"MICA DISEGNAVANO UNA TIVÙ".
LA POLIFUNZIONALITÀ DELLA PARTICELLA *MICA*
NELL'INTERAZIONE IN CLASSE

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Abstract

The paper explores some specific functions of the Italian discourse mark-er *mica* in sequences of classroom interaction. Drawing on a larger ethnographic research documented through video recordings in two primary schools in northern Italy, this study adopts a CA informed approach to analyze a history class attend-ed by children aged 8 to 10. Within the theoretical framework of Interactional Linguistics, the analysis focuses on *mica* as a linguistic resource that teachers and children aptly deploy in their everyday classroom activities. In particular, the study highlights participants' ingenuity in using the particle to (a) co-construct complex sequences of collaborative reasoning, (b) participate effectively in the interaction at hand and (c) initiate practices of peer play within whole-class discussions. While illustrating the polyfunctionality of this particular discourse marker, the study points out the need to analyze sequences of naturally-occurring interaction in order to con-sider such particles.