Collaborative Construction of Turn Constructional Units in Mandarin Conversation

by

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Abstract

In everyday conversation, two participants may collaboratively produce an utterance. Previous research has documented the syntactic structures and the interactional functions of collaboratively constructed turns/TCUs (CCTs) in languages such as English, Japanese and Finnish (Lerner, 1991, 1996; Hayashi, 2003, 2005; Helasvuo, 2004). However, there is no existing research on CCTs in Mandarin conversation. This study intends to fill this gap by exploring how two participants collaborative construct a turn, and what social actions are accomplished by the CCTs.

Adopting the methodology of Conversation Analysis (CA), Interactional Linguistics (IL), and Immediate Constituent (IC) analysis, this study examines the social actions accomplished by CCTs and their syntactic structures. The data for this research are 11 hours of video and audio recorded naturalistic Mandarin conversation. An examination of the data shows that CCTs accomplish three main (sequences of) actions: assessment, informing, and question-answer sequence. When used to accomplish assessments, CCTs mainly serve as summative assessments that occur at the possible closure of extended sequences. When accomplishing informings, CCTs may be used to inform the recipients of past events, participants' future plans, and participants' affective stance. In question-answer sequences, CCTs may function as the answers to the questions. Also, participants may collaboratively construct a question-answer sequence. That is, the first speaker produces a syntactically incomplete turn as a question, and the second speaker answers the question by collaboratively completing the turn. The findings of this study contribute to our understanding of CCTs and turn sharing in Mandarin conversation.

Keywords: collaborative construction of turns, Mandarin conversation, Conversation Analysis, Interactional Linguistics

Table of Contents

List of Tables

List of Figures

Chapter 1 Introduction

This chapter introduces the phenomenon of collaborative construction of turn constructional units (TCUs) in Mandarin conversation. Section 1.1 discusses the definition of collaborative construction of turns; section 1.2 presents the research questions of this study. Section 1.3 outlines the organization of this thesis.

1.1 Turns and TCUs

Turn-taking is a system in which everyday conversation is organized. That is, people take turns speaking (Sacks et al., 1974: 696). A turn is a stretch of talk in conversation, normally produced by one speaker. Turns are formed by turn constructional units (TCUs), which are the building components of turns. According to Sacks et al. (1974: 702), TCUs "are various unit-types with which a speaker may set out to construct a turn. Unit-types for English include sentential, clausal, phrasal, and lexical constrictions."

One turn can consist of one TCU or multiple TCUs. Excerpt 1a demonstrates both multi-unit turn and single-unit turn in Mandarin conversation.

Excerpt 1a RAW_BJ_R08_FMF_20180625_V_ZO01 0215

11	Rui	没事;
		meishi;
		it's fine
		'It's fine.'
12		一 块 一 块;

yi   kuai yi   kuai;

one CL   one CL

'One piece (of the seaweed), one piece (of the seaweed).'

13	没 多少 其实-
	mei duoshao qishi-
	NG much in fact
	'It's not too much, in fact.'

14	每 人 几 勺 就 没 了;
	mei ren ji shao jiu mei le;
	each person couple of CL just NG PFV
	'(The seaweed soup is) only enough for couple of spoons each person.'

15	Lan	真的 呀;
		zhende ya;
		really PRT
		'Really?'

In this excerpt, Rui's turn in lines 11 to 14 is a multi-unit turn which consists of 4 TUCs: 'It's fine.' (line 11), 'One piece, one piece.' (line 12), 'It's not too much, in fact.' (line 13), and 'It's only enough for couple of spoons each person.'(line 14). Lan's turn in line 15 is a single-unit turn. The notions of turn and TCU are relevant to the analysis of this study, because this study focuses on the phenomenon of two participants collaboratively constructing a single TCU.

1.2 Collaborative Construction of TCUs

Turn taking in conversation usually follows a pattern: when the current speaker reaches a point of possible completion of his or her turn, transition to the next speaker is relevant (Sacks et al., 1974). However, sometimes one speaker may not finish his or her turn and leave the turn syntactically incomplete, and the syntactically incomplete turn is collaboratively completed by another participant.

Previous researchers (Lerner, 1991, 1994, 1996, 2002; Ono and Thompson, 1996; Lerner and Takagi, 1999; Szczepek, 2000a, 2000b; Hayashi, 2003, 2005; Kim, 2002; Bolden, 2003; Local, 2004; Helasvuo, 2004; Mori and Hayashi, 2007; Iwasaki, 2009) use different terms to describe this phenomenon, such as collaborative completion (Lerner, 1991), co-production of utterances (Ono and Thompson 1996), and joint turn production (Hayashi, 2003, 2005). The different terminologies reflect researchers' different foci when studying this phenomenon. For example, Lerner (1991) refers to it as collaborative completion of sentence-in-progress. The notion of "collaborative" refers to the fact that the first speaker's syntactically incomplete TCU is collaboratively completed by another participant. Lerner (1991) uses "sentence-in-progress" to refer to the sentential TCU is collaboratively constructed by two speakers. Excerpt (7) exemplifies a collaboratively constructed sentence-in-progress in English conversation (Lerner 1991: 445).

(7)   [HIC:1]

        David: so if one person said he couldn't invest

(.)

        Kerry: then I'd have ta wait

    Building on Lerner (1991), this study refers to the target phenomenon as *collaborative construction of TCUs*. That is, the first speaker produces a syntactically incomplete TCU, and another speaker collaboratively completes it. Excerpt 1b exemplifies a collaboratively constructed TCU in the Mandarin conversational data.

Excerpt 1b RAW_TY_R03_FFF_20180714_V_ZO01 2626

    01   Fei   就算   (0.5)上 了 SD   的;

                     JIUSUAN (0.5)shang le   SD   de;

                     even   (0.5)up   PFV Senior Director NOM

                     'Even if (you are) promoted to Senior Director,'

    02   Tan   也 有 可能   掉;

                     ye   you keneng   diao;

                     still have possibility demote

                     '(you) still have possibility to be demoted.'

    The collaboratively constructed TCU (CCT) (lines 01 and 02) has a *jiusuan X, ye Y* "even if X, still Y" structure (Lü, 1999: 28). In this excerpt, Fei's TCU (line 01) is incomplete, the *jiusuan X* "even if X" component projects an upcoming *ye Y* "still Y" component. In line 02 Tan offers a

4

ye Y "still Y" component, which completes the TCU. This study considers both collaboratively

constructed complex sentences and simple sentences as instances of CCTs.

1.3 Research questions

As will be discussed in detail in Chapter 2, previous research on CCTs mainly focuses on two

aspects: (1) the syntactic structures of CCTs (Ono and Thompson, 1996; Lerner and Takagi, 1999;

Szczepek, 2000a; Bolden, 2003; Helasvuo, 2004); and (2) their interactional functions such as

displaying agreement (Lerner, 1996; Szczepek, 2000b; Kim, 2002; Bolden, 2003), and assisting a

word search (Szczepek, 2000b; Mori and Hayashi, 2007). However, there is limited research on

the social actions accomplished by CCTs. In daily conversation, participants use utterances to

accomplish different actions, such as assessing, informing, requesting information, etc.

(Levinson, 2013). An examination of the data shows that CCTs are used to accomplish various

social actions in Mandarin conversation, which will be discussed in detail in Chapter 4. In

addition, how CCTs are produced and used by participants in Mandarin conversation is

undocumented. This study intends to fill these gaps by exploring how participants collaboratively

produce and use CCTs to accomplish different social actions in Mandarin conversation.

Specifically, this study will address the following research questions:

1. What are the social actions accomplished by CCTs in Mandarin conversation?

2. How are CCTs produced to accomplish those actions in Mandarin conversation?

    To answer these two research questions, this study will focus on analyzing the actions

accomplished by collaboratively constructed TCU, the sequential positions where CCTs occur, and their syntactic structures.

1.4 Organization of the thesis

The structure of this thesis is as follows. Chapter 2 reviews the existing literature on CCTs. Chapter 3 introduces the data, the transcription system, and the methodology adopted in this research. Chapter 4 reports on the findings of this study. That is, the actions accomplished by CCTs in the data. Chapter 4 is further divided into four sections: Section 4.1 is the overview of the data; Section 4.2 examines CCTs that accomplish assessments; Section 4.3 discusses CCTs that accomplish informings; Section 4.4 investigates the CCTs in question-answer sequences. Chapter 5 summarizes the findings of this study and discusses its implications and limitations.

<p style="text-align: center;">**Chapter 2 Literature Review**</p>

This chapter reviews the existing literature that discusses the collaborative constructed TCUs (CCTs) in daily conversation. The previous research has mainly focused on three aspects of CCTs: syntactic features of CCTs, bodily-visual conduct concurrent with CCTs, and interactional functions of CCTs. Which will be discussed in Sections 2.1-2.3 respectively. Section 2.4 reviews CCT-related studies in Mandarin. Section 2.5 summarizes this chapter.

2.1 Syntactic Features of CCTs

Research on the syntactic characteristics of CCTs mainly focuses on CCTs in English, Japanese and Finnish (Lerner, 1991, 1996; Ono and Thompson, 1996; Lerner and Takagi, 1999; Szczepek, 2000a; Hayashi, 1999; Helasvuo, 2004). This section discusses the syntactic patterns of CCTs in different languages described in the literature, including complex sentences and simple sentences, and how different syntactic characteristics of different languages influence the production of CCTs.

Lerner (1991, 1996) first documents the phenomenon of collaborative construction of TCUs (or what he calls "collaborative completion of sentence-in-progress") in English conversation. He argues that the CCTs usually have a two-part format. Excerpt (7) exemplifies a CCT in English that has a two-part format (Lerner 1991: 445):

(7)   [HIC:1]

        David: so if one person said he couldn't invest

                   (.)

Kerry: then I'd have ta wait

In this excerpt, two participants David and Kerry collaboratively construct an *if X … then Y* construction. This construction is a complex sentence and a typical two-part format. The *if X* part produced by David is described as the "preliminary component", and the *then Y* part produced by Kerry is the "final component" (Lerner, 1991: 443). The turn may not come to a turn-transition place at the end of a preliminary component of a compound TCU. However, the preliminary component can project the syntactic structure of the final component (Lerner, 1991: 443). That is, a preliminary component projects the place where the turn will be brought to a turn-transition place. Another participant may provide an *anticipatory completion,* which is the final component of the compound sentence (Lerner, 1991: 445). The preliminary component not only projects the final component, but also furnishes an *opportunity space* for the anticipatory completion of the sentence-in-progress. An opportunity space refers to "a systematic (though secondary) place, beside the turn-transition place, for the transfer of speakership" (Lerner, 1991: 454). Lerner shows that when a speaker is delivering a compound TCU (CTCU), transition of speakership may occur at the end of the preliminary component instead of the end of the CTCU. Lerner's (1991, 1996) findings highlight the role of syntax in projecting turn completion and collaborative construction of one TCU. That is, the syntactic structure of a TCU-in-progress allows the recipient to provide an anticipatory completion of the TCU. However, Lerner (1991, 1996) only focuses on CCTs in the two-part formats. CCTs in other syntactic structures (i.e. simple sentences) are not discussed.

Developed from Lerner (1991, 1996), Ono and Thompson (1996) and Helasvuo (2004)

further investigate the CCTs that are simple sentences. Ono and Thompson (1996) demonstrates

that two speakers may collaboratively construct a syntactic unit through expansion. That is, one

speaker produces a complete syntactic unit, and another speaker expands the syntactic unit by

adding additional clauses to it. For example (Ono and Thompson, 1996:78):

(12)   Hypo 4

2   G   it ca=n cause ca=ncer.

3   K   ... which he ha=d

4   .. which he got from it.

In line 2, G produces a complete syntactic unit. In lines 3 and 4, K adds a subjunctive clause

which expands G's original syntactic unit (line 2). As demonstrated through this case, when two

participants collaboratively construct a TCU, the syntactic structure of first speaker's utterance

(line 2) does not need to project any upcoming component because it is already complete.

Another speaker may expand the complete syntactic unit to a new construction. However, in

Mandarin, there is no equivalent subjunctive clause structure. Moreover, the phenomenon of

expansion discussed in Ono and Thompson (1996) is different from the CCTs discussed in

Lerner's studies (1991, 1996). They differ in terms of projectability, among others. Lerner's

discussion focuses on the projectability of syntactically incomplete compound TCUs. However,

syntactic projections are not relevant when the CCTs are achieved through expansions. Since this

study adopts Lerner's (1991) definition of CCTs, it will not consider the cases that involve

expansion.

Helavsou (2004) also shows that syntactic projection is relevant to the collaborative

construction of TCUs that are simple sentences. She examines three types of collaboratively

constructed syntactic constructions in Finnish: transitive construction, predicate nominal

construction, characterizing phrase. According to her analysis, the syntactic structure of an

incomplete simple sentence can also project the upcoming syntactic items. For example, when

two speakers collaboratively construct a transitive construction in Finnish [NP + V + NP], the

first speaker recurrently produce the first NP and the verb, and the second speaker completes the

sentence by offering the second NP. Helasvuo (2004) shows that the projectability of an

incomplete simple sentence may also be used by co-participant as a resource to collaboratively

construct the TCU.

Lerner and Takagi (1998) compare the role of syntactic structure in the production of CCTs

in English and Japanese. They first compare two structures in English, *Y, but-Z* structure and *not-

Y, but-Z* structure. In *Y, but-Z* structure, *Y* could be a possible TCU/turn complete point. But in a

not-Y, but-Z structure, the recipient treats the turn as continuous at the end of *not-Y*. Through

comparing these two structures, they demonstrate that even though the two syntactic structures

might express similar meanings, the projectability of the preliminary components in each

structure differs. In addition, they also compare *not-Y, but-Z* structure in English with *Y-not-but, Z*

structure in Japanese. In English, *but* occurs at the beginning of the final component, while in

Japanese, *but* occurs at the end of the preliminary component (Lerner and Takagi, 1999: 71).

They argue that "this difference in grammatical resources does not change the sort of work

completion can do or the sort of compound units completion can occur within, but it does allow

Japanese anticipatory completions to be realized in a distinct fashion" (Lerner and Takagi, 1999:

71). Hayashi (1999) also asserts that analyzing the structure of CCTs must not ignore the syntactic characteristics of the target language. As he introduces, Japanese is a predicate-final language, which makes a CCT "often takes the form that a second speaker supplies a verb or an adjective that completes an emerging TCU" (Hayashi 1999: 479).

This section reviews previous research on the role of syntax in the CCTs in English, Japanese and Finnish. Lerner (1991, 1996) and Helasvuo (2004) discuss collaborative construction of compound sentences and simple sentences in English and Finnish conversations. Ono and Thompson (1996) examine the production of CCTs through expansions. Lerner and Takagi (1999) and Hayashi (1999) demonstrate the relevance of syntactic characteristics of the target languages to the production of CCTs. This study of CCTs in Mandarin conversation contributes to the body of research on CCTs from a cross-linguistic perspective.

2.2 Bodily-Visual Conduct Concurrent with CCTs

In addition to syntax, recent research shows that bodily-visual conduct is also relevant to the production of CCTs (Hayashi, 2003, 2005; Bolden, 2003). For example, Hayashi (2003, 2005) argues that syntactic characteristics of the turns and embodied performances, such as gaze orientations and gestures, mutually elaborate each other (Hayashi, 2005: 27). Bolden (2003) also demonstrates that the syntax of a turn-in-progress only projects the syntactic structure of the upcoming turn component. The specific lexical item sometimes is not projected by the syntax-in-progress, but projected by the embodied conduct concurrent with the syntax-in-progress (Bolden, 2003: 190).

Hayashi (2005:24) describes that when describing a past event or an object, the speaker may

provide "what might be called 'visual projection' of what is going to be described next". For example, the speaker's gesture may occur prior to its speech affiliate, and mobilized by the recipient as a resource to anticipate the turn-in-progress (Hayashi, 2005: 46). Similarly, speakers' gazes may also be utilized by recipients to collaboratively complete the TCUs-in-progress. Speaker's gaze may mobilize recipient's attention to the referent, and facilitate the collaborative turn completion (Bolden, 2003: 188). Speaker's gazes and hand movements can be relevant elements in the unfolding description. In this case, both speaker's verbal descriptions and the bodily-visual movements may be utilized by the participants to project and predict the turn elements in the turns/TCUs-in-progress.

2.3 Interactional Functions of CCTs

In daily conversation, CCTs have been documented to have four main functions (Lerner, 1996; Szczepek, 2000b; Kim, 2002; Bolden, 2003; Mori and Hayashi, 2007; Persson, 2015, 2017).

First, the recipients may display their understandings of the speakers' on-going action by collaboratively completing the speakers' turns-in-progress (Lerner, 1996; Szczepek, 2000b; Kim, 2002; Bolden, 2003; Mori and Hayashi, 2007). However, displays of understanding through collaborative completion vary in different contexts. Specifically, displays of understanding through CCTs can be further divided into two types: displaying shared knowledge through CCTs (Kim, 2002), and predicting the information conveyed by the turns-in-progress through CCTs (Szczepek, 2000b; Mori and Hayashi, 2007). Szczepek (2000b) further categorizes three ways in which recipients display their understandings through collaborative TCU completion: assisting turn production, terminating the ongoing turn, and displaying support.

Second, research shows that CCTs are used to facilitate the progressivity of the ongoing talk (Lerner, 1996; Szczepek, 2000b; Hayashi, 1999). This type of CCTs often concurrent with word searches. Word searches usually involve pauses, deploy of gestures, use of fillers, etc. (C. Goodwin and M. H. Goodwin, 1986) In this case, other participants may (or may not) collaboratively complete the TCUs-in-progress to assist the word searches to facilitate the progressivity of the turn production (Lerner, 1996). For example, when the speaker' informing is halted by word search, the recipient may collaboratively complete the TCU as a way of "helping out" the disfluent turn production (Szczepek, 2000b: 14-15).

Third, the syntactically incomplete utterance in a CCT has been documented to have the function of soliciting information (Kim, 2002; Persson, 2017). Speakers may use syntactically incomplete TCU to seek "unguessable" information such as names, phone numbers, reference numbers, etc. Therefore, it does not project more upcoming information "because the speaker is unable or unwilling to make a guess" (Persson, 2017: 236). In another word, the recipient is likely to recognize that the syntactically incomplete TCU uttered to solicit information, and provide the information by collaboratively completing the syntactically incomplete TCU.

Fourth, CCTs are also documented to initiate repairs (Persson, 2015, 2017). When initiating a repair, a speaker may partially repeat the prior talk, and leave out the portion he or she does not hear or misheard (Persson, 2017: 239). The recipient does the repair by collaboratively complete the TCU.

This section reviews the four main interactional functions of CCTs discussed in previous literature: displaying understanding, assisting word search, solicit information, and initiate repair. Previous research reveals a variety of functions that accomplished by CCTs and provides insights

into the possible interactional functions of CCTs in Mandarin conversation.

2.4 Related Studies in Mandarin

Chao's (1968) discussion about the grammatical structures of "minor sentences" and "full sentences" reveals the possibility of how CCTs may be produced in Mandarin conversation. In Mandarin, a full sentence contains both subject and predicate, and a minor sentence contains only the subject or the predicate. Chao (1968) argues that, in daily conversation, the subject of a full sentence can function as a question and the predicate can function as the answer. For example (Chao 1968:48):

  A: fan na？

       meal PRT

       'Meal?'

  B: hai mei de na。

       still NG ASP PRT

       'Not ready yet.'

In this example, A and B each produces a "minor sentence" which together form a "full sentence". That is, A produces the subject, and B produces the predicate. However, his research is neither based on authentic conversational data, nor discussing the phenomenon of collaboratively construction of TCUs. He focuses on the grammatical structure of spoken Chinese by using invented examples.

To my knowledge, there is no existing research on CCTs in Mandarin conversation. This study intends to fill this gap by analyzing CCTs in naturally occurring Mandarin conversation, and explore the syntactic features and interactional functions of CCTs in Mandarin.

2.5 Summary

Previous research documents the syntactic structures, bodily-visual conducts, and interactional functions of CCTs in English, Japanese, Finnish, Korean and French conversation. The studies of the syntactic characteristics and bodily-visual conducts of CCTs demonstrates how CCTs are produced in daily conversation. Discussions of interactional functions of CCTs reveals the versatility of this interactional phenomenon. Building on the previous research, this study investigates the syntactic structures of CCTs and the actions accomplished by CCTs in Mandarin conversation.

Chapter 3 Methodology

This chapter introduces the data used for the study (Section 3.1), transcription system (Section 3.2), and methodology (Section 3.3).

3.1 Data

The data used in this study are 11 hours of video and audio recorded naturalistic face-to-face Mandarin conversations. The conversations were recorded in five cities in mainland China: Wuhan, Shanghai, Beijing, Changchun and Taiyuan. The participants of the recordings are 34 native Mandarin speakers, including 21 females and 13 males. The age of the participants ranges from early-20s to mid-40s. The constellations of the participants include 4 dyads, 3 triads, 3 quartet, and 1 sextet. During the recordings, participants are engaged in various activities, such as chit-chatting, cooking, eating lunch or dinner, having housewarming party and playing card games.

Multiple cameras and audio recording devices are used during each recording. With multiple cameras, it is possible to observe participants' bodily visual movements from different angles. Multiple audio recording devices (including stereo audio recorder and lavalier microphones for each participant) allow researchers to analyze detailed prosodic features of participants' talk.

3.2 Transcription

The data are transcribed using the transcription convention Gesprächs-analytischen Transkriptionssystems 2 (GAT-2) (Selting et al., 2009) with modifications to adapt to Mandarin (Li 2014). GAT-2 is a transcription system that is used in interactional linguistic (IL) research. It

allows the prosodic characteristics of each turn to be transcribed. Also, when relevant, participants' bodily visual movements will be indicated in the transcription. Transcription symbols are included in the Appendix. Excerpt 3a exemplifies the transcription system used in this thesis.

Excerpt 3a RAW_BJ_R02_FF_20180619_V_ZO02 0845

37   Zhao   唉　我　跟　你　说;

ai　wo gen　ni　shuo;

INT I　with you say

'Hey, you know'

38→   她 那 人　　一　看　　就　是;

TA na　ren　　yi　KAN jiu　shi;

she that person one look　just be

'She just looks like'

39→   Han   做　学术　　的;

zuo xueshu　　de;

do　academic NOM

'an academic person.'

40   Zhao   啊;

a;

ah

'Ah.'

The first column from the left is the line numbers, and the arrows "→" indicate the lines that contain the target phenomenon. The second column is the pseudonyms of participants who produce the corresponding utterances. When a participant produces multiple lines of utterance, the name will only appear in the first line. The third column contains the utterances produced by the participant. Each line number corresponds to an intonation unit (Tao 1996; Selting et al., 2009; Li, 2014). An intonation unit in Mandarin refers to a stretch of utterance under a single coherent intonation contour (Tao, 1996: 35). It is designed for spontaneous speech instead of constructed sentences, and it is recognizable in natural conversation (Li, 2014: 72). When an intonation unit is too long and breaks into two lines, the second line will not have a line number.

The utterances are transcribed in four lines: the first line is Chinese characters; the second line is the Romanization (*pinyin*) of the corresponding characters; the third line is the gloss for each word; and the fourth line is free translation.

3.3 Methodology

This study adopts the methodology of Conversation Analysis (CA) (Ten Have 1999, 2010; Drew 2005), Interactional Linguistics (IL) (Couper-Kuhlen and Selting 2001), and Immediate Constituent (IC) analysis (Bloomfield 1933; Wells 1947). Using the CA method, this study analyzes the sequential organizations of CCTs, and how actions are accomplished by CCTs. IL is used to examine the interactional functions of CCTs by analyzing the syntactic structure and bodily-visual movements. IC analysis is used to analyze the syntactic structures of the collaboratively constructed TCUs-in-progress.

3.3.1 Conversation Analysis

Conversation Analysis (CA) is originated from Sacks and Schegloff's collaboration in the 1960s. It is an approach to study social interactions through analyzing naturally occurring conversation and other forms of talk-in-interactions (Ten Have 1999, 2010; Drew 2005). CA explores the patterns of language used and actions accomplished in talk-in-interaction and how interlocutors orient to each other's actions during conversation.

CA researchers mainly focus on four aspects when analyzing talk-in-interaction, they are: turn-taking, turn design, social action and sequential organization (Drew 2005). The four aspects are relevant to analyzing CCTs in the data. Turn taking involves the transition of speakership. Turn taking may (or may not) happen when the ongoing turn reaches its possible completion (Sacks et al., 1974; Ford, Fox and Thompson, 1996). When analyzing CCTs, the organization of turn-taking helps the analysts to understand how the transition of speakership happens prior to the possible completion of a turn. Turn design refers to the analysis of the syntactic structure and prosodic features of the TCUs that build turns (Sacks et al., 1974). When two speakers collaboratively construct a TCU-in-progress that builds a turn, its syntactic design provides the recipient resources to offer a completion to the incomplete TCU-in-progress and the turn. Action in conversation refers to "the ascription or assignment of a 'main job' that the turn is performing" (Levinson, 2013: 107). Action is analyzed and evidenced through the "next-turn-proof procedure" (Ten Have, 2010). That is, the next turn produced by the recipient indicates his or her understanding of the speaker's prior turn, and thus can be used as evidence for the analysts' claims of the action performed in the prior turn. Action analysis is applied to understand the actions performed by CCTs in this study. Sequential organization refers to the organization of

local action sequences such as adjacency pairs, or larger sequences such as storytelling sequences (Schegloff, 2007). Analyzing the sequential organizations of CCTs helps to address both research questions of this study. Firstly, the data show that participants may achieve mutual understanding of the referent during the course of the sequence. Mutual understanding may influence the production of CCTs (Szczepek, 2000b). Secondly, analyzing the structure and organization of sequences helps to understand the temporally unfolding of actions and the actions accomplished by CCTs. For example, when a speaker initiates an informing, and the referent information is already mentioned in the prior sequence, the recipient may collaboratively complete the informing to display shared understanding.

3.3.2 Interactional Linguistics

Interactional Linguistic (IL) is developed from the discourse-functional linguistics, conversation analysis and anthropological linguistics (Selting and Couper-Kuhlen, 2001: 1-3). The goal of IL is to understand "how languages are shaped by interaction and how interactional practices are molded through specific languages" (Couper-Kuhlen and Selting, 2001: 3).

IL addresses the questions of "what linguistic resources are used to articulate particular conversational structures and fulfill interactional functions? And what interactional structure is furthered by particular linguistic forms and ways of using them?" (Couper-Kuhlen and Selting, 2001: 3). Both of these two fundamental research questions asked by IL are relevant to this study. Using IL, I examine the structures of the syntactically incomplete utterance and its completion, as well as the interactional functions of the CCTs in its particular sequential environments.

3.3.3 Immediate Constituent Analysis

This study also investigates the syntactic structures of each collaboratively constructed TCU-in-progress to address the research question of how CCTs are produced. The syntactic analysis follows the methodology of Immediate Constituent (IC) analysis (Bloomfield, 1933; Wells, 1947). IC analysis is originally proposed by Bloomfield (1933), and developed by Wells (1947). It is an approach to analyzing the surface syntactic structure of a clause by dividing it into smaller constituent syntactic units. When the target TCU-in-progress is a clause of a complex sentence, the syntactic analysis will only focus on the local clause in which the CCT occurs. In this thesis, the syntactic structures of the collaboratively constructed TCUs-in-progress are schematically represented after each corresponding excerpt. The following is an example of the schematic representation of the syntactic analysis using the IC analysis in this study.

Zu		Yu
一 千　　左右 的　那 种　　　是		一 个 房间
yi qian　zuoyou de　nei zhong　shi		yi ge fangjian
one thousand about　NOM that type　be		one CL room

subject　　　　　　　copula verb　complement　　predicate
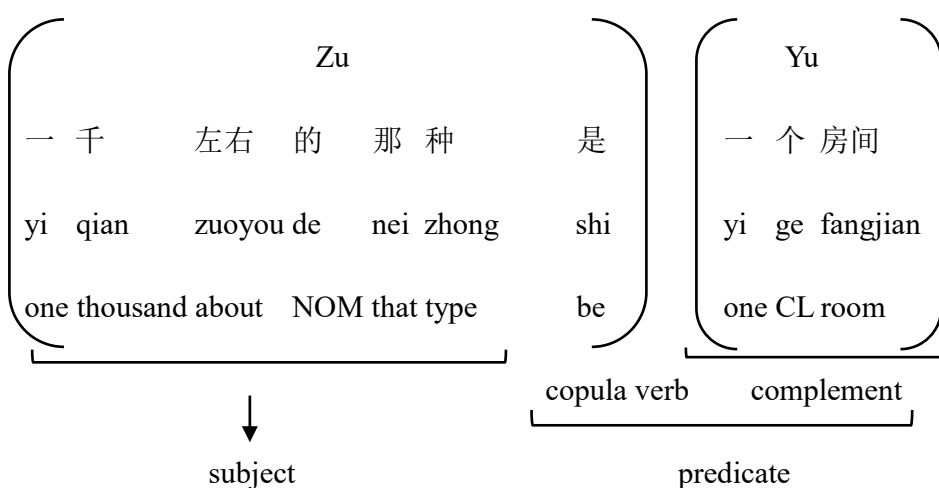
'(That) about-one-thousand-pre-month type is one-room.'

The turn collaboratively constructed by participants Zu and Yu is a simple declarative sentence. The brackets mark the speakers who collaboratively construct the turn and their

respective utterances. This sentence has a noun phrase *yiqian zuoyou de neizhong* 'about-one-thousand-pre-month type' as the subject, a copula verb *shi* 'be', and a noun phrase *yige fangjian* 'one-room' as complement. Zu's utterance consists of the subject and the copula verb, and Yu collaboratively completes the turn by producing the complement.

3.4 Summary

This chapter introduces the data, as well as the transcription system and methodology adopted in this study. CA, IL, and IC analysis discussed in this chapter are used in the analysis of the syntactic form and the interactional function of CCTs in Chapter 4.

Chapter 4 Findings

This chapter presents the findings of this study. Section 4.1 provides an overview of the data. Section 4.2 discusses CCTs that accomplish assessments. Section 4.3 investigates CCTs that accomplish informings. Section 4.4 examines the CCTs in question-answer sequences.

4.1 An Overview of the Data

An examination of the data shows that CCTs are mainly used to accomplish three (sequences of) actions: assessment, informing, and question-answer sequence, among others. Table 1 illustrates the occurrences of CCTs and the (sequences of) actions they accomplish.

Table 1 Occurrences of CCTs that accomplish different actions in the data

(Sequence of) actions accomplished	Occurrence	Percentage
Informing	28	43.7%
Question-answer sequence	19	29.7%
Assessment	12	18.8%
Others	5	7.8%
Total	**64**	**100%**

As illustrated in table 1, there are 64 occurrences of CCTs in the data. They are most commonly found to accomplish informings. This type of CCT makes up 43.7% of all occurrences of CCTs in the data. Making up 29.7% of the occurrences, CCTs are the second most commonly found in question-answer sequences. The third most common action performed by CCTs in the data is assessment, which makes up 18.8% of the occurrences. Additionally, there are 5 cases

(7.8% of the total occurrences) found in the data that are used to accomplish other actions, including requests (N=2), suggestions (N=2), telling (N=1). Those other action types are not discussed in this study, because they may not be recurrent uses of CCTs in Mandarin conversation and may be due to idiosyncrasy. The three main (sequences of) actions performed by CCTs are discussed in Section 4.1 (assessments), Section 4.2 (informings), and Section 4.3 (question-answer sequences).

4.2 Collaborative Construction of TCUs that Accomplish Assessments

This section discusses the CCTs that accomplish assessments. Section 4.2.1 introduces assessments in interaction; Section 4.2.2 explores the collaborative construction of assessments in the data; Section 4.2.3 summarizes this section.

4.2.1 Assessments in interaction

In daily conversation, people make assessments and express evaluative stance toward a person, an animal, an object, an event or a situation, etc. These matters assessed are called the *assessables* (C. Goodwin and M. H. Goodwin, 1987, 1992). Assessments mainly occur in two circumstances: when participants are reporting previous activities they attended, and when participants are engaged in joint activities (Pomerantz, 1984).

According to C. Goodwin and M. H. Goodwin (1987: 6-10), assessment may refer to four types of phenomena. First, it refers to a "structural unit" that occurs in the stream of speech, C. Goodwin and M. H. Goodwin (1987) term it as *assessment segment*. For example, an adjective that is used to describe a noun in a declarative sentence can be an assessment segment. Second,

assessment refers to a certain intonation pattern of an utterance that is used as a resource to display evaluation. As C. Goodwin and M. H. Goodwin (1987:8) discuss, the "principal function of intonation was to show the attitude of the speaker toward what he was saying". Third, it is a type of action, C. Goodwin and M. H. Goodwin (1987) use the term *assessment action* to refer to it. It is performed by an assessor to describe the experience of the reported event, or express the affective/evaluative stance over the assessable (C. Goodwin and M. H. Goodwin, 1987:8). Finally, assessment can refer to an activity. Assessment may involve more than one assessment turn, engendering larger sequences of assessments. When participating in an assessment activity, speakers not only produce their own assessment, but also monitor the response made relevant by the assessment, such as (dis)agreeing with other's assessments. This section aims to explore the actions accomplished by CCTs, therefore it will focus on analyzing assessment as actions.

4.2.2 CCTs that accomplish summative assessments

The CCTs in the data serve as accomplishing summative assessments. Summative assessments occur at possible closures of sequences, and conclude the preceding sequence (Holt and Drew 2005). The use of CCTs as summative assessments can be demonstrated in Excerpts 4.2a, 4.2b and 4.2c. In Excerpts 4.2a and 4.2b, CCTs serve as summative assessments that summarize the extended telling sequences. In excerpt 4.3c, the CCT serves as a summative assessment that summarizes a teasing sequence.

Excerpt 4.2a is between two female participants, Zhao and Han. Zhao tells Han about her friend Yangping (line 05), whom Han has never met. Prior to the interaction, Zhao says that people who are not familiar with Yangping tend to think she is a little nerdy, but in fact she is not

hard to get along with. The assessment is initiated by Han (line 15) and finished by Zhao (line 16).

Excerpt 4.2a RAW_BJ_R02_FF_20180619_V_ZO02 1600

01   Zhao   但是 你 说 平常   我们 一起   吃饭 什么   的;

danshi ni   shuo pingchang women yiqi   chifan shenme de;

but   you say normally we   together eating what   CSC

'But, you see, normally we go out for a meal or something.'

02   就 就 (.)也 会 叫 她 呀;

jiu jiu (.)ye   hui jiao ta   ya;

just just (.)also will ask she PRT

'We also invite her.'

03   你 比如说   我 跟   那;

ni   birushuo   wo gen   na;

you for example I   with that

'For example I with...'

04   我们   有时候;

women youshihou;

we   sometimes

'Sometimes we...'

05   我 说 杨平   一起   出去 吃饭;

wo shuo yangping   yiqi   chuqu chifan;

I   say   ((NAME)) together go out eating

'I was like Yangping let's go out to eat.'

06 好 啊-

   hao a-

   good PRT

   '(She was like) sure!'

07 人家 也 (.)一起 跟 我们 出来 吃饭;

   renjia ye (.)yiqi gen women chulai chifan;

   she also (.)together with we go out eating

   'She will also go out for a meal with us.'

08 但是 她 性格 也 特别 好;

   danshi ta xingge ye tebie hao;

   but 3SG personality also very good

   'Her personality is also very good.'

09 ((click))

10 (0.3)

11 虽然 说 (.)参加 的 少 吧;

   suiran shuo (.)canjia de shao ba;

   although say (.)join CSC few PRT

   'Although she is not always joining (with us).'

12 她 性格 也挺   好;

   ta xingge ye ting   hao;

3SG personality also relatively good

'Her personality is pretty good.'

13   真的;

zhende;

really

'Really.'

14   欸:-

ei:-

eh

'Eh.'

15→   Han   就 是 也 不 算   那 种   特别;=

jiu shi ye   bu suan na   zhong tebie;=

just be also NG count that type   very=

'(She is) not that kind of person (who are) very='

16→   Zhao   =呆-

=dai-

=nerdy

='nerdy.'

18   Han   对   啊;

dui   a;

right PRT

'Right.'

19   Zhao   全心   学术   那 种;

                               quanxin   xueshu   na   zhong;

                               focused on academic that type

                               'Those who focused only on academia.'

In lines 01 to 07 Zhao reports on how Yangping gets along with others. In lines 08 and 12 Zhao makes assessments on Yangping's personality. Then in line 15 Han initiates a second assessment about Yangping in response to Zhao's prior assessment (Pomerantz, 1984), but the TCU does not finish in line 15. Zhao offers a collaborative completion in line 16. As mentioned earlier, Han has never met Yangping before, hence she is arguably in the unknowing (K-) position when talking about Yangping (Heritage 2012a). As displayed through the report (lines 01 to 07) and the assessment (lines 08 to 12), Zhao has the epistemic authority over Yangping. When Han initiates the second assessment about Yangping in line 15, Zhao demonstrates her epistemic authority by completing the assessment in line 16.

The collaboratively constructed TCU is a simple declarative sentence with a null subject and the copula-complement structure as predicate. The word *jiushi* 'just be' in line 15 is a discourse marker, which projects a reformulation of previous utterances (Fang 2000). The syntactic structure of the CCT is schematically represented as follows.

	Han					Zhao
∅	也	不	算	那 种	特别	呆
∅	ye	bu	suan	na zhong	tebie	dai
∅	also	NG	count	that type	very	nerdy

copula | complement

null subject | predicate
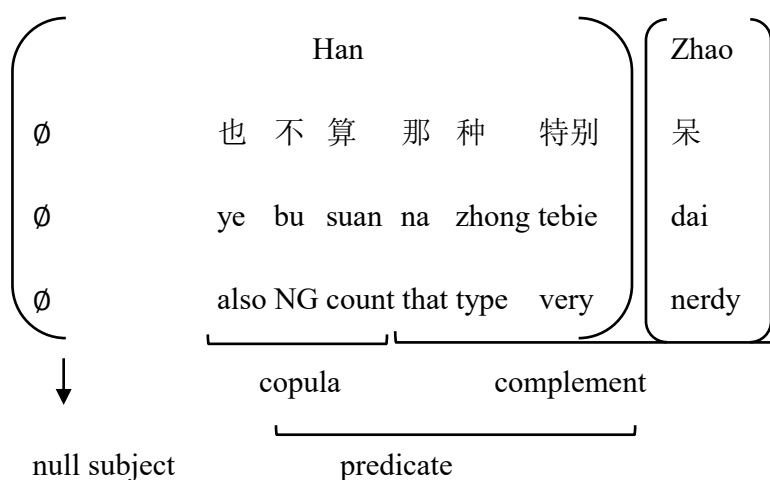
'(She) is not that kind of nerdy person.'

Han's utterance contains a negative form of the copula verb *busuan* 'not be' modified by an adjective ye 'also', and part of the complement *nazhon*g *tebie* '… very' which projects an adjective. Zhao completes the complement by offering the adjective *dai* 'nerdy'.

Excerpt 4.2b is another case in point. In this excerpt, two female participants Hong and Bai are talking about their mutual friend, Qingyun (line 01). The collaboratively constructed assessment is initiated by Bai (line 07) and completed by Hong (line 08).

Excerpt 4.2b RAW_WH_R13_FF_20180531_V_ZO01 1714

01   Hong   青云   (.)跟　我 导师　　感觉　比　　　我 还 熟;

                  qingyun   (.)gen wo daoshi   ganjue bi   wo hai shu;

                  ((NAME)) (.)with my supervisor feel   compare me still familiar

                  '(It) feels like Qingyun is more familiar with my supervisor than I

                  do.'

02   [他 跟　我 导师　　说话　　好　随意;

[ta gen wo daoshi   shuohua hao suiyi;

[he with my supervisor talk   very relax

['(When) he talks with my supervisor (he was) very relaxed.'

03	Bai	[嗯;
		[en;
		[mm
		['Mm.'

04	Hong	我 就 (.)好 羡慕;
		wo jiu (.)hao xianmu;
		I just (.)very admire
		'I'm just, admire (him) very much.'

| 05 | | (0.6) |

06	Bai	嗯;
		en;
		mm
		'Mm.'

| 07 | | (3.0)((Bai eating snacks)) |

08→	Bai	他 性格 比较;
		ta xingge bijiao;
		he personality relatively
		'His personality (is) relatively'

| 09→ | Hong | 开朗; |

kailang;

bright

'extraverted.'

10   Bai   外向   的;

waixiang de

outgoing PRT

'outgoing.'

Lines 01 to 04 is a telling sequence. Hong first makes a report about Qingyun in lines 01 to 02. Then in line 04 Hong expresses her stance towards the reported event by saying that she admires Qingyun a lot. After a minimal response (line 06) and a 3.0-second pause (line 07), Bai initiates an assessment about *ta xingge* 'his (Qingyun's) personality'(line 08). Bai's assessment seems to be a summary of Hong's report in lines 01 to 02. But her assessment is not syntactically complete in line 08. In line 09 Hong offers a completion to Bai's incomplete utterance. Similar with the previous case, Hong provides an assessment term, which is the adjective *kailang* 'bright' (line 09). By offering the assessment term, Hong becomes the assessor. Through collaboratively producing this assessment, Hong claims her epistemic authority over the assessable which is the reported person in her telling.

The collaboratively constructed syntactic unit is a simple declarative sentence. Its syntactic structure is schematically represented as follows.

	Bai			Hong
他	性格	比较;		开朗
ta	xingge	bijiao;		kailang
he	personality	relatively		extraverted
subject		predicate		

'His personality (is) relatively bright.'

In this sentence, noun phrase *ta xingge* 'his personality' is the subject; the adjective phrase *bijiao kailang* '(is) relatively bright' is the predicate. Bai's utterance contains the subject and the degree adverb *bijiao* 'relatively', and Hong produces the adjective *kailang* 'bright', which completes the sentence initiated by Bai.

In the following interaction, 6 participants Jie, Tian, Hui, Bo, Yu, and Rong are sitting around a table to have lunch at Tian's home. Jie's left foot is wounded, so she can't stand up to reach the ketchup, which is on the other side of the table. Thus, she asks Tian to give her another serving of ketchup (line 01).

Excerpt 4.2c RAW_WH_R28_FFFFMM_20180602_V_ZO06 1353

01	Jie	我 能 不 能 请求 再 要 一 份 番茄酱;
		wo neng bu neng qingqiu zai yao yi fen fanqiejiang;
		I can NG can request again have one CL ketchup
		'I wonder if I can request for another order of ketchup.'

02   谢谢;

            xiexie

            thanks

            'Thanks.'

03   Tian   [哦　哦;

            [o　　o;

            [oh　oh

            ['Oh, okay.'

04   Jie   [因为　　我 够　　不　着;

            [yinwei　wo gou　bu　zhao;

            [because I　reach NG ASP

            ['Because I can't reach it.'

05   Tian   好　　好　　好;

            hao　hao　hao;

            good good good

            'Okay, okay, okay.'

            ((Tian walks to the kitchen when producing line 05))

06   Hui   你　站　　起来够　　呀-

            ni　zhan　qilai gou　ya-

            you stand up　reach PRT

            'You can stand up and reach.'
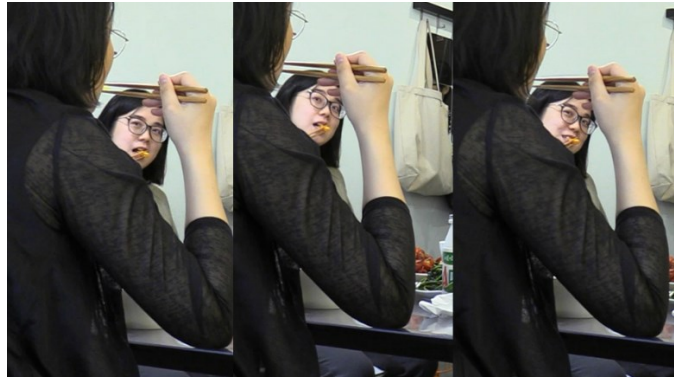
Figure 1 Hui raises head and eyebrows, and smiles to Jie in line 07

| 07 | | (1.5) |

        Figure 2a   **Figure 2b**

Jie puts down the chopsticks (2a) and places her hands on the sides of her waist (2b) when producing line 08

08	Jie	我 要 能 站 起来 还 用 你 废话;
		wo yao neng zhan qilai hai yong ni feihua;
		I if can stand up still need you nonsense
		'If I can stand up, why would (I have to hear) your nonsense?'
09	Hui	hehehe
		((5 lines omitted regarding Rong handing the ketchup disk to Jie's, and Jie rejects Rong's offer))

Figure 3 Hui makes a face towards Jie and smiles in line 15

15	Jie	你 等着 瞧 告诉 你;
		ni dengzhe qiao gaosu ni;
		you wait see tell you
		'Just you wait, I'm telling you.'
16		(1.5)
17		别 给 我 美;
		bie gei wo mei;
		NG give me cocky
		'Don't be cocky.'

Figure 4 Hui smiles for 1.4 seconds in line 18

18   (2.5)

19   哼；

                  heng;

                  Huh

                  'Huh.'

20   (1.0)

21→   现在　年轻人　　都　是；

                  xianzai nianqignren　dou shi;

                  now　　young people all　be

                  'Recent young people are all...'

22   (1.0)

23→   Hui   欠　抽；

                  qian chou;

                  lack beat

                  'very rude.'

24		hehe[hehe
25	Jie	[哼,
		[heng
		[huh
		['Huh.'
26	Hui	欠　　调教;
		qian　tiaojiao;
		lack of education
		'lack of education.'
		((4 lines omitted regarding Tian brings back more ketchup from
		kitchen and hands to Jie))
30	Hui	我 觉得;
		wo juede;
		I　feel
		'I think...'
31		她 这 回　这 个 红薯条(0.5)
		ta　zhe hui　zhe ge　hongshutiao (0.5)
		she this time this CL yam fries (0.5)
		没　有　上　　回　炸　的　老;
		mei you　shang hui　zha　de　lao;
		NG have last　time fired ASP hard
		'This yam fries is not fired deep enough like last time.'

In line 04, Jie provides an account for her request (line 01). Tian grants Jie's request verbally (line 05) and bodily by going to the kitchen to get her the ketchup (line 05). In line 06 Hui teases Jie by suggesting that Jie can stand up to reach the ketchup herself. After making the suggestion, Hui rises her eyebrows towards Jie and smiles (line 07, Figure 1). Hui's eyebrow raise and smile display that she orients to her suggestion as non-serious teasing (Keltner et al. 2001). In line 08, Jie complains about Hui's teasing by using the word *feihua* 'nonsense' to refer to what Hui says in line 06. Concurrently, Jie puts down her chopsticks (Figure 2a) and places both hands on the sides of her waist (Figure 2b). These bodily-visual movements and the lexical expression *feihua* 'nonsense' (line 06) display Jie's indignation towards Hui's suggestion. Hui's laughter (line 09) and smile (line 14, Figure 3) shows that Hui orients to Jie's indignation as non-serious (Jefferson, 1979). In lines 15 and 17, Jie warns Hui of the potentially serious consequences of her teasing. Hui's smile in 18 (Figure 4) shows that she treats Jie's warning as non-serious. Then in line 21 Jie initiates an assessment about *xianzai nianqingren* 'young people nowadays' in which Hui is a member of[1]. The CCT in this case accomplishes a summative assessment, which concludes the teasing sequence (lines 06 to 25). After the CCT, Hui move on to other topics (lines 30 to 31).

The collaboratively constructed syntactic unit in this case is a simple declarative sentence. Jie's utterance contains the subject, and a part of the predicate. The word *dou shi* 'all be' in this sentence is not a copula verb, but a structural particle to convey an emphatic tone (Lü, 1999: 177). Hui's utterance contains a verb phrase that completes this sentence. The syntactic structure of the CCT is schematically represented as follows.

---

[1] By the time of recording, Jie is in her mid-30s, Hui is in her mid-20s. Therefore Jie categorizes Hui as "young people".

Jie	Hui
现在 年轻人 都 是	欠 抽
xianzai nianqignren dou shi	qian chou
now young people all be	lack beat

subject | predicate

'Recent young people are all very rude.'

4.2.3 Summary

This section analyzes CCTs that accomplish assessments which appear at the possible completion of larger sequences and summarize the sequences. When the telling-recipients initiate assessments to summarize the prior tellings, the tellers may collaboratively complete the assessments to claim knowing epistemic status. For example, Excerpt 4.2a shows that two participants' epistemic status over the assessed person is clearly different. The telling recipient initiates the assessment to summarize the telling sequence, and the teller collaboratively completes the assessments to claim the knowing epistemic status. In Excerpt 4.2b, the assessed person is known to both participants, but the summative assessment can be considered as a result of the telling, Hence, the teller has the right to assess the person. In other types of larger sequences, such as teasing, the participants may also collaboratively construct a summative assessment to conclude the on-going sequence, and move on to the next one.

4.3 Collaboratively Constructed TCUs that Accomplish Informings

This chapter discusses instances of CCTs that accomplish the action of informing. Section 4.3.1

introduces the notion of informing in conversation. Sections 4.3.2, 4.3.3, and 4.3.4 discuss three different types of CCTs that accomplish the action of informing: informing about past events (Section 4.3.2); informing about participants' future plans (Section 4.3.3); and informing about participants' affective stance (Section 4.3.4). Section 4.3.5 summarizes this chapter.

4.3.1 Informing in conversation

In conversation, informing is described as the action in which "one party tells another some kind of information presumably unknown to the latter" (Mori, 2006: 1176). With regards to informing in conversation, researchers have paid particular attention to analyzing aspects of "newsworthiness" (Heritage, 1984; Schegloff, 2007). The newsworthiness of a piece of information can influence how participants design informing and how other participants respond to the informing.

When a piece of information is delivered to a recipient, the recipient's "oh" displays their change of state from not knowing (K-) to knowing (K+) (Heritage, 1984). However, in my data I have observed that participants may collaboratively complete the act of informing when the recipient has knowledge of the referent information. That is, the information may not be new to the recipient.

This section discusses three types of CCTs as informings: (1) reports on past events, (2) informings about participants' future plans, (3) informings about participants' affective stance. In both type (1) and type (2), the recipients know the information prior to the informings. In type (3), the recipient displays endorsement of the speaker's conveyed affective stance by collaboratively completing the TCU which is responsible for accomplishing the act of informing.

4.3.2 CCTs that accomplish informings in reports of past events

In the data, reports on past events usually occur in storytellings. Collaboratively constructed informings are observed to recurrently occur in the middle of storytelling sequences when the storytellers are disfluent in producing an utterance. The telling recipients display alignment with the tellers' ongoing TCUs and storytelling activities (Stivers, 2008) by collaboratively completing the tellers' informing turn and thus facilitate the progressivity of the TCU -in-progress and the storytelling.

Alignment refers to the fact that a story recipient "supports the structural asymmetry of the storytelling activity: that a storytelling is in progress and the teller has the floor until story completion" (Stivers, 2008: 34). Previous research shows that providing minimal responses during storytelling is considered as a way to display alignment (Jefferson, 1978; Stivers, 2008; Barth-Weingarten 2011). If a story recipient were to produce an extensive turn while the storyteller is in mid-telling, such behavior may be treated as disaligning with the ongoing activity (Stivers, 2008; Barth-Weingarten, 2011). The data shows that a story recipient can promote the progressivity of a storytelling by offering completion to a storyteller's mid-telling informing when the storyteller's turn production is disfluent.

Excerpt 4.3a is an example of collaborative constructed informing in the middle of a storytelling sequence. Two female participants, Zhao and Han, are both MA students at the same university. They are talking about one of their teachers, referred to as *Li laoshi* "Professor Li" in line 25, who recently had cataract surgery. Both Zhao and Han know about the surgery. Prior to the excerpt, Zhao tells Han that she and her colleagues had planned to visit Professor Li but they

did not go because of time conflicts.

Excerpt 4.3a: RAW_BJ_R02_FF_20180619_V_ZO02 0139

11   我们　那　天-=

     women na　tian-=

     we that day

     'That day we...'

12   =说　要　去 的　　那　天;

     =shuo yao　qu de na　tian;

     =say　will go ASSC that day

     'That day we decided to go.'

13   就　于老师　　　他们 去 的　　那 [天;

     jiu　yulaoshi tamen qu de nei [tian;

     just Professor Yu they　go ASSC that [day

     'Which was the day Professor Yu visited (her).'

14 Han   [嗯;

               [en;

               [mm

               ['Mm.'

15 Zhao 好像　　　正好儿　　　(0.4)第二　天 她　就　做　了;

     haoxiang　zhenghao'r　(0.4)dier　tian ta　jiu　zuo le;

     seems like happens to be (0.4)second day she just did CRS;

43

'(It) seems that she happens to have (the surgery) the second day.'

16   Han   对   对   对;

dui   dui   dui;

right right right

'Right, right, right. '

17   Zhao   然后   周五   她   就:;

ranhou zhouwu ta   jiu:;

then   Friday   she just

'Then in Friday she just'

18   (1.4)

19   就 好像   就   要   出   院   了;

jiu haoxiang jiu yao chu yuan   le;

just seems like just will out hospital CRS

'seems like she will leave the hospital.'

20   因为   [她 做   的;

yinwei [ta   zuo de;

because [she do   NOM

'Because what (surgery) she had...'

21   Han   [嗯;

[en;

[mm

['Mm.'

22   Zhao   就 是 (.)说-

jiu shi (.)shuo-

just be (.)say

'That is...'

23   就 是:;

jiu shi:;

just be

'That is...'

24   (0.6)

25   →   李老师   做 的   那个 不 是:;

lilaoshi   zuo de   neige bu shi:;

Professor. Li do NOM that   NG be

'What Professor Li's had was'

Figure 5 Zhao points at her eye in line 26

26   (0.8)

27   Han→   白内障   嘛;

baineizhang ma;

cataract   PRT

'cataract (surgery), right?'

| 28 | Zhao | 对;= |

dui;=

right=

'Right.'

| 29 | Han | =嗯; |

=en;

=mm

'Mm.'

| 30 | Zhao | 她 (.)她 这个 手术:　其实　不　是　大　手术; |

ta　(.)ta　zhege shoushu: qishi　bu　shi da　shouhu

she (.)she this　　surgery　in fact NG be big surgery

'Her surgery, in fact, was not a big surgery.'

((Zhao continues telling))

In this sequence, Zhao first talks about the time when Professor Li had the surgery (lines 11 to 15). In response to Zhao's informing, Han produces *dui* 'right' three times in line 16. *Dui* is a confirmation token and multiple sayings of *dui* shows strong agreement (Tsai, 2001). According to Heritage (2012b), the one who has the right to confirm and agree is arguably the one in the knowing (K+) position. Han's *dui dui dui* in line 16 shows that she also knows this piece of information. In lines 22 and 23 Zhao repeatedly says *jiushi shuo* 'that is saying' and *jiushi* 'that

is'. In Mandarin, *jiushi* and *jiushi shuo* can be used as fillers in speech disfluency in conversation (Guo 2012). In line 25, Zhao initiates the turn to talk about Professor Li's surgery. But Zhao's speech perturbations such as word repeating, long pause, and fillers (lines 22 to 25) show that she has problems in producing the sentence-in-progress. She then points at her eye during the 0.8 second pause (line 26, Figure 5). Zhao's pointing gesture functions as a visible guide that "provides what might be called 'visual projection' of what is going to be described next" (Hayashi, 2005: 24). Then, in line 27, Han offers a completion to Zhao's syntactically incomplete TCU (line 25).

The collaborative constructed syntactic unit is a negative rhetorical question in 'NP *bu shi* NP *ma*' structure (Yin, 2006: 42). The syntactic structure of the CCT is schematically represented as follows:

Zhao				Han	
李老师	做 的 那个	不 是		白内障	嘛
lilaoshi	zuo de nage	bu shi		baineizhang	ma
Professor. Li do NOM that		NG be		cataract	PRT

subject — copula verb — complement — predicate
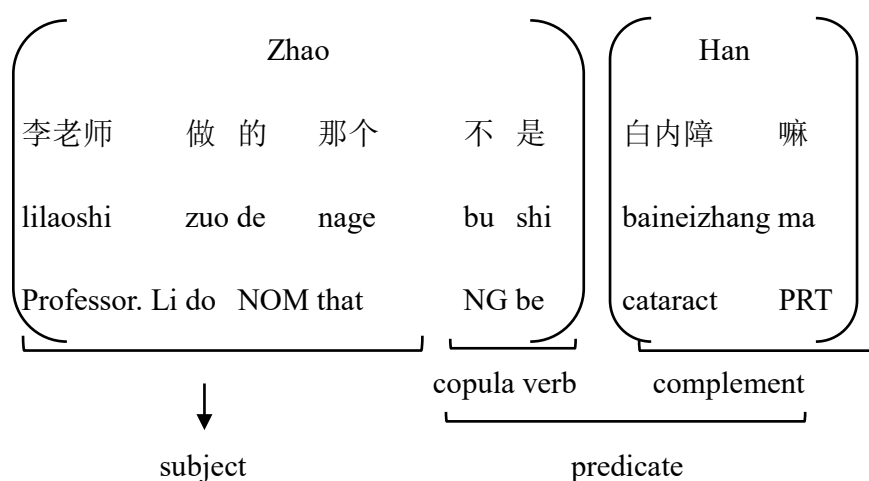
'What Professor. Li had was cataract (surgery), right?'

Zhao's utterance consists of the subject *lilaoshi zuo de nage* 'what Professor. Li had', and the copula verb *bu shi* 'NG be'. Han offers the noun phrase *baineizhang* 'cataract (surgery)', which is

the complement of this sentence.

Han's collaborative completion offering the type of surgery shows that the information delivered in line 25 is known to Han. Han's collaborative completion (line 27) can be considered as assisting the progressivity of the storytelling and thus aligning with the storytelling.

Excerpt 4.3b is another example which illustrates that story recipients can display alignment with a storytelling by collaboratively constructing an informing in the middle of the storytelling. It is taken from the same interaction as Excerpt 4.3a. where Zhao and Han are both Preschool Education MA students. They conducted their internships at different kindergartens. Prior to this interaction, Zhao and Han were talking about their internships. In the following sequence, Zhao tells a story about one of her colleagues at the kindergarten where she did her internship. The third person singular pronoun *ta* 'she' in lines 14 and 20 refers to Zhao's colleague.

Excerpt 4.3b RAW_BJ_R02_FF_20180619_V_ZO04 1235

14	Zhao	她 就 说 园 里;
		ta jiu shuo yuan li;
		she just say kindergarten in
		'She said in the kindergarten,'
15		嗯: 比较 好 的 一点 就 是;
		en: bijiao hao de yidian jiu shi;
		mm relatively good ASSC point just be
		领导们 各司其职,
		lingdaomen gesiqizhi,

leaders   hold their own duties

'Mm, the good thing is the leaders hold their own duties.'

16   Han   嗯-

en-

mm

'Mm.'

17   Zhao   就 是 自己 的　　事儿 他 自己 会　去 做;

jiu shi ziji de   shi'r ta ziji hui qu zuo;

just be self   ASSC thing he self   will go do

'Which means they will do their own jobs.'

18   Han   嗯 嗯 嗯 [嗯;

en en en [en;

mm mm mm [mm

'Mm, mm, mm, mm.'

19   Zhao   [嗯;

[en;

[mm

['Mm.'

20   她 说　这样　　啊　(.)就是-

ta   shuo zheyang a   (.)jiu shi-

she say   this   PRT (.)just be

'She said, like this, which means...'

21   →   不 会 说 什么 都-

bu   hui shuo shenme dou-

NG will say   what   all

'(The leaders) will not have everything'
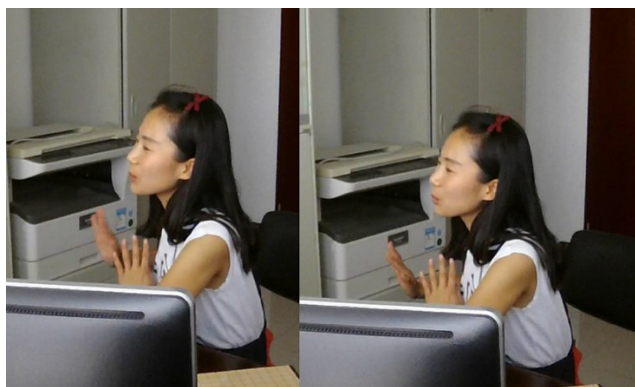
Figure 6 Zhao's open hand prone gesture in line 22

22   (0.5) ((open hand prone gesture))

23   Han→   推   给   你;

tui   gei ni;

push give you

'pushed to you (as your duty).'

24   Zhao   推 [推   给   你;=

tui [tui   gei ni;=

push [push give you

'Pushed, pushed to you.'

25   Han   [嗯   嗯 [嗯   嗯;

[en   en [en   en;

[mm mm [mm mm

['‘Mm, mm, mm, mm.’

26   Zhao   [=自己;

                                [=ziji;

                                [self

                                [‘(Your)self.’

27   就 谁 都 找 你 [谁 都 找 你;

                jiu shei dou zhao ni   [shei dou zhao ni;

                just who all   find you [who all   find you

                ‘Like everybody will ask you (to do things).’

28   Han   [嗯 嗯 嗯;

                                       [en   en   en;

                                       [mm mm mm

                                       [‘Mm, mm, mm.’

29   乱七八糟   的;

                luanqibazao de

                messed up   NOM

                ‘(All) messed up things.’

                ((Zhao continues telling))

    Zhao first reports on how her colleague thinks about the kindergarten (lines 14 to 15). In line

16 Han's minimal response token *en* 'mm' with a level pitch movement is used as a repair

initiator, displaying understanding problems with Zhao's prior turn. In line 17, Zhao produces the

repair by reformulating her prior turn, prefaced with a reformulation marker *jiushi* 'just be/which means' (Shi and Hu 2013). Zhao provides an explanation of the idiomatic expression *gesiqizhi* 'hold their own duties' in line 17. Han's multiple sayings of *en* 'mm' all with falling pitch movement in line 18 registers the receipt of the repair, indicating that Zhao and Han have achieved mutual understanding. In lines 20 to 22 Zhao displays problems producing a complete TCU. Her speech perturbation is displayed through the filler *jiushi* 'that is' (line 20) and the pause (line 22). During the pause in line 22, Zhao makes an open hand prone gesture (Figure 6) (Kendon, 2004: 248-251). Zhao's gesture projects the next turn element in the TCU-in-progress (Kendon, 2004; Hayashi, 2005). With the just-now achieved shared understanding and the projectability of syntactic structure of Zhao's TCU, Han assists the telling about the reported talk by offering a completion to Zhao's TCU in line 23. Han's collaborative completion facilitates the progressivity of the storytelling. Then, in line 24, Zhao confirms Han's anticipatory completion by repeating line 23. Zhao then continues the storytelling (lines 26 and 27).

The collaboratively constructed syntactic unit in this example is a complement clause[2]. Zhao's utterance in line 21 consists of *shuo* 'say'. The function of *shuo* in this sentence is similar to 'that' in English (Fang, 2006: 109) because *shuo* is used as a complementizer to connect the complement clause which is schematically represented as follows:

---

[2] Lines 20, 21 and 23 together form a complex sentence with two embedded clauses, but here I will focus on the local clause where the collaborative construction appears.

Zhao | Han

什么　都 | 推　给　你

shenme dou | tui　gei　ni

what　all | push give you

NP　adverb | VP

'...have everything pushed to you (as your duty).'

The complement clause collaboratively constructed by Zhao and Han is a "universal subject-predicate clause" (*周遍性主谓谓语句/zhoubianxing zhuwei weiyuju*) (Zhang 2011). A universal subject-predicate clause in Mandarin usually has the form of "interrogative pronoun + *dou/ye* 'all/also' + predicate", where the interrogative pronoun is also called the universal subject (Li 2018). In this case, Zhao's utterance contains the universal subject *shenme* 'what' and *dou* 'all', and Han offers a verb phrase *tui geini* 'push to you' as a predicate to complete the clause.

This section focused on analyzing collaboratively constructed informings in the middle of storytellings. This type of CCT recurrently occurs when the storytellers display problems producing a complete turn. Story recipients may display alignment and facilitate the progressivity of the storytellings by offering completions to the TCU that accomplishes informings about past events.

4.3.3 CCTs that accomplish informings about participants' future plans

When speakers inform other participants about their future plans, other participants may (or may not) complete the informing through CCTs. This type of CCT that accomplishing informings

recurrently happen when the plans are already mentioned earlier in the conversation.

Excerpt 4.3c exemplifies a CCT used as an informing of a speaker's future plan. The interaction takes place between two female participants, Tian and Hui. They are at a housewarming party in Tian's new apartment. In this excerpt, Tian is showing Hui her bedroom.

Excerpt 4.3c RAW_WH_R28_FFFFMM_20180602_V_ZO01 1156

01   Tian   就 是 这个 (.)这个 下水管;

                    jiu shi zhege (.)zhege xiashuiguan;

                    just be this   (.)this   pipe

                    'It's just this, this pipe.'

02   特别 丑   (.)是 吧;

                    tebie chou (.)shi ba;

                    very ugly (.)be PRT

                    'Very ugly, right?'

03   (0.9)

04   好 [丑;

                    hao [chou;

                    so [ugly

                    'So ugly.'
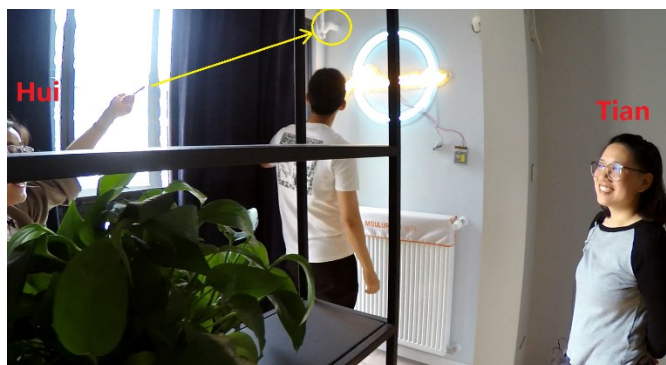
Figure 7 Hui points at the pipe in lines 05 to 07

```
|~~~~****************
```

05 Hui   [你 (.)你 搞 个 那个::;

         [ni (.)ni gao ge neige:;

         [you (.)you get CL that

         ['‘You can get a...’

```
*******************
```

06   像 涂鸦 一样 的;

         xiang tuya   yiyang de;

         like   doodle same   NOM

         ‘something like doodles.’

```
*********-.-.-.-.-.-.|
```

07   画 点 东西 上 [去 啊;

         hua   dian dongxi shang[qu a;

         paint some thing   u   [p PRT

         ‘(You can) paint something on it.’

08 Tian   [我 那 两天   是 说;

[wo nei liangtian SHI shuo;

[I   that days   be say

['Some days before I WAS thinking.'

09   ((click))
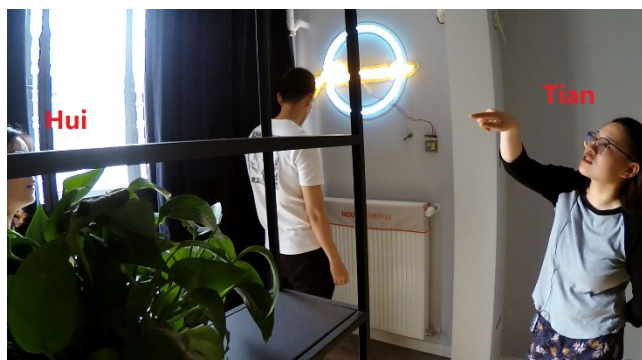
Figure 8 Tian points at the wall in lines 10 to 11

|~~~~~********-.

10   包括   那个 地方;

baokuo neige difang;

include that   place

'Including that place,'

-.-.-.-.-.|

11   掉   漆   的   地方=

diao qi   de   difang=

drop paint NOM place=

'(That place) where the paints dropped off.'

12→   =我 都 [想]   说 (.)找   个 人   过来-

=wo dou [xiang] shuo (.)zhao ge ren   guolai-

=I all [think] say (.)find CL people come

='I was thinking of finding someone to come...'

13	Hui	[嗯;]
		[en-]
		[mm]
		['Mm.']

14→ 画　一下;

hua　yixia;

paint a little

'to paint (on it).'

15	Tian	画　那　种　　涂鸦　嘛;
		hua　na　zhong tuya　　ma;
		paint that type　doodle PRT
		'paint some doodle (on it).'

16	Hui	嗯;
		en;
		mm
		'Mm.'

17	Tian	还　没有　联系　好;
		hia　meiyou lianxi　hao;
		also NG　　contact PFV
		'(I) haven't contact (them) yet.'

In line 01 Tian refers to a pipe on the bedroom wall (see Figure 7) and assesses it as very ugly (lines 02 to 04). In lines 05 to 07 Hui suggests that Tian could paint some doodles on the pipe (Figure 7). Then, in lines 08 to 12, Tian responds to Hui's suggestion by stating that she had such a plan (line 08). Line 08 is not syntactically complete, but the prosodically prominent syllable *shi* 'be' indicates that Tian is providing an affirmative response to Hui's suggestion (Lü, 1999; Li, 2014). Then, in lines 10 to 12, Tian states her future plans about covering up the defects on the wall while pointing to another wall (Figure 8). However, her informing is not syntactically complete in line 12 and it is completed by Hui in line 14. Hui's vocal continuer in line 13 overlaps with Tian's turn in line 14. Hence it does not affect the CCT.

The CCT in this excerpt is a complex sentence. In this sentence, *dou xiang shuo* 'thinking of' is a discourse marker[3]. Therefore it is not included in the syntactic analysis of the structure of the clause. The syntactic structure of the CCT is schematically represented as follows:

	Tian			Hui	
我 找	个 人		过来	画	一下
wo zhao	ge ren		guolai	hua	yixia
I find	CL people		come	paint a little	
S V1	pivot noun			V2	
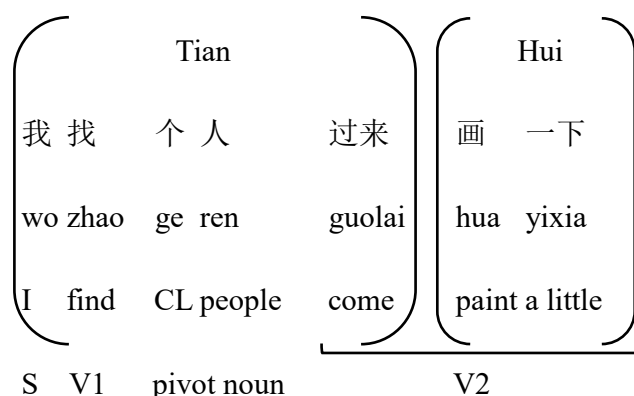
'I (was thinking of) finding someone to come and paint (on it).'

---

[3] In line 12 Tian uses *xiang* 'think' as an evidential and epistemic verb (认证义动词/*renzhengyi dongci*) (Fang, 2005: 495), modified by the adverb *dou* 'all'. Evidential and epistemic verbs in Mandarin conversation function as pragmatic markers (Fang, 2005: 504). Also, *shuo* 'say' in line 12 is a complementizer. Its function is similar with 'that' in English (Fang, 2006: 109). Therefore *dou xiang shou* here functions as a discourse marker and it is not included in the syntactic analysis.

This sentence is a pivotal construction (Li and Thompson, 1981; Peng 2017). The syntactic structure of pivotal constructions in Chinese is generalized as "(S) + V1 + pivot noun + V2" (Peng 2017: 2). In this case, the subject is *wo* 'I'; *zhao* 'find' is V1; *ren* 'person' is the pivotal noun, which is the object of V1 and subject of V2; *guolai hua yixia* 'come to paint (on it)' is the V2 of this sentence. The V2 in this sentence itself is a clause featuring serial verb construction (Xing, 1998). Tian produces the subject, V1, pivot noun, and the first verb of V2 *guolai* 'come' in line 12 while Hui completes the TCU by producing the second verb of V2 *hua yixai* 'paint'.

Excerpt 4.3d is another case in point. During this excerpt, two graduate students, Hong and Bai, are talking about their recent research projects. About two and half minutes prior to this interaction, Hong and Bai discussed doing a survey for their research projects. In the following sequence, Hong talks about designing a questionnaire for the survey (lines 09 to 11).

Excerpt 4.3d RAW_WH_R13_FF_20180531_V_ZO01 2039

05	Hong	[我 (.)先　跟　我 老师　把　他的　　那个;
		[wo (.)xian gen　wo laoshi　ba　ta de　　neige;
		[I　(.)first　with I　teacher BA he ASSC that
		['I, first me and my supervisor (will work on) his...'
06	Bai	[嗯;
		[en;
		[mm
		['Mm.'

07   Hong   把 (.)就 是;

ba (.)jiu shi;

BA (.)just be

'do... I mean...'

08   嗯: 会议   的   那个论文儿 弄   完   了 之后;

en: huiyi   de   nage lunwen'r nong wan   le   zhihou;

mm conference ASSC that journal   do   complete PFV after

'mm, that conference journal, and after we complete that...'

09   我 再   (.)到 国交   再   发   一 个:-

wo zai   (.)dao guojiao   zai   fa   yi ge:-

I   again (.)to IC Department again give out one CL

'I (will) then go to IC Department to give a...'

10→   让   他们 帮   我 做 一 个:-

rang tamen bang wo zuo yi   ge:-

let   they   help me do one CL

'To ask them helping me to complete a...'

11→   Bai   问卷;

wenjuan;

questionnaire

'questionnaire.'

12   Hong   问卷;

wenjuan;

questionnaire

'questionnaire.'

In lines 05 to 10 Hong talks about her future plan. The words *xian* 'first' in line 05 and *zhihou* 'after (that)' in line 08 project that there are several steps involved in implementing her plan. Lines 05 to 08 are about the first step, which is to finish the conference journal. Then, in lines 09 to 10, Hong starts informing about the second step of her future plan regarding her research project. Then, in line 11, Bai collaboratively completes the TCU.

The CCT is also a pivotal construction and the subject *wo* 'I' is omitted. The syntactic structure of the CCT is schematically represented as follows:

		Hong				Bai
让	他们	帮 我 做 一	个			问卷
rang	tamen	bang wo zuo yi	ge			wenjuan
let	they	help me do one	CL			questionnaire
VP1	pivot noun		VP2			
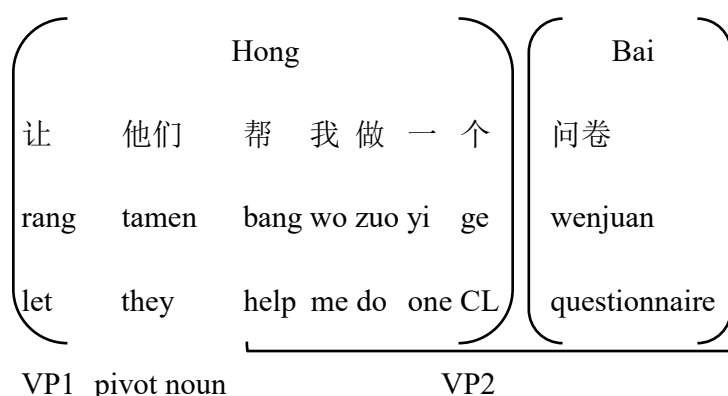
'To ask them helping me to complete a questionnaire.'

In this sentence, *rang* 'let' is VP1; third person plural pronoun *tamen* 'they' is the pivot noun; *bangwo zuo yige wenjuan* 'help me to do a questionnaire' is VP2. Hong's utterance ended with a classifier *yige* 'one', which projects an upcoming noun phrase as the object. Bai completes the sentence by providing the noun phrase *wenjuan* 'questionnaire' as the object of the verb *zuo* 'do'.

61

This section discussed collaboratively constructed informings of speakers' future plans. As demonstrated in Excerpts 4.3c and 4.3d, the informer's plans are already mentioned prior to the sequences. Through collaboratively constructing another's informing, the recipients display their understanding of the speaker's plan by collaboratively completing their TCU-in-progress.

4.3.4 CCTs that accomplish informings of participants' affective stance

This section discusses the CCT that is used by speakers to inform recipients of their affective stance. Previous research on informing (Heritage, 1984; Mori, 2006; Schegloff, 2007) has mainly focusesd on analyzing the "newsworthiness" of the information. However, one type of informing has not been discussed in previous research: informings of speaker's affective stance. When a speaker initiates an informing about his or her affective stance, the recipients may (or may not) complete the informings to endorse the informers' stance and display affiliation with the speaker. Affiliation is described as the recipient's display of endorsement towards the speaker's conveyed stance (Stivers, 2008).

Excerpt 4.3e demonstrates the CCT that is used by speakers as informings of participant's affective stance. In this interaction, three female participants, Qian, Lun, and Mo, and a male participant, Ming, are cooking. The following sequence takes place between Qian and Lun. Prior to this sequence Qian is cutting up a chicken leg, referred to as *ta* "it" in line 01.

Excerpt 4.3e RAW_BJ_R09_MFFF_20180627_V_ZO08 1313

```
01    Qian      我 马上    就要 把 它 切 完      了;
                wo mashang jiuyao ba  ta  qie wan       le;
```

I   soon   will   BA it   cut complete PFV

'I almost finished cutting it.'

02		(1.6)

03→		充满 了-

chongman le-

fill   PFV

'(I'm) filled with'

04		(0.7)

05→	Lun	成就感;

chengjiugan;

sense of accomplishment

'sense of accomplishment.'

06		(0.6)

07	Qian	对;

dui

right

'Right.'

In line 01 Qian reports that she is about to finish cutting the chicken leg. According to herself, she has never cut chicken legs before. Then, after a 1.6-second pause (line 02), Qian expresses her feeling about the fact reported in line 03. But her informing is not syntactically finished in line 03. Then, after a 0.7-second pause (line 04), Lun collaboratively completes Qian's turn in line 05. The information about her own feelings is arguably in Qian's epistemic domain.

However the fact that Qian has never cut chicken legs before and the syntactic structure of line 03 provide resources for Lun to offer the anticipatory completion to Qian's incomplete TCU.

The collaborative constructed syntactic unit is the predicate of the simple declarative sentence with a zero subject. The syntactic structure of the CCT is schematically represented as follows:
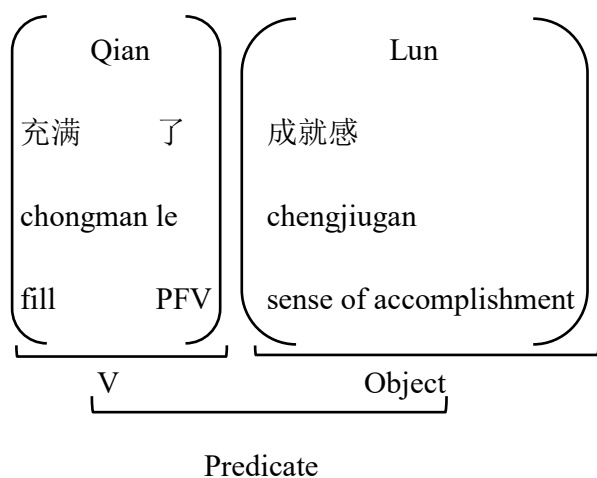
'(I'm) filled with sense of accomplishment.'

The subject of this sentence is zero subject *wo* "I" referring to Qian herself. The predicate consists of a verb, which is *chongmanle* 'filled with' produced by Qian, and the object the NP *chengjiugan* 'sense of accomplishement' which is collaboratively produced by Lun.

The following excerpt also demonstrates the CCT as an informing of participant's affective stance. Three participants, Rui, Huang, and Lan, are cooking and chatting in the kitchen. Prior to the interaction demonstrated in Excerpt 4.3f, they are talking about finding a job as a teacher in Shenzhen, a major city in southern China. *Nali* 'there' in line 06 and *na'r* 'there' in line 07 both refer to Shenzhen.

Excerpt 4.3f RAW_BJ_R08_FMF_20180625_V_ZO02 2219

06   Lan   我 到时候　也去　那里 去:;

wo daoshihou　ye　qu nali　qu:;

I　by the time also go there to

'By the time I will also go there (Shenzhen) to...'

07   秋招　　　　　的　　时候　去那儿 招聘;

qiuzhao　　　　de　　shihou qu na'r　zhaopin;

autumn job fair ASSC time　　go there apply

'In autumn job fair, (I will) go there (Shenzhen) to apply.'

08   (0.5)

09   [去 去 体验　　　一 下;

[qu qu tiyan　　　yi　xia;

[go go experience one CL

['To, to gain some experience.'

10   Huang   [我 还,

[wo hai,

[I　still

['I still...'

11   (0.4)

12   但是;

dashi;

but

'But...'

13   我 我 我 觉得 是 挺　　 好　 的;

wo wo wo juede SHI ting hao de;

I I I feel be kind of good PRT

'I, I, I think it IS pretty good.'

14→   但是　 又　 觉得;

danshi you juede;

but also feel

'But (I) also feel (I)...'

15→ Lan 不　喜欢;

bu　xihuan;

NG like

'don't like (it).'

16 Huang 自己 不　适合　　做　老师;

ziji　　bu　shihe　　zuo laoshi;

self　NG suitable do　teacher

'(I'm) not suitable to be a teacher.'

17 Lan ((nodding))

18   嗯;

en;

mm

'Mm.'

In lines 06 to 09 Lan announces that she will try to apply for a teaching job in Shenzhen at

the autumn job fair. Then, in line 12, Huang produces an adversative conjunction *danshi* 'but',

which indicates the current turn is expressing counterviews. However, Huang aborts her TCU-in-

progress in line 12 and performs a self-repair (line 13). Huang's self-repair changes the projected

trajectory of the TUC-in-progress and displays agreement with Lan by saying "I think it IS pretty

good" (line 13). Then in line 14 she resumes the suspended TCU in line 12 by repeating *danshi*

'but'. However, Huang's TCU-in-progress in line 14 is not syntactically complete. In line 15 Lan

offers a completion to Huang's TCU. In line 13 Huang expresses positive evaluative stance

towards finding a teaching job in Shenzhen at the job fair. However, the *danshi* 'but' in the

beginning of line 14 indicates that the ongoing TCU expresses meaning opposed to line 13. In

line 15 Lan collaboratively completes Huang's incomplete TCU by producing the affective

expression buxihuan "don't like (it)" and endorses Huang's projected affective stance.

The collaboratively constructed syntactic unit is a complex clause with an objective clause.

Huang produces the conjunction *danshi* 'but', the adverb *you* 'also', and a verb *juede* 'feel'. Lan

produces an objective clause *buxihuan* 'don't like (it)', which completes the TCU initiated by

Huang. The syntactic structure of the CCT is schematically represented as follows:

```
              Huang                          Lan

但是      ∅        又      觉得        ∅   不 喜欢

danshi    ∅        you    juede       ∅   bu  xihuan

but       ∅        also   feel        ∅   NG like


conj      ↓              adverb  V        objective clause

      null subject          predicate
```
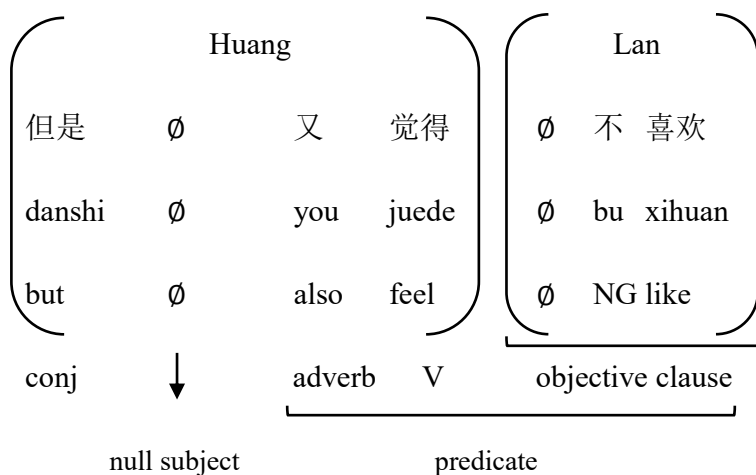
'But (I) also feel (I) don't like (it).'

This section examined the type of CCT which accomplishes informings that express a speaker's affective stance. As demonstrated in Excerpts 4.3e (lines 03 and 05) and 4.3f (lines 14 and 15), the informers' turns expressing his/her affective stances are conveyed during the sequences and the recipients collaboratively complete the informings to affiliate with the speakers' stance.

4.3.5 Summary

This section discusses three different types of CCTs used to complete three types of informings: reports on past events, informings about participants' future plans, informings about participants' affective stance. The three types of collaboratively constructed informings have one commonality: the information is already known to the recipient before the informings are initiated. When the CCT that accomplishes informing occurs in the middle of storytellings, as in Section 4.3.2, the story recipients either share the common ground knowledge with the storytellers (Excerpt 4.3a), or the storytellers have delivered the information during the courses of

storytellings (Excerpt 4.3b). Section 4.3.3 demonstrates how a CCT can accomplish the informing of participants' future plans. This CCT happens when the speakers' plans are already mentioned during or prior to the sequences. Section 4.3.4 discusses the collaboratively constructed informings of participants' affective stance. The recipient may collaboratively complete the speaker's informings to endorse the speakers' affective stances. The speakers' stances are known to the recipients before the informings are initiated.

4.4 Collaborative Construction of TCUs in Question-Answer Sequences

This section discusses the collaborative construction of TCUs in question-answer sequences. Section 4.4.1 introduces question-answer sequences and the syntactic characteristics of interrogatives in Mandarin. Section 4.4.2 explores the collaborative construction of TCUs in responsive turns by participants other than the questioners. Section 4.4.3 discusses the collaborative construction of TUCs in responsive turns by the questioners and addressed recipients. Section 4.4.4 examines collaborative construction of a question-answer sequence by two participants. Section 4.4.5 summarizes the findings in this section.

4.4.1 Question-answer sequences in daily conversation

Question-answer sequence, also known as question-answer adjacency pair (Sacks, 1992; Schegloff, 2007), refers to the sequence of actions in which one party of conversation requests information in the first pair part (FPP), and another party provides information in the second pair part (SPP) (Schegloff, 2007: 13). Previous research on question-answer sequence mainly focuses on the FPPs in the form of interrogatives (Sacks, 1992a; Schegloff, 2007; Thompson, Couper-

Kuhlen and Fox, 2015). There are four types of interrogatives in Mandarin Chinese: (1) question-word interrogative, (2) disjunctive interrogative, (3) tag interrogative and (4) particle interrogative (Li and Thompson, 1981)[4]. In addition to interrogatives, speakers also seek information using other syntactic forms, such as declarative (Heritage, 2012c), and syntactically incomplete utterance (Persson, 2017).

CCTs in question-answer sequences are accomplished in three ways in the data. First, two recipients collaboratively construct the SPP of the sequence. Second, a recipient and the questioner collaboratively construct the SPP of the sequence. Third, two participants collaboratively construct a question-answer sequence. That is, the questioner uses a syntactically incomplete TCU to solicit information, and the question-addressed recipient answers the question by collaboratively completing the TCU.

4.4.2 Participants other than the questioners collaboratively construct the answers

In the data, when a participant asks a question in multi-party conversation, other participants are observed to collaboratively construct the answer. The two participants who collaboratively construct the answer have more or less equal epistemic access to the referent.

In the following interaction, Tian (female), Hui (female), Jie (female) and Bo (male) are having a house-warming party at Tian's new apartment. Bo and Hui have never been to Tian's new apartment before. Jie has been to Tian's apartment multiple times. Prior to this interaction, Tian is showing Hui and Bo her bedroom, and Jie is with them.

---

[4] Li and Thompson (1981) classify Chinese interrogatives into four types, and term then as question-word question, disjunctive question, tag question, and particle question. In order to distinguish the difference between questions and interrogatives, this section modifies the terms to question-word interrogative, disjunctive interrogative, tag interrogative and particle interrogative.

Excerpt 4.4a RAW_WH_R28_FFFFMM_20180602_V_ZO01 0455

01   Tian   你 觉得 这个 地方 遮起来 怎么样;

ni juede zhege defang zheqilai zenmeyang;

you feel this place cover what

'How do you think about covering this place.'

02   (1.5)

03   Hui   好 多 了 嘞;

hao duo le lei;

good more PFV PRT

'Much better.'

04   Bo   里面 是 个 衣柜 吗-

limian shi ge yigui ma-

inside be CL wardrobe PRT

'Is it a wardrobe inside?'

05→   Tian   里面 是;

limian shi;

inside be

'Inside is...'

06→   Jie   衣帽间;

yimaojian;

closet

'(a) closet.'

Bo's question in line 04 is in the form of a polar interrogative. Tian responds to Bo's question by partially repeating the question in line 05. In Mandarin, repeats or partial repeats are the common responses to polar questions (Xie, 2016: 34). But Tian's TCU is not finished in line 05. Jie offers a completion to Tian's TCU (line 06). The response collaboratively constructed by Tian and Jie in lines 05 and 06 disaffirms Bo's assumption that it is a closet behind the curtain. Here, Tian and Jie both have the knowledge of the referent.

The CCT, in this case, is a simple declarative sentence. The syntactic structure of the CCT is schematically represented as follows.

Tian		Jie
里面	是	衣帽间
limian	shi	yimaojian
inside	be	closet

subject　　　　　predicate　　　　copula verb　　complement

'Inside is (a) closet.'
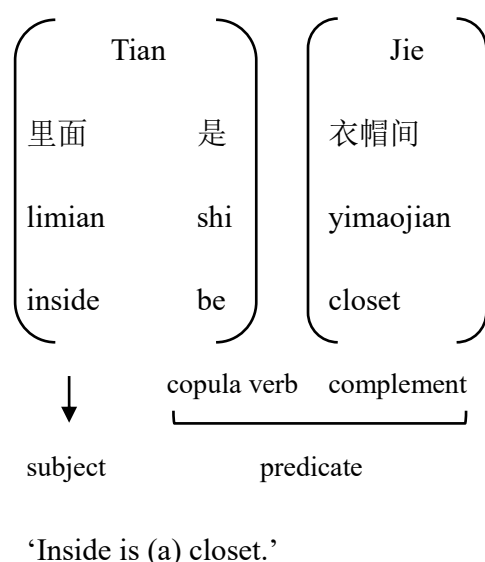
Tian's utterance (line 05) consists of the subject *limian* 'inside' and the copula verb *shi* 'be'. Jie's utterance (line 06) is a noun phrase that functions as the complement.

Excerpt 4.4b is another case in point. In this interaction, two female participants Huang and Lan, and a male participant Rui are having lunch together. Prior to this sequence Huang and Rui talk about their common friend Jiaxuan (line 01). Jiaxuan is mentioned by Rui and Huang several

times during the lunch.

Excerpt 4.4b RAW_BJ_R08_FMF_20180625_V_ZO08 2352

01   Huang   我 觉得 稼轩   真 的;

wo juede jiaxuan   zhende;

I   feel   ((NAME)) really

'I feel Jiaxuan, really,'

02   感觉 他 是 一 个 特别 美好   的   人;

ganjue ta shi yi ge tebie meihao de   ren;

feel   he be one CL very fantastic ASSC person

'(I) feel he is a very fantastic person.'

03   但是 嗯:::-

danshi en:::-

but   mm

'But um mm...'

04   ((click))

05   (1.5)

06   嗯-

en-

mm

'Mm.'

07   (2.3)

08   但是 有的时候 觉得 他-

danshi youdeshihou juede ta-

but   sometimes   feel   he

'But sometimes (I) feel he...'

09   (0.5)

10   不 是 一 个 生活 中 会 存在 的 人;

bu shi yi ge shenghuo zhong hui cunzai de ren;

NG be one CL life   in   will exist   ASSC person

'is not someone who will exist in real life.'
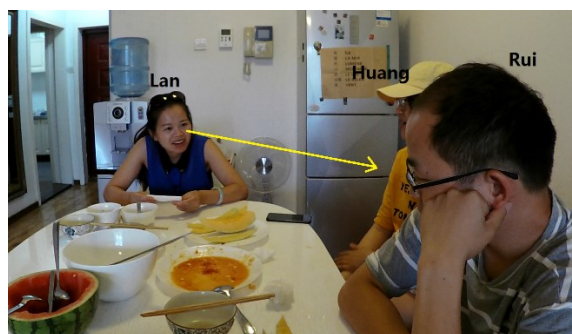
Figure 9 Lan gazes at Rui in line 11

11   Lan   为啥;

weisha;

why

'Why?'

12→   Huang   就 是 他 很多 生活 的 细节 上面 他 都-

jiu shi ta henduo shenghuo de xijie shangmian ta dou-

just be he many life   ASSC detail regard   he all

'I mean, regarding many details in his life, he just...'

13		(0.5)
14→	Rui	不 在乎;
		bu zaihu;
		NG care
		'doesn't care.'
15	Lan	不 在意 啊-
		bu zaiyi a-
		NG care PRT
		'doesn't care.'

Huang makes two assessments about Jiaxuan in lines 01 to 10: Jiaxuan is a fantastic person (lines 01 to 02), and also quite unrealistic (lines 08 to 10). Huang's assessment shows that she has epistemic access to the referent person (Pomerantz, 1984). Then Lan initiates a repair in line 11 with a question word *weisha* 'why'. Lan's repair initiation shows that she has problems understanding Huang's prior talk (line 10). However, while asking the question, Lan visually selects Rui to answer the question by gazing at him (line 11, Figure 9). Lan's gaze indicates that she considers Rui as a knowing participant to the referent. In line 12 Huang produces the repair. But Huang's TCU-in-progress is not syntactically finished. After a 0.5-second pause (line 13), Rui offers a completion of Huang's TUC-in-progress in line 14. This excerpt shows that a response can be collaboratively constructed by two participants with more or less equal epistemic authority over the referent.

Here, Huang and Rui collaboratively construct a clause. In line 12, *jiushi* 'just be/I mean'

functions as a discourse marker. And *ta henduo shenhuo de xijie shangmain* 'regarding many details in his life' is an adjunct. So the structure of the CCT is schematically represented as follows.

```
  ⎛  Huang      ⎞ ⎛  Rui              ⎞
  ⎜  他    都   ⎟ ⎜  不 在乎    ∅    ⎟
  ⎜  ta   dou   ⎟ ⎜  bu  zaihu   ∅    ⎟
  ⎝  he   all   ⎠ ⎝  NG care     ∅    ⎠
       ↓           └─────────────────┘
                   verb phrase   null object

   subject              predicate
```
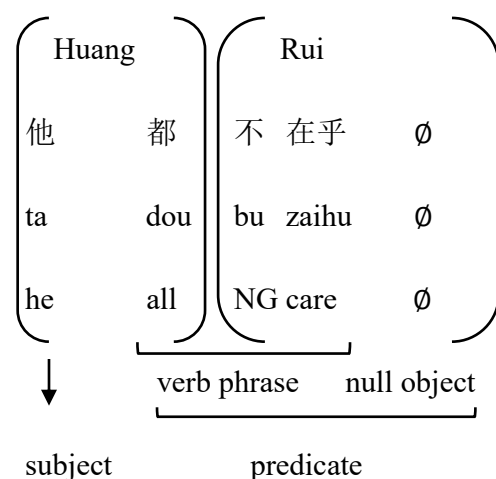
'he just doesn't care.'

This clause consists of a subject *ta* 'he', a verb phrase *bu zaihu* 'doesn't care' modified by adverb *dou* 'all', and a null object (elliptical object of *zaihu* 'care'). Huang produces the subject *ta* 'he' and the adverb *dou* 'all'. Lan collaboratively completes the TCU by offering the verb *buzaihu* 'doesn't care'.

This section examines the collaborative construction of answers in question-answer sequences. This type of CCT involves three participants: one questioner, and two answerers. The two answerers collaboratively construct the response to the prior question. Both answerers have more or less equal epistemic access to the referent event in the questions.

4.4.3 Questioners and recipients collaboratively construct the answers

The second type of collaboratively constructed response involves two participants, the questioner and the addressed recipient. The addressed recipient initiates the answer, and the questioner completes the answer. Through completing the answer, the questioner is not doing the action of answering the question, but seeking confirmation by showing his or her "best guess" (Stivers, 2010; Raymond, 2010) of the answer.

The following interaction is taken from the same interaction of the house warming party as Excerpt 4.4a. Tian is showing Hui a cabinet in the washroom. The word *zhege dongxi* 'this thing' in line 14 refers to the cabinet. Prior to the sequence, Tian tells Hui that the cabinet is bought from IKEA, and it's difficult to install.

Excerpt 4.4c RAW_WH_R28_FFFFMM_20180602_V_ZO01 1958

12	Tian	[超:级 折磨 人;
		[chao:ji zhemo ren;
		[super torment people
		['(It) was a torment.'

13	Hui	[天 哪;
		[tian na;
		[god PRT
		['My God.'

14	Tian	所以 你们 要 买 这个 东西 的话
		suoyi nimen yao mai zhege dongxi dehua
		so you need buy this thing if

最好　还　是　付　那个百分之　二十　的　　　那个;

zuihao hai shi fu   nage baifenzhi ershi   de   nage;

better   still be pay that   percent   twenty ASSC that

'So if you need to buy this thing, (you'd) better pay that twenty

percent of...'

15	Hui	那[个 什么　　安装　　　费;

na[ge shenme anzhuang   fei;

th [at what   installation fee

'that installation fee.'

16	Tian	[安装　　　费;

[anzhuang   fei;

[installation fee

['installation fee.'

17		(0.6)

18	Tian	会　好　　很多;

hui hao   henduo;

will good a lot

'(That) will be much better.'

19		(0.5)

20	Hui	你　装　　　了　多　久　啊;

ni   zhuang le   duo jiu   a;

you install   PFV how long PRT

'How long it took you to install (it)?'

21   (1.5)

22→ Tian   装   了:;

zhuang le:;

install PFV

'(I) installed (it) for...'

23→ Hui   一   整   [天;

yi   zheng [tian;

one whole [day

'a whole day.'

24   Tian   [一 天 一 夜;

[yi   tian yi   ye;

[one day one night

['a day and a night.'

25   (0.3)

26   也 不 是 一 夜   啦;

ye bu shi yi ye   la;

also NG be one night PRT

'Not exactly a night.'

27   到   十二   点钟;

dao   shier   dianzhong;

untill twelve o'clock

'Until twelve o'clock.'

In line 12 Tian makes an assessment about the difficulty in installing the cabinet. In lines 14 to 18, she suggests that Hui should pay for the installation instead of doing it herself. In line 20 Hui asks Tian how long it took Tian to install the cabinet. After a 1.5-second pause (line 21), Tian initiates the response to Hui's question in line 22. Tian's responsive turn in line 22 is not syntactically complete. In line 23 Hui collaboratively completes the TCU to makes her "best guess" of Tian's response. That is, it took Tian a whole day to install the cabinet. Line 24 is Tian's own alternative completion to Hui's incomplete TCU. Then in lines 26 and 27, Tian further provides more details about how long it took her to install the cabinet.

The CCT in this excerpt is a simple declarative sentence with a null subject and a null object. The syntactic structure of this collaboratively constructed sentence is "null subject (I) + verb (*zhuangle* 'installed') + null object (cabinet) + adverbial (*yizhengtian* 'a whole day')". The verb phrase is produced by Tian, and the adverbial is produced by Hui. The syntactic structure of the CCT is schematically represented as follows.

	Tian		Hui
Ø	装　了	Ø	一　整　天
Ø	zhuang le	Ø	yi　zheng tian
Ø	install PFV	Ø	one whole day
null subject	VP	null object	adverbial
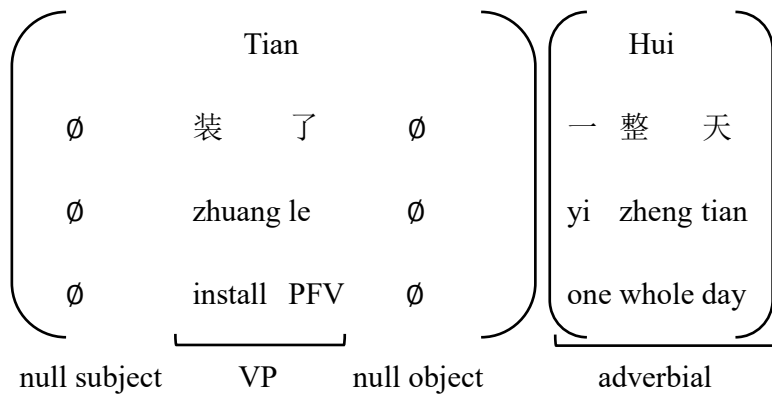
'(I) installed (it) for a whole day.'

The following excerpt is another case in point. Excerpt 4.4d is taken from the same interaction as Excerpt 4.4b. Huang (female), Lan (female) and Rui (male) are chatting after just finishing lunch together. Huang tells Lan and Rui that she has problems falling asleep recently, because she is thinking too much (lines 01 and 04).

Excerpt 4.4d RAW_BJ_R08_FMF_20180625_V_ZO08 1100

01   Huang   我 又;

                   wo you;

                   I   again

                   'I, again...'

02   就 是 我 最近   觉得 我 作息 又   特别 差;

                   jiu shi wo zuijin   juede wo zuoxi   you   tebie cha;

                   just be I   recently feel   I   resting again very bad

                   'I just feel recently my resting becomes very bad again.'

03   作?

                   zuo?

                   re(sting)

                   'Re-'

04   我 觉得 我 现在   (.)就 是 思虑   过多

                   wo juede wo xianzai (.)jiu shi silv   guoduo

                   I   feel   I   now   (.)just be thinking too much

晚上　　睡　不好;

wansahng shui　bu hao

night　　sleep NG good

'I just feel I'm thinking too much recently so I can't sleep well in

the night.'

05　　Lan　　你 想　啥;

ni　xiang sha;

you think　what

'What are you thinking?'

06　　　　　(0.5)

07　　Huang　就 想　很多;

jiu　xiang henduo;

just think　a lot

'(I) just think a lot.'

08　　　　　就 是 (.)一到 晚上　　就 睡着　的　　时候

jiu　shi (.)yidao wanshang jiu　shuizhao de　　shihou

just be (.)until　night　　just asleep　ASSC time

就　开始;

jiu　kaishi;

just start

'Just like, in the night when (I'm) going to sleep, (I) start to...'

09　　　　　想　很多　(.)潜意识　　里的　内容;

82

xiang henduo (.)qianyishi   li   de   neirong;

think a lot   (.)subconscious in ASSC content

'Think about a lot of things in my subconscious.'

10→   但是 很多   东西   都 是 (.)白天   的   时候 就;

danshi henduo dongxi dou shi (.)baitian de   shihou jiu;

but   a lot   things all be (.)daytime ASSC time   just

'But a lot of things are all like, during the daytime (I)...'

11→   Lan   懒得 想;

lande xiang;

tired think

'won't think.'

12   Huang   不 会 想   的;

bu hui xiang de;

GN will think PRT

'not going to think.'

13   Rui   哦;

o;

oh

'Oh.'

Lan's question "what are you thinking about" in line 05 is a "telling question" (Thompson,

Couper-Kuhlen and Fox, 2015: 20). By using the question word *sha* 'what', Lan seeks detailed

descriptions of Huang's thoughts. Huang produces a multi-unit turn as the response to Lan's telling question in lines 07 to 10. In lines 08 to 09, Huang mentions that she usually thinks before goes to sleep. Then in line 10, she starts the TCU with an adversative conjunction *danshi* 'but', which projects that line 10 is opposite to lines 08 to 09. Huang's TCU-in-progress in line 10 is syntactically incomplete. Lan completes Huang's TCU in line 11. Similar to Excerpt 4.4c, the referent information about the question is not in Lan's epistemic domain. Through completing Huang's TCU, Lan is showing her "best guess" to Huang's answer.

The CCT is a complex sentence with a "subject-predicate structure as predicate" (*主谓谓语句/zhuwei weiyu ju*) (Li, 1982). Here, I focus on the immediate clause in which the CCT occurs. The syntactic structure of the CCT is schematically represented as follows.

	Huang				Lan	
Ø	白天	的	时候	就	懒得	想
Ø	baitian	de	shihou	jiu	lande	xiang
Ø	day	ASSC	time	just	tired	think
null subject	adverbial				predicate	

'during the day (I) won't think.'

Huang's utterance consists of a null subject, then an adverbial *baitian de shihou* 'during the day' and an adverb *jiu* 'just'; Lan completes the sentence by offering a verb phrase *landexiang* 'won't think'.

In this section, I discuss the type of CCTs in which questioners and addressed recipients

collaboratively construct the SPPs of question-answer sequences. By completing the answer, the questioners are not "answering" the questions, but "assuming" the answers to the questions.

4.4.4 Questioners and recipients collaboratively construct question-answer sequences

This section examines the use of CCTs in which one speaker uses a syntactically incomplete TCU to ask a question, and another speaker answers the question by completing the TCU. When used to solicit information, the syntactically incomplete TCUs are "pragmatically complete and possible to respond to" (Persson, 2017: 228).

The following excerpt exemplifies a CCT as a question-answer sequence. This excerpt is taken from the same interaction as Excerpts 4.4a and 4.4c. Hui and Jie are both pregnant. They are talking about the Chinese zodiac signs of their babies. The third person singular pronoun *ta* 'he' in line 17 refers to Hui's husband Bo, who is sitting beside them.

Excerpt 4.4e RAW_WH_R28_FFFFMM_20180602_V_CAN04 0350

14	Hui	我 之前 还 说-
		wo zhiqian hai shuo-
		I before again say
		'Earlier I was thinking...'
15		要是 生 个 猪 宝宝 的话;
		yaoshi sheng ge zhu baobao dehua;
		if give birth CL pig baby if
		'if I give birth to a baby with the Pig sign.'

16   Jie   嗯;

en;

mm

'Mm.'

17   Hui   我 的   (.)我 的   生肖   他 生肖   再   加   猪;

wo de   (.)wo de   shengxiao ta   shengxiao zai   jia   zhu;

I   ASSC (.)I   ASSC zodiac sign 3SG zodiac sign again plus pig

'My, my zodiac sign, his (my husband's) zodiac sign and the Pig...'

18   三   个 就 还 蛮   合   的;

san   ge jiu hai man   he   de;

three CL just still kind of compatible PRT

'these three (signs) are kind of compatible.'

19   Jie   哦:;

o:;

oh

'Oh.'

20   (2.7)

21→   你 是 属:;

ni   shi shu:;

you be belong to

'You are a...'

22→   Hui   羊   的;=

yang de;=

sheep PRT=

'Sheep.'

23   Jie   =羊   的;

=yang de;

=sheep PRT

='sheep.'

    In lines 14 to 18 Hui mentions that it would be great if she would have a baby in the year of the Pig, because Hui believes that the Pig sign is compatible with her and Bo's signs (lines 17 to 18). But she doesn't clarify which zodiac signs she and Bo have. Then after a 2.7-second pause (line 20), Jie produces a syntactically incomplete utterance in line 21 to ask about Hui's zodiac sign. In line 22 Hui offers a completion to it. The syntactic structure of the CCT is schematically represented as follows.

	Jie		Hui	
你	是	属	羊	的
ni	shi	shu	yang	de
you	PRT	belong to	sheep	PRT
	copula verb		complement	

subject   predicate
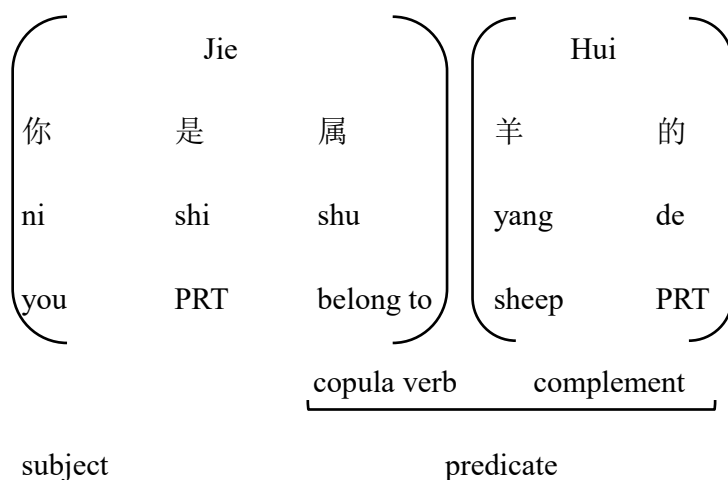
'You are a Sheep.'

In this sentence, *shi* and *de* are structural particles, and together they form a *shi...de* structure, marking assertiveness (Li and Thompson, 1981: 587). Jie's TCU (line 21) contains a second person singular pronoun *ni* 'you' as the subject, the copula verb *shu* 'belong to'. Hui completes Jie TCU by offering a noun *yang* 'sheep' as a complement in line 22.

Jie's incomplete TCU in line 21 indicates that the referent is within Hui's epistemic domain. In line 22, Hui immediately offers a completion to Jie's incomplete TCU. Hui's response in line 22 shows that she recognizes that the action performed through line 21 is a request for information. In this question-answer sequence, Jie uses the syntactically incomplete TCU to solicit information from Hui, and Hui offers the requested information by completing the syntactically incomplete utterance.

Excerpt 4.4f is another case in point. Excerpt 4.4f is taken from a conversation between two university students: Yu (female) and Zu (male). They are talking about the rental prices of apartments in different places in Shanghai. Yu appears to be very familiar with the apartments' rental prices and how to find a good apartment in Shanghai.

Excerpt 4.4f RAW_SH_R01_FM_20180608_V_ZO01 0806

13	Yu	惠南	的话 大概 一 个 房间 也就 一 千 左右;
		huinan	dehua dagai yi ge fangjian yejiu yi qian zuoyou;
		((NAME)) if	about one CL room only one thousand about
			'In Huinan, one room is just about one thousand (yuan per month).'

| 14 | Zu | 惠南 (.)一 个 房间 (.)一 千 左 [右; |

huinan (.)yi ge fangjian (.)yi qian   zuo[you;

NAME (.)one CL room   (.)one thousand ab [out

'In Huinan, one thousand for a room.'

15   Yu   [对;

                                                      [dui;

                                                      [right

                                                      ['Right.'

((15 lines omitted regarding Yu's talk about rental prices in other areas of

Shanghai, and how to find a room with reasonable price))

31   Yu   你 要 交   中 [介费 不 合算;

      ni   yao jiao   zhon[jiefei bu hesuan;

      you need pay   ag   [ent fee NG worthy

      'You need to pay the agent fee, that's not worthy it.'

32   Zu   [你 说的 那 种   一 千   多   的

                            [ni   shuode nei zhong yi   qian   duo de

                            [you say   that type   one thousand more NOM

      那 种   是;

       nei zhong shi;

      that type   be

      'That over-one-thousand-type you were talking about is...'

33   一 千;

      yi qian;

one thousand

'One thousand...'

34→ 　　　就　是　一　千　　　左右　的　　那　种　　是;

jiu　shi　yi　qian　　　zuoyou de　　nei　zhong shi;

just be　one thousand about　NOM that type　be

'I mean, that about-one-thousand-pre-month type is...'

Figure 10a　　　　　　　**Figure 10b**

Zu leans forward at the beginning of line 33 (10a) and returns to home position at the end of line 34 (10b)

35→　Yu　　一　个 (.)一　个 房间;

yi　ge　(.)yi　ge fangjian;

one CL (.)one CL room

'single, single-room.'
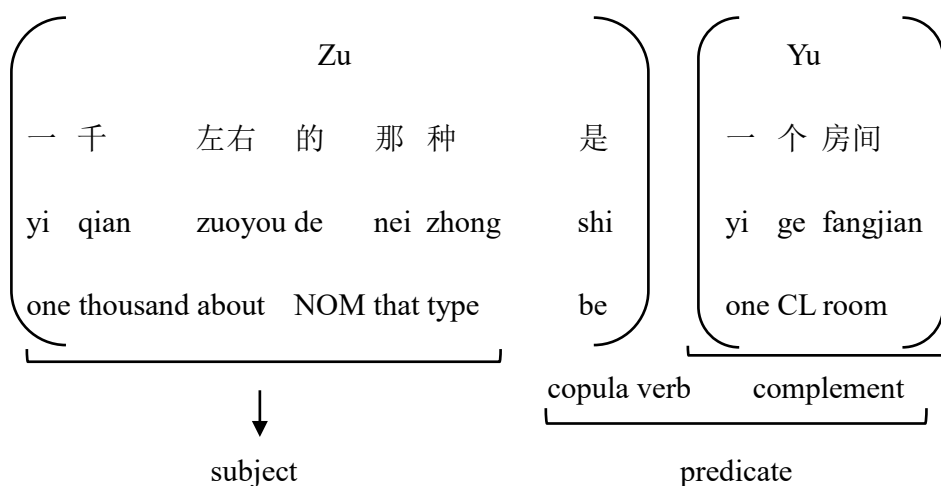
36　　　　　就　是　单:独　的　　一　个　单间;

jiu　shi dan:du de　　yi　ge danjian;

just be　alone　ASSC one CL bachelor

'just a single bachelor.'

In line 13 Yu tells Zu that the rental price at Huinan (a district in Shanghai) is about one thousand yuan per month. In line 14 Zu displays her understanding of Yu's telling by repeating the information provided by Yu (Sacks, 1992b: 141). In lines 32 to 34 Zu's TCU-in-progress is syntactically incomplete. It is used to solicit information about the type of room from Yu. Note that lines 32 to 34 involve self-repair. In line 32 Zu uses *neizhong yiqian duo de* 'that over-one-thousand-type' to refer to the rooms, but he reformulates it to *yiqian zuoyou de naizhong* 'those about-one-thousand type' in line 34. The word *jiushi* 'just be/which means' at the beginning of line 34 is a reformulation marker (Shi and Hu, 2013) that marks Zu's self-repair. When producing line 33, Zu's torso leans forward and returns to home position at the end of line 34 (Figures 10a and 10b). As described by Li (2014), leaning may accompany intervening question, pursing response from the recipient. Here, Zu's torso lean is a bodily-visual means to pursue a response from Yu. Yu responds to Zu's question in line 35, which also completes Zu's TCU.

The TCU collaboratively constructed by Zu and Yu is a simple declarative sentence, with a noun phrase as the subject, a copula verb *shi* 'be' and a noun phrase as complement. Zu's utterance consists of the subject and the copula verb, and Yu produces the a complement. The syntactic structure of the CCT is schematically represented as follows.

Zu	Yu
一 千　　左右 的　那 种　　　是	一 个 房间
yi qian　zuoyou de　nei zhong　shi	yi ge fangjian
one thousand about　NOM that type　be	one CL room

subject →

copula verb　　complement

predicate

'(That) about-one-thousand-pre-month type is one-room.'

The excerpts in this section show that collaboratively constructed utterance can form a question-answer sequence. The speaker uses the incomplete syntax unit as a device to seek information from the recipient who has the epistemic access to the referent information being requested, and the recipient offers the requested information by collaboratively complete the syntactic structure.

4.4.5 Summary

This section discusses collaborative TCU construction in question-answer sequences. First, CCTs may occur in responsive positions of question-answer sequences. Section 4.4.2 discusses two recipients collaboratively construct the response of a question-answer sequence. Section 4.4.3 exemplifies the questioner collaboratively completes the response of a question-answer sequence. As discussed in Section 4.4.3, the questioner may offer completion to the answer. Different from the CCTs in Section 4.4.2, the questioners complete the answers to "assume the answer" of the questions. By offering the candidate answer, the questioners seek confirmations

from the question-addressed recipients. Second, question-answer sequences may also be

recognized as CCTs. Section 4.4.4 shows that one participant may initiate a syntactically

incomplete TCU to do seek information, and another recipient offers the information by

completing the TCU.

Chapter 5 Conclusions

This chapter summarizes the major findings of the study (Section 5.1), and discusses its

implications and limitations (Section 5.2).

5.1 Findings

This thesis explores collaborative construction of TCUs (CCTs) in Mandarin conversation.

Adopting the methodology of conversation analysis (CA), Interactional Linguistic (IL) and

Immediate Constituent (IC) analysis, this study addresses the following research questions: (1)

how are CCTs produced, and (2) what actions are accomplished by CCTs in Mandarin

conversation. The question of how CCTs are produced is investigated through analyzing the

syntactic structures of each collaboratively constructed TCU and the sequences where CCTs

occur in the data. It is observed that the syntactic structure of CCTs could be either simple

sentences or complex sentences. When CCT is a simple sentence, it commonly has the subject-

predicate structure (Excerpts 4.2b, 4.2c, 4.3e, 4.4c), or the copula-complement structure (Excerpts

4.2a, 4.2d, 4.3a, 4.4a, 4.4e, 4.4f). When CCT is in the subject-predicate structure, the first speaker

usually produces the subject, and the second speaker produces the predicate. When speakers

collaboratively construct a copula-complement structure, the subject and the copula verb is likely

produced by the first speaker, and the second speaker completes the syntax-in-progress by

offering the complement. When CCT is a complex sentence, it can be a two-part format sentence

(Excerpt 1c). That is, the first speaker produces the preliminary component, and the second

speaker produces the final component. Or it can be other types of complex sentences (Excerpts

4.3c, 4.3d, 4.3f, 4.4d). Other types of collaboratively constructed complex sentences do not seem

to have a consistent pattern of which participants produce which part of the sentences.

The actions accomplished by CCTs fall into three main types: assessment, informing, and (responses in) question-answer sequences. First, CCTs may accomplish summative assessments. A summative assessment usually occurs after extended sequences and functions as conclusions of the ongoing sequences.

The second type of action that CCTs may accomplish is informing. In the data, CCTs seem to be used to accomplish three specific types of informings: (1) informings of a past events; (2) informings of participants' future plans; (3) informings of participants' affective stance. CCTs that accomplish informings of past events often occur in storytelling sequences. When the storytellers exhibit trouble producing complete TCUs, the story-recipients may (or may not) offer completions to the ongoing TCUs to facilitate the progressivity of the storytellings. When speakers are informing the recipients about their future plans, and the plans are already mentioned prior to the informings, the recipients may (or may not) collaboratively complete the informings. CCTs as informings also happen when participants inform the recipients of their affective stance. In this case, the recipients may (or may not) collaboratively complete the informings to endorse the speakers' stance.

Finally, CCTs may also occur in question-answer sequences, and they are accomplished in three ways in the data. First, two participants collaboratively construct a second pair part (SPP) of a question-answer sequence. The SPP may collaboratively constructed by two recipients with more or less equal epistemic access to the referent information. Second, the SPP may be initiated by the question-addressed recipient, and collaboratively completed by the questioner. In this case, the questioner is not performing the action of "answering the question", but rather "assuming the

answer" to the question. Third, the questioner may use a syntactically incomplete TCU to solicit

information, and another speaker answers the question by offering completion to the TCU. In

addition, this study may contribute to the cross-linguistic research on how the grammar of a

language may be relevant to the construction of CCTs in different languages. For example, CCTs

that have compound structures are rarely found in the data of this study. Because Mandarin

speakers tend to use run-on sentences frequently in daily conversation instead of using complex

sentences with compound structures (Lü, 1999: 27). Run-on sentences are piled-up clauses

without any conjunctions (such as *yinwei… suoyi…* 'because… so…' or *ruguo… jiu…* 'if…

then…', etc.) connecting them (Lü, 1999: 27). Therefore, the components of run-on sentences

themselves have weak projectability of the syntactic structures of their following components.

Thus, the syntactic resources available for the participants to collaboratively construct TCUs in

Mandarin are different from those in English conversation.

5.2 Implications and Limitations

This study is significant in two ways. First, to my knowledge, this is the first study of

collaborative construction of TCUs in Mandarin conversation. Previous studies in CA and IL

have examined CCTs in languages such as English, Korean, Japanese and Finnish (Lerner, 1991;

Kim, 2002; Hayashi, 2003; Helasvuo, 2004). As mentioned by Lerner and Takagi (1999) and

Hayashi (1999), the syntactic characteristics of different languages may influence the production

of CCTs. Therefore, it is necessary to pay attention to how CCTs are produced in Mandarin

conversation. This study contributes to fill this gap by analyzing the syntactic structures of CCTs

in Mandarin conversation. Second, this study discusses the social actions accomplished by CCTs.

Previous research explores three main interactional functions of CCTs: displaying understanding, assisting word search, and soliciting information (Lerner, 1996; Szczepek, 2000b; Kim, 2002; Bolden, 2003; Mori and Hayashi, 2007; Persson, 2017). However, there is no systemic discussion of the social actions accomplished by CCTs. This study is the first to document the functions of CCTs in accomplishing different actions. In addition, this study may contribute to the cross-linguistic research on how the grammar of a language may be relevant to the construction of CCTs in different languages. For example, CCTs that have compound structures are rarely found in the data of this study. Because Mandarin speakers tend to use run-on sentences frequently in daily conversation instead of using complex sentences with compound structures (Lü, 1999: 27). Run-on sentences are plied-up clauses without any conjunctions to connect them (Lü, 1999: 27). Therefore, the components of run-on sentences themselves have weak syntactic projectability of their following components. Thus, the syntactic resources available for the participants to collaboratively construct a TCU in Mandarin are different from those in English conversation.

This study has two main limitations. First, it analyzes the syntactic structures of each collaboratively constructed TCU, but is does not focus on revealing any syntactic patterns of CCTs in Mandarin conversation. Since this study focuses on the social-interactional usages of CCTs, the general syntactic patterns of CCTs is not explored in depth in the analysis. Second, the study mainly focuses on the surface syntactic features of CCTs and the actions they accomplish. Due to the scope of the study, the prosodic and bodily-visual features in the production of CCTs have not been systematically addressed. The bodily-visual movements are only mentioned when they become relevant to understanding the sequences, which does not necessarily contribute to examining how CCTs are produced. The two limitations of this thesis provide potential research

topics for future studies on CCTs in Mandarin conversation.

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Appendix A

Transcript Symbols

The transcription system in this study is mainly based on GAT-2 (Selting et al, 2011) with modification by Li (2014).

Symbol	Meaning
[ ]	Overlap
=	Latching
(.)	Micro-pause
(1.0)	Pause duration in seconds and tenth second
((laughing))	Description of laughter
:	Segment lengthening
.h,.hh,.hhh	Breathing in, according to its duration
(XX)	Presumed wording
,	Rising pitch movement of intonation unit Level
-	pitch movement of intonation unit Falling pitch
;	movement of intonation unit
.	Low falling pitch movement of intonation unit
?	Cut-off by glottal closure

Appendix B

Glossing conventions

3SG	third person singular
ASSC	associative (de)
BA	a pretransitive marker (ba)
BEI	the passive coverb (bei)
CL	classifier
CRS	currently relevant state (le)
INT	interjections in speech
NEG	negatives (bu)
POSS	possessive (de)
PRT	particle
	question marker (ma)