sommario/riassunto

For more than a quarter of a century, the polemics surrounding educational reform have centered on two points of view: those who favor a 'progressive' child-centered form of education, and those who would prefer a return to a more structured, teacher-directed curriculum, which emphasizes basic knowledge and skills. Vygotsky's social constructivist theory offers an alternative solution, placing stress on co-construction of knowledge by more and less mature participants engaging in joint activity together, with semiotic mediation as the primary means whereby the less mature participants can seek solutions to everyday problems, using the resources existing in society. In addition to using illustrative examples from classroom studies, a comparative analysis of the theories and complementary developments in works by Vygotsky, and the linguist M. A. K. Halliday, are provided. This unique volume will be of tremendous benefit to those in the field of education, as well as to sociolinguists, psychologists and researchers.
