

Contents

<i>Foreword</i>	BERNARD WEISSBOURD	vii
<i>List of contributors</i>		ix
Introduction	JAMES V. WERTSCH	1
Part I. Explicating Vygotsky's approach		
1	Vygotsky: a historical and conceptual perspective JEROME BRUNER	21
2	Vygotsky's theory and the activity-oriented approach in psychology V.V. DAVYDOV and L.A. RADZIKHOVSKII	35
3	Intellectual origins of Vygotsky's semiotic analysis BENJAMIN LEE	66
4	Vygotsky's ideas about units for the analysis of mind V.P. ZINCHENKO	94
5	Vygotsky's uses of history SYLVIA SCRIBNER	119
6	The zone of proximal development: where culture and cognition create each other MICHAEL COLE	146
7	The concept of internalization in Vygotsky's account of the genesis of higher mental functions JAMES V. WERTSCH and C. ADDISON STONE	162
Part II. Extending Vygotsky's approach: semiotic issues		
8	Language acquisition as increasing linguistic structuring of experience and symbolic behavior control RAGNAR ROMMETVEIT	183
9	The functional stratification of language and ontogenesis MICHAEL SILVERSTEIN	205

10	The implications of discourse skills in Vygotsky's developmental theory MAYA E. HICKMANN	236
11	Language viewed as action DAVID MCNEILL	258
Part III. Extending Vygotsky's approach: issues in education, cognitive development, and language development		
12	Diagnosing zones of proximal development ANN L. BROWN and ROBERTA A. FERRARA	273
13	The tacit background of children's judgments KARSTEN HUNDEIDE	306
14	Exploring Vygotskian perspectives in education: the cognitive value of peer interaction ELLICE A. FORMAN and COURTNEY B. CAZDEN	323
15	The road to competence in an alien land: a Vygotskian perspective on bilingualism VERA JOHN-STEINER	348
<i>Name index</i>		373
<i>Subject index</i>		378