

Contents

<i>List of figures</i>	x
<i>Preface</i>	xi
1 Language as a tool for thinking	1
<i>The evolution of language and thinking</i>	4
<i>Language and the joint creation of knowledge</i>	7
<i>Vygotsky's ideas about language and thinking</i>	9
<i>Using language to get things done</i>	11
<i>The communal technology of language</i>	13
<i>Summary</i>	14
2 Laying the foundations	16
<i>Context</i>	17
<i>Language and other systems for making context</i>	22
<i>Contextual clues</i>	24
<i>Making context</i>	25
<i>Conversational ground rules</i>	28
<i>Cumulative talk</i>	30
<i>Creating a context for working together</i>	33
<i>Intercultural conversations</i>	37
<i>Frames of reference</i>	39
<i>Summary</i>	44
3 The given and the new	46
<i>Kinds of common knowledge</i>	50

<i>A lesson in history</i>	50
<i>Techniques for building the future from the past</i>	52
<i>How do we make conversation flow?</i>	56
<i>Using 'cohesive ties' to create continuity</i>	59
<i>Computers and concordances</i>	66
<i>Summary</i>	71

4 Persuasion, control and argument 73

<i>Lists and contrasts</i>	74
<i>Call and response</i>	76
<i>Metaphors</i>	78
<i>'At first I thought . . . ' ' . . . and then he said . . . '</i>	83
<i>Courtroom conversations</i>	89
<i>Power or control?</i>	94
<i>Different types of argument and discussion</i>	96
<i>Arguing your case</i>	100
<i>Ways of orientating to the minds of others</i>	102
<i>Summary</i>	103

5 Communities 105

<i>How communities enable collective thinking</i>	106
<i>Genres and communities of discourse</i>	111
<i>Communities of practice</i>	116
<i>Virtual communities</i>	118
<i>Synchronous and asynchronous forms of computer mediated communication</i>	121
<i>The nature of CMC as a medium for collective thinking</i>	126
<i>Summary</i>	129

6 Development through dialogue 131

<i>A socio-cultural perspective on development</i>	133
<i>Guidance through dialogue</i>	134
<i>Providing a 'scaffolding' for learning</i>	138
<i>Creating an intermental development zone</i>	140
<i>Learning together</i>	142
<i>Educating children in collective thinking</i>	148

<i>Encouraging exploratory talk</i>	153
<i>Identifying exploratory talk</i>	154
<i>The role of the teacher</i>	159
<i>Summary</i>	165

7 Conclusions

167

<i>Our interthinking ancestors</i>	168
<i>Thinking communities</i>	169
<i>Interthinking in context</i>	171
<i>A persuasive argument</i>	172
<i>Ways of researching interthinking</i>	174
<i>Processes and outcomes</i>	175

<i>Notes</i>	177
<i>Bibliography</i>	192
<i>Index</i>	203