Dissertations-Abstract Anne-Danièle Gazin

Instruction sequences in driving lessons
A conversation analytic and multimodal approach to spatial reference in mobile settings (working title)

The object of my research is the interaction in the car during driving lessons. My investigation of **instruction sequences** on the one hand and of **spatial reference** on the other draws on Conversation Analysis and Interactional Linguistics. On the basis of a corpus of naturally occurring data – seven video-recorded driving lessons (in Italian) – I study how participants constitute instruction sequences in interaction. More specifically, I analyse how they temporally (with respect to the changing environment in which the interaction takes place) and sequentially (with respect to the preceding and possibly following actions) organise the social actions out of which these interaction sequences are composed and how they employ the various multimodal (i.e. verbal and non-verbal) communicative resources they have at their disposal. Such an interactional analysis of the instruction sequences allows me to account for an **orderliness** in these interactional events. I subsequently focus on one recurrent type of social action, namely on how interactants refer to places, objects, persons and actions by using spatial deictics. The aim of my study is to deliver a praxeological description of the use of those **deictics**: that is a description that **explains their actual use in interaction.**

Participants have a series of verbal and non-verbal resources at their disposal for the accomplishment of spatial reference: verbal and non-verbal deictics, proper names, descriptions, gesture, gaze direction. My research focuses on the use of deictics. By observing the interaction orderliness of instruction sequences, I can find out which social actions participants accomplish as they use deictics – possibly in combination with other ressources for spatial reference. This allows me to discern patterns in the use of deictics for different interactional tasks. Finallly, my focus is on **verbal deictics**, as I consider the syntax and morphology of the verbal turn (e.g. *questo* - "this" vs. *quello* - "that", possibly in combination with *qui/qua* - "here" and *lì/là* – "there") The purpose of my dissertation is then to formulate a detailed interactional and praxeological explanation of spatial deixis on the basis of these patterns. This is how my research aims at offering a contribution to the study of actual space-referential practice on the one hand and a completion of the traditional linguistic descriptions of a rigid system of rules for verbal spatial reference on the other hand.

Number of studies in linguistic anthropology and pragmatics of the past three decades stress the importance of the study of interaction as a **situated phenomenon** adapted to features of the context rather than governed by rules. In line with the approaches of Levinson 1983, Hanks 1990 et al. my description is founded on the observation of natural data. With a more praxeological approach, my research intends to take into consideration the situated constitution of spatial reference, whereas past studies still might have been constrained by the traditional association of form with meaning.

In addition, my investigation accounts for the spatial reference in a **mobile environment**: the observation of referential practices in the until now undescribed driving school setting can reveal specific regularities in spatial reference in general that past research conducted on immobile settings might not have been able to discover. On a more ethnomethodological level, my research contributes to the study of the specific type of social interaction that occurs between teacher and student in a moving car.