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Nota di contenuto	Play Frames and Social Identities -- Editorial page -- Title page -- LCC data -- Dedication -- Table of contents -- Acknowledgements -- Introduction -- 1. Playful talk, play frames and identity work -- 2. Setting the scene -- 3. Playful talk across contexts at school -- 4. Sequencing and response work -- 5. Play frames and the organisation of classroom talk -- 6. Playful talk, play frames and social identities across contexts -- Conclusion -- post script. Six years later -- appendix I. Maps and classroom plan -- appendix II. Data sources -- appendix III. Transcription conventions -- Subject index -- References -- Author index -- Subject index -- The series Pragmatics & -- Beyond New Series.
Sommario/riassunto	This book is a sociolinguistic study of children's talk and how they interact with one another and their teachers in multilingual, multicultural and multiethnic schools. It is based on tape recordings and ethnographic observations of majority Greek and minority Turkish-speaking children at an Athens primary school. It offers the reader a unique look into the ways in which children draw upon their rich interactional histories and share, transform and recontextualize linguistic and other semiotic resources in circulation to construct play

frames and explore, adopt, resist available as well as novel social roles and identities. Drawing on ethnographically informed approaches to discourse, the book shows the ways in which verbal phenomena such as teasing, joking, language play, music making and chanting can provide a productive locus for the study of the negotiation of social identities and roles at school. This book will be of interest to scholars, researchers and students of sociolinguistics, discourse analysis, cultural studies, and multicultural education. It will also be of interest to anthropologists and sociologists.
