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Repetition in Third Position in Chinese as a Second

Language (CSL) Tutoring Sessions

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摘要



本研究採用會話分析 (Conversation Analysis, CA) 為研究方法，探討以華語為第二語言輔導中，輔導老師和學生在 I-R-F 序列的第三位置中所展現的「重複他人 (Other-repetition)」行為。利用「華語口語互動微型語料庫」中的華語輔導錄影作為語料，共篩選出 120 個目標序列進行微觀分析，其中包含輔導老師啟動序列 97 筆，以及學生啟動序列 23 筆。分析結果顯示，在輔導老師啟動的序列中，老師分別運用「完全重複」、「部分重複」與「修正重複」三種結構來達成特定的教學目的，包含進行生詞教學的詞彙接力、確認並接受學生回答並提供其他說法、精準擷取回答中的核心訊息，以及透過調整詞彙難度或是示範完整的句子結構給學生。而在學生啟動的序列中，學生也會利用不同的結構來達到學習目的，學生的第三位置重複通常與詞彙詢問有關，學生利用完全重複展現對導師語音糾正的訊息接收，或在主動進行詞彙與概念詢問時，精準縮小並鎖定有疑問的地方，還有利用部分重複作為他人啟動的修補。此外，本研究進一步討論了第三位置與第四位置的合作，老師在第三位置的重複常轉化為公共互動資源，促使學生在第四位置主動延伸序列。同時，以華語為第二語言的輔導互動具有「教學面向」與「人際面向」並存的雙重特色。本研究填補了華語二語教學領域在第三位置重複行為研究上的不足，呈現了華語輔導中獨有的互動性與學習者主動性。

關鍵字：第三位置、重複行為、會話分析、課室言談、華語輔導

Abstract



This study adopts Conversation Analysis as its methodology to investigate the behavior of “other-repetition” exhibited by both tutors and tutees in the third position of the I-R-F sequence within the context of Chinese as a Second Language (CSL) tutoring. Utilizing video recordings of Chinese tutoring sessions from the “Mini-corpus of Spoken Mandarin Interaction” as research materials, a total of 120 target sequences were selected for micro-analysis, which includes 97 tutor-initiated sequences and 23 tutee-initiated sequences. The analysis reveals that in tutor-initiated sequences, tutors employ three distinct structures, full repetition, partial repetition, and modified repetition, to achieve specific pedagogical purposes. These purposes include conducting a vocabulary relay for vocabulary instruction, displaying acceptance of the tutee’s response while providing alternative expressions, precisely singling out the core element of the answer, and adjusting vocabulary difficulty or demonstrating full sentence structures for the student. On the other hand, in tutee-initiated sequences, the tutee also use different structures to achieve learning, and the tutee’s third-position repetition is typically associated with vocabulary inquiries. Tutees utilize full repetition to display the receipt of the tutor’s pronunciation assistance, precisely narrow down and focus on their source of confusion during active vocabulary and conceptual inquiries,



and employ partial repetition as an other-initiated repair strategy. Furthermore, this study discusses the collaboration between the third and fourth positions, showing that the tutor's repetition in the third position is frequently transformed into public interactional resources, prompting the tutee to voluntarily expand the sequence in the fourth position. At the same time, CSL tutoring interactions manifest a bi-layered feature where the pedagogical dimension and the interpersonal dimension co-exist. This study fills the gap in the field of CSL instruction regarding the research on third-position repetition behavior, illustrating the unique interactional flexibility and learner initiatives found within CSL tutoring sessions.

Keywords: Third position, Repetition, Conversation analysis, Classroom discourse, Chinese as a second language tutoring sessions

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Chapter 1 Introduction



Repetition, a way to say the same things what another person just said, is a phenomenon that people are interested in. However, repetition is not only special in the everyday talk. The classroom setting is no exception.

From Tennen (1987), repetition starts to be seen as an interesting expression rather than redundancy. Tennen (1987) claims that daily conversation is inherently poetic, establishing a direct connection between conversational and literary discourse.

Moreover, repetition is divided into two forms: self-repetition and allo-repetition.

Norrick (1987) also proposes that repetition is not an error, but a meaningful action in everyday conversation. Furthermore, Norrick (1987) categorizes repetition into second-speaker repetition and same-speaker repetition. From the perspectives of this study, the repetition that discussed is closer to allo-repetition and second-speaker repetition based on these two previous studies.

Later, more and more pieces of research try to discuss the functions of repetition. (Robinson, 2013; Xiong & Quan, 2019; Zhu, 2025; Machi, 2019; Cho, Park & Looney, 2024; Ko, 2023; Roh & Lee, 2018)

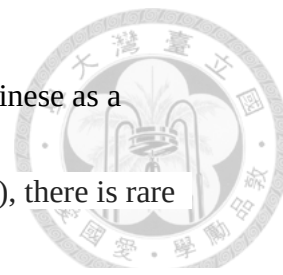


Conversation analysis, stemming from sociology, is a methodology that helps us to figure out the human interaction. According to the introduction by Goodwin & Heritage (1990), sentences and utterances cannot be analyzed without context. To make it more clear, to deal with the complexity of human interaction, the concept of interactional sequence becomes the analytic tool and innovation. Then, there is an elementary framework, which is an adjacency pair. (Goodwin & Heritage, 1990).

Schegloff & Sacks (1973) claim there are three features for an adjacency pair. The first feature is a pair should consist two utterance length. Secondly, two utterances should be in the adjacent position. The last one is that each utterance should be produced by different speakers.

In the classroom settings, the I-R-F sequence (Initiation-Response-Feedback) is the most prominent unit that researchers focus on. The teacher initiates a question. The students give the response. At last, differing to the natural conversation, the teacher gives feedback to the student's prior response. It is the "F" part interesting that many researches are related to it (Jung, 2017; Lee, 2007; Lee, 2008). This study aims to analyze the repetition in the third position.

Though many researchers use conversation analysis to analyze Chinese as a second/foreign language class (Ren, 2024; Jeong, 2024; Wang, 2024), there is rare research about third-position repetition in Chinese as a Second Language field. This is another motivation for this study.



In classroom discourse area, Sinclair & Coulthard (1975) claimed the I-R-F sequences. “I” means initiation. For example, the teacher makes an inquiry. “R” means response. For instance, the student responds the teacher’s question. The last one “F” is feedback. This one is the most flexible one. It includes correction, assessment or evaluation. This study aims to focus on the pattern below:

The first position -> initiation
The second position-> response
The third position -> feedback (repetition format)

Here is the example:

In this example excerpt, the tutor and the tutee are introducing themselves to each other at the beginning of the tutoring sessions. Below is the clip of the Chinese learning background inquiry.

Excerpt 01:

01 Tutor: 對 所以 我 有 兩隻 狗 然後
 dui suoyi wo you liang.zhi gou ranhou

		yes	so	1SG	have	two.CL	dog	then		
	02	常常	會	跟	牠們	一起	去			
		changchang	hui	gen	tamen	yiqi	qu			
		often	will	with	3PL	together	go			
	03	散步.								
		sanbu.								
		stroll								
		"Yes, so I have two dogs and I often go for a walk with them."								
	04	Nacy:	oh.							
			oh.							
			"oh!"							
T1->	05	Tuto:	那	你	學	中文	學	了	四年	
			na	ni	xue	Zhongwen	xue	le	si.nian	
			then	2SG	learn	Chinese	learn	PFV	four year	
	06		是	嗎?						
			shi	ma?						
			COP	Q						
			"Then you've learned Chinese for four years, is that right?"							
T2->	07	Nacy:	四年	((點頭))	, 大學	的	時候.			
			Si.nian	((nod))	daxue	de	shihou.			
			Four.year	((nod))	university	ASSOC	time			
			"Four years ((nodding)), when (I was) in university."							
T3->->	08	Tuto:	大學	的	時候.					
			daxue	de	shihou.					
			university	ASSOC	time					
			"when (you was) in university."							
	09	Nacy:	對.							
			dui							
			"Right."							
	10	Tuto:	那	你	現在	還	在	學	中文	嗎?
			Na	ni	xianzai	hai	zai	xue	Zhongwen	ma?
			then	2SG	now	still	PROG	learn	Chinese	Q
			"Then are you still learning Chinese now?"							

This demonstrated excerpt happens in the beginning of the tutoring session. The tutor and the tutee are not acquainted with each other. Hence, the tutor asks the tutee her Chinese learning background. In lines 05-06, the tutor starts to check whether the tutee has learned Chinese for four years. In line 07, the tutee gives an affirmative answer, and explains that she has learned Chinese since she studied in the university. In line 08, the third position, the tutor repeats what she just said. Hence, the line 08 is the target line to

analyze in this study, and lines 05-08 are the I-R-F sequence. Lines 05-06 stand for the “Initiation.” Line 07 is the “Response” part. Lastly, line 08 is the “Feedback” part.

In this study, the tutoring means the tutor prepares the teaching materials and the teaching plans in advance, and have a class with the tutee. Because they are paired randomly by the research team. The tutor and the tutee are unfamiliar to each other.

According to the above-mentioned research motivation, the following are the research questions of this study:

1. What is the relation between repetition formats and functions in third position?
2. What is the differences between tutor-initiated third-position repetition and tutee-initiated third-position repetition?
3. How does the collaboration of the third and fourth position shows the learner initiatives and classroom interactional competence?



Chapter 2 Literature review



After Sinclair & Coulthard (1975) started to talk about I-R-F structure, many researchers try to elaborate its influence, advantages and disadvantages. To establish its theoretical context, Chapter Two first examines the I-R-F sequence, the basic unit of classroom interaction. It then incorporates Lee (2007) and Jung (2017) to highlight the significance of re-evaluating the third position. Subsequently, it analyzes the functions of repetition in daily and educational discourse, before concluding with a review of counseling-related literature to define the study's connection to prior research.

2.1 I-R-F sequences

The researches about I-R-F sequences, especially using conversation analysis, aiming to discuss different aspects of this specific sequence.

Solem (2016) challenges the traditional teacher-led I-R-E sequence, claiming that in student-initiated sequences, students are no longer passive learners but active ones. Solem reveals that students utilize interrogative structures to project varying epistemic stances. There are two functions of interrogative structures students employ in the study. The first one is a basic request for clarification, showing a “less-knowing” position (K-). The other one is that interrogative structures serve as asserting

information while displaying a “more-knowing” position (K+). This strategic use of language allows students to negotiate the institutional epistemic asymmetry of the classroom. However, Solem (2016) only focuses on question-answer sequences, in this study, the third position is considered to broaden the research scope.

Waring (2011) tries to examine how adult ESL students show agency within and beyond the traditional teacher-led I-R-F sequence. In her findings, “learner initiatives” and the position are discussed at the same time. She attempts to show that even in the I-R-F sequences, students can still show initiatives and act as active roles in the language classroom.

While the aforementioned studies address the I-R-F sequence as a whole, the following review focuses specifically on previous research examining the first and second positions. The first position usually is the teacher asks the student a question. In this subfield, the researchers tend to discuss the questions that teachers elicit.

Brock (1986) investigates how the type of questions teachers ask influences the quality and complexity of student speech in English as a Second Language classroom. This study focuses on referential questions. Utilizing an experimental design, Brock (1986) finds that trained teachers ask more referential questions. As for students, they increase the length of sentences and the complexity of syntax. For pedagogical



implications, it indicates that referential questions force students to produce more outputs. These questions are closer to authentic communication because they are about students' personal experience. The connection to this study is that if the first position is initiated by the teacher by raising a question, the first position may influence the second position and even the third position. Hence, to analyze the third position, it is essential to take a closer look at the teacher's questions in the first position.

Generally speaking, when mentioning the second position, researchers often have deep interests in its responsive functions. Before saying the I-R-F sequence in the second position, first the second position in the daily conversation should be discussed first.

In the classroom settings, Tsai (2024) focuses on claims of insufficient knowledge (CIKs) by tutees and responses to CIKs by tutors in one-on-one Chinese tutoring. She finds two sequential patterns in which students will claim their insufficient knowledge: response to vocabulary checks and response to knowledge-sharing questions. Focus on Conversation Analysis and multimodality, Tsai (2024) finds that tutees use gaze aversion when they claim insufficient knowledge, and use smiles or laughter when they cannot answer to soften face-threatening situations.

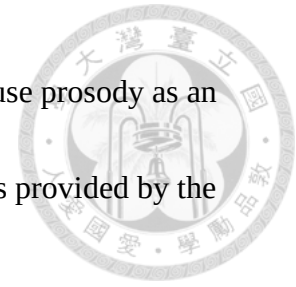
2.2 I-R-F sequences and third position



In the everyday conversation, adjacency pairs are the basic unit and received many notices. The adjacency pairs here are the first position and second position respectively. However, because of the I-R-F sequences, the basic unit in the classroom is the three-position unit. Comparing these two basic sequences, we can easily see that the third position becomes the extra position in the classroom. That is the reason why researchers often put a great emphasis on the third position in the classroom settings. Here is the researches that often discussed.

Hellermann (2003) uses the prosodic aspect to investigate the I-R-F sequence. In Hellermann's opinion, the I-R-F sequences are not monolithic in their usage in the real situation in the classroom. On the contrary, the I-R-F sequences indeed influence for students' participation and learning. In the study, Hellermann looks on the role of prosody in the third position in the I-R-F sequence. Prosody here is the representative of assessment for students' responses in the prior position. The dataset is 25 hours of recording from high schools in America. However, data in the study are only limited to teacher's repetition. There are two main findings. Firstly, the prosody plays as a cue for positive assessments. Evidences are from timing, pitch contour, and pitch level. Secondly, there are other interactional works teachers often do in the third position

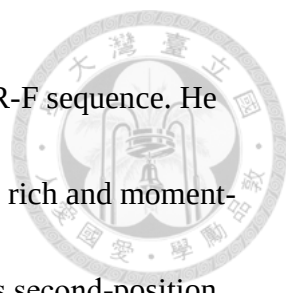
repetition except for the positive assessment function. The teachers use prosody as an acknowledgement, topic shift, and assessment to incomplete answers provided by the student in the third position repetition.



Li (2013) claims that the fourth position after the I-R-F sequence initiated by students may create a learning opportunity. However, they can also result in missed learning opportunities if the teacher fails to manage the contingency. In the example, the student challenged the pragmatics usage appropriateness of a translated sentence, shifting the classroom focus simultaneously. This challenge created a tension between the teacher's authority and the participants' epistemic statuses as L1 and L2 speakers of English and Chinese. Later, the teacher reclaimed her epistemic authority, bypassing a precious opportunity to discuss the different pragmatic forces of the Chinese word *yao* and the English *want* in making requests. Besides the importance of learning opportunities by students' initiation in the fourth position, Li (2013)'s study prompts us to rethink the value of student's fourth position.

2.3 Unlocking the Third Position

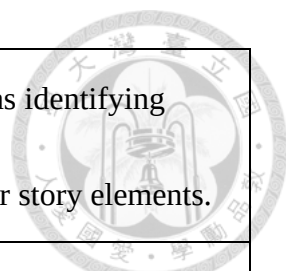
As research on the I-R-F sequence evolves, scholars are uncovering new functions for the third position. Lee (2007) offers a key investigation into this topic.



Lee (2007) revisits the third position in the classic classroom I-R-F sequence. He argues that the traditional label (Feedback or Evaluation) obscure the rich and moment-by-moment work teachers actually do when responding to a student's second-position answer. Because each turn makes a range of next actions "relevant" without determining which one will occur, the third position cannot be predicted from formal I-R-F sequence. Instead, it must be understood as a situated and reflexive response to what actually happened in the second position. Lee shows five recurring ways teachers' third turns display. The below table is the summary of the functions of the third position.

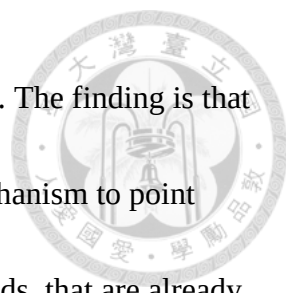
Table 1: The functions of the third position (summarized from Lee (2007))

Function	What the third position does
Parsing	Breaking an unanswered or complex initial question into smaller, more manageable sub-questions when students show silence.
Steering the sequence	Using successive third turns to guide students step-by-step toward an original



	pedagogical goal such as identifying grammar components or story elements.
Intimating answers	Turn the third position to the hint of the answer via changing prosody or using incomplete sentence structure or using repetition.
Discovering language learners in action	The third position reveals and acts upon the students' identity as language learners, including diagnosing vocabulary gaps or correcting a garbled word.
Class management	The third position gives the teacher the right to allocate turns, showing that even “authority” is a locally accomplished, turn-by-turn matter rather than a static structural fact.

While prior research on the third position focused heavily on pedagogical functions, Lee (2008) argued for a broader analytical scope. By examining yes-no

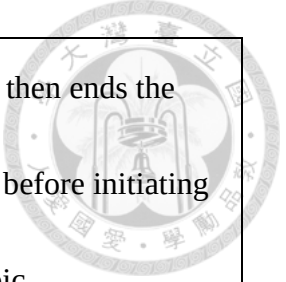


questions in the third position, Lee identified the following functions. The finding is that the teachers use third-position Yes No questions as a contingent mechanism to point students toward resources, including logic, prior statements, visual aids, that are already present in the local interactional context. Moreover, Lee (2008) shows how a third-position Yes No question acting on one student's response is used by the teacher to manage the entire class cohort's collective sense-making process. Thirdly, the teachers use Yes No questions as real time diagnosis to test what the students in whole class know in the moment.

Following the trajectory of Lee (2007), Jung (2017) uses the concepts of Lee (2007) to analyze the situation in the interaction of the writing center tutorials. The difference is that both the tutor and the tutee are non-native speakers. The table below is the findings of Jung (2017). Five functions are found in the study and three of them are link to Lee (2007)'s work.

Table 2: The functions of the third position (summarized from Jung (2017))

Function of Third Position	Category of Second Position	Description
Closing third	Relevant or successful student responses	The tutor accepts and compliments the correct



		response, then ends the sequence before initiating a new topic.
Sequence expansion with multiple questions		The tutor accepts the response but uses the third position to ask a series of further questions, steering the sequence toward a specific pedagogical goal instead of closing it
Reformulation of the first turn	Delayed or insufficient student responses	The tutor rephrases or “parses” the original question into smaller, more answerable units to elicit a response
Summary of the second position		The tutor repeats and reshapes the student’s own response in the second



		position, helping the student move toward a more adequate answer while steering the sequence
Provision of the second-position response		The tutor supplies the answer herself or heavily guides the student to it, rather than waiting an inadequate response.

Though following Lee (2007)'s concept, Jung (2017) also makes some slight adjustments and gaps to the research. When analyzing the functions of the third position, Jung (2017) looks at the second position first and categorizes the student's second position into relevant (or successful) student responses and delayed (or insufficient) student responses. After the categorization, five functions of the third position are claimed.

This study employs the concept of Lee (2007) and Jung (2017) to analyze the functions of the third position in classroom discourse. However, the boundary of this

study is that this study focuses on the Chinese as a second language tutoring session.

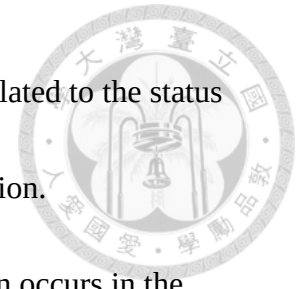
Moreover, though Jing (2017)'s research is also focus on one-on-one interaction in the classroom, the educational situation is about the writing center tutorial. In contrast, in this study, the tutoring sessions are the main situations.

2.4 Repetition in the daily conversation

For partial repetition, Robinson (2013) claims the important concept and findings. Robinson (2013) finds that the reason why partial questioning repeats may function differently. In the study, there are two types of epistemic-related conditions that influence the this kind of partial repeats. The first one is K+ action. When the recipient thinks the producer has knowledge to the repeated item, then the recipient considers the partial questioning repeat as disagreements. Two kinds of disagreements are summarized here: *pro forma* and serious disagreements. The former is related to ritualized disbelief or surprise, and the later is about the accuracy or appropriateness of what was said. The second one is K- action. When the recipient thinks the producer lacks knowledge to the repeated item, then the repeat is often considered as repair that is caused by the understanding or hearing problem.

Xiong & Quan (2019) do the research emphasize on repetition behavior. There are three types: full repetition without any other elements, repetition plus minimal response

tokens, and repetition plus rising intonation. These three types are related to the status of the listener and the understanding of the question in the first position.



Zhu (2025) investigates the repetition in Chinese. If the repetition occurs in the initiating turn, its functions are to make the conversation continue smoothly. What's more, the functions of the repetition in the independent turn are to initiate correction and invite clarification.

From the third-party talk by Japanese native speakers, Machi (2019) finds the following functions of the repetition. The first one is the teaming repetition, which occurs when the two people have repetition. Its functions are two people forming a team or reinforcing the link between two people. The second one is teasing repetition. The format is two people tease the last person. The goal is to make friendly atmosphere. The third one is immediate threefold repetition. Through repeats the keywords quickly between the three people, forming the instant relationship among them. The fourth one is repetition relay. When three people pass keywords and co-construct the story, the repetition appears between the intervals. This kind of repetition can form relationships.

2.5 Repetition in the classroom

Cho, Park & Looney (2024) focus on the Korean L2 classroom. They focus on multimodality and the teacher's repetition in the third position. Ko (2023) use different



aspects to analyze the repetition in the third position. Firstly, the data is from the tutoring sessions. Secondly, Ko (2023) put emphasis on the teacher's repetition in the third position functions as other-initiated repair (OIR strategy). The finding shows that students cannot sure whether the teacher's repetition is the repair initiator or not. Moreover, students don't know where is the repaired part in the teacher's repetition. In conclusion, Ko (2023) claims that when teacher use repetition to employ OIR strategy, it remains risks.

Roh & Lee (2018) focus on the EFL kindergarten classroom in Korea and investigate the pedagogical roles of repetition in the classroom. There are three teaching roles: elicitation to group response, the transition part to demonstration to practice, and pursuing questions.

2.6 Language tutoring

Tutoring is the main setting in this study. The tutor and tutee are often unacquainted to each other. Hence, there are many expressions like “Do you know X?” or “What does Y mean?” in the tutoring sessions. For the teaching materials, tutors have relatively great flexibility to decide what to teach, and what handouts or media would be used in the teaching. Moreover, there is a huge difference between tutoring and

traditional class. In tutoring, the teaching goal is not related to grades, credits, or language proficiency tests. It means when a tutee thinks it is too hard to learn or he/she is not interested in the topic, both a tutor and a tutee have a mutual concept that they can just change to another teaching activity or discussion topic.

Kasper and Kim (2015) note that research on Conversation-for-Learning (CfL) is still in its developmental stages, with existing studies primarily focusing on participant identities. In other words, the investigated interactions involve only first language speakers or a mix of first language and second language speakers. While research has examined sequences in CfL, such as how participant frameworks and identity influence or be influenced, how embodied actions and writing to be considered interactional resources, and the management of turn-taking. However, there is still not enough research that all the participants are second language speakers.

Kim (2019) utilized CfL as conversation data for Conversation Analysis, highlighting how it differs from traditional classroom discourse. In CfL, a core task for participants is “finding a topic to initiate conversation.” To initiate or extend topics, participants must invest significant effort in sequences, which requires constant estimating their epistemic stances. This is a prerequisite especially when new topics emerge.

Analyzing language exchange between two Korean teenagers and an American graduate student, Kim (2019) observed how intersubjectivity and learning opportunities are negotiated even though there are epistemic asymmetries. These findings align with the CA-for-SLA concepts. The resources and methods used to resolve interactional problems are identical to those used for language learning.

As for writing center conferences, Jung (2017) argues that participants deal with a dual task at the same time. Participants establish intersubjectivity concerning paragraph topics and formatting, while simultaneously communicating in a second language. This dual demand will last for all negotiation periods. Jung (2017) concludes with a critical reflection on whether the ultimate goal of such writing center conferences is to instruct on rhetorical structure or to provide students with authentic opportunities for second language interaction.

Concluding these researches and concepts, if language learning formats are viewed as a continuum, Conversation-for-learning sits at one pole, which lacks a fixed curriculum and is often conducted by participants without formal pedagogical training. At the opposite pole lies the traditional teacher-fronted classroom, where the teacher maintains full control over the pace and content in the language classroom. The tutoring sessions examined in this study occupy the middle of this spectrum. While the teachers

do lesson planning in advance, the dyadic nature of the interaction allows students to provide immediate feedback or ask questions, increasing interactional flexibility and students' autonomy.



Figure 1: The continuum of the language classroom

Chapter 3 Research Method and Research Materials



3.1 Research method

Gardner (2004) describes Conversation Analysis (CA) as a field that originated within sociology. Through its development, CA has transcended its sociological roots, establishing a significant presence across various fields, including anthropology, psychology, and linguistics. A main concept of CA is that the social world is constructed through talk and interaction, which are governed by shared underlying mechanisms.

Methodologically, researchers of CA collect data through audio and video recordings of naturally occurring conversation. These recordings are subsequently converted into written transcripts using a standardized system of transcription conventions. Ultimately, researchers analyze interactional patterns to identify the shared rules that organize human conversation.

There are also some concepts in conversation analysis about data observation. A fundamental principle of conversation analysis is that the initial examination of the conversation data should be conducted without assumptions. Instead of limiting in fixed

frameworks, the researcher allows the data to “speak for itself,” thus the researchers may capture the nature of talk-in-interaction. This inductive approach is what CA scholarship terms “unmotivated looking.”



To follow this methodological tradition, the present study avoids pre-establishing assumptions during the initial stages of data observation. Moreover, tutoring sessions are different from Conversation-for-Learning and traditional teacher-fronted one-on-many language classrooms. Hence, using unmotivated looking may give more possibilities to investigate the innovative phenomenon in tutoring sessions.

3.2 Research materials

The data are drawn from the “One-on-One Mandarin Tutoring Corpus,” a subset of the “Mini-corpus of Spoken Mandarin Interaction developed by Prof. I-Ni, Tsai, National Taiwan University. All participants were recorded with their informed consent, and the project received Institutional Review Board (IRB) Approval.

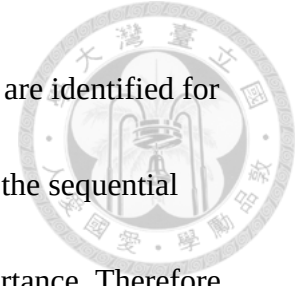
The data was taken from the corpus, but the transcripts were revised based on the video recordings. In addition, multimodal information was added where necessary.



The background of the research data is summarized as follows:

Table 3: Data background list

Coding	Participant Background : Teacher	Participant Background : Student	Materials	Topic	Time Length
LAP04	Female	2 Males 1 Female	Self-edited handouts	Business	1 hour
LAP06	Female	Male	Self-edited handouts and slides	Life philosophy	1 hour
LAP07	Male	Female	Self-edited handouts	Employment	1 hour
LAP08	Female	Male	Self-edited handouts	Computer	1 hour
OT01	Male	Male	Self-edited slides	Campus Life	3 hours (online)
OT02	Female	Female	Self-edited slides	Entertainment	3 hours (online)
OT03	Female	Male	Self-edited handouts and slides	Part-time Job	3 hours (online)



Following a preliminary review of the corpus, targeted instances are identified for further and deeper analysis. Since conversation analysis emphasizes the sequential development of talk, the surrounding sequences are of extreme importance. Therefore, at least three lines of discourse preceding and following each target instance are extracted.

To facilitate analysis, the first position will be annotated into T1 ->, second position for T2->, third position, the study's target, will be annotated in T3 ->->. Through this systematic process, individual data excerpts are finalized for analysis. This procedure is performed again and again until the entire conversation data has been investigated and all relevant instances have been identified.

Here is the example:

Excerpt 01: (This demonstrated excerpt is the same excerpt in Chapter One)

01	Tuto:	對	所以	我	有	兩隻	狗	然後	
		dui	suoyi	wo	you	liang.zhi	gou	ranhou	
		yes	so	1SG	have	two.CL	dog	then	
02		常常	會	跟	牠們	一起	去		
		changchang	hui	gen	tamen	yiqi	qu		
		often	will	with	3PL	together	go		
03		散步.							
		sanbu.							
		stroll							
		“Yes, so I have two dogs and I often go for a walk with them.”							
04	Nacy:	oh.							
		oh.							
		“oh!”							
T1->	05	Tuto:	那	你	學	中文	學	了	四年
			na	ni	xue	Zhongwen	xue	le	si.nian
			then	2SG	learn	Chinese	learn	PFV	four year
	06		是	嗎?					
			shi	ma?					



COP Q
 "Then you've learned Chinese for four years, is that right?"
 T2-> 07 Nacy: 四年 ((點頭)), 大學 的 時候.
 Si.nian ((nod)), daxue de shihou.
 Four.year ((nod)) university ASSOC time
 "Four years ((nodding)), when (I was) in university."
 T3->-> 08 Tuto: 大學 的 時候.
 daxue de shihou.
 university ASSOC time
 "when (you was) in university."
 09 Nacy: 對.
 dui
 "Right."
 10 Tuto: 那 你 現在 還 在 學 中文 嗎?
 Na ni xianzai hai zai xue Zhongwen ma?
 then 2SG now still PROG learn Chinese Q
 "Then are you still learning Chinese now?"

This is when the tutor and the tutee meet each other and introduce themselves in the beginning of the tutoring session. In lines 05-06, the tutor asks for the tutee's Chinese learning background. He confirms if the tutee has learned Chinese for four years. This is the first position, so in the left side there is a symbol T1->. In line 07, the tutee gives the confirming answer and then elaborates that she has learned Chinese from she studied in the university. This is the position that the tutee responds to the tutor's question, so here is the second position with labeled T2->. In line 08, where is the third position, the tutor repeats what the tutee just said. This the what this study called repetition in the third position, and the symbol T3->-> is labeled on the left side of the line.

After the identification of all target data, the data will be analyzed by its sequential environment, sequences, three positions, and the structures of repetition. Although

Conversation Analysis emphasizes the unique specificity of every interactional moment, a fundamental concept of the field is that human social interaction is governed by underlying structures.



All data collections will be analyzed into two dimensions: the initiation and the repetition format. To be more clear, two sequences are focused: tutor-initiated vs. tutee initiated third-position repetition. Three repetition structures are emphasized on: full vs. partial vs. modified repetition. However, due to the thesis's length, only the most representative excerpts will be presented and analyzed in detail, rather than an exhaustive account of every recorded instance.

3.3 Transcription Rules

This research complies with the Jeffersonian transcription system. However, due to the different writing system between Chinese and English, there are some adjustments on the transcription. Loudness was transcribed in upper class in English; for example, CLASS. In addition, to ensure the alignment of symbols and text within the transcripts and to enhance readability, all transcripts are formatted in 12-point Courier New font. The following are the transcription symbols used in this study:

Table 4: References of transcription symbols used in this study (translated from Jefferson (2004), and revised according to Chinese writing system)

∶ ∶	Voice prolongation
[	Overlapping starts
]	Overlapping ends
=	No interval or pause
(0 . 0)	The seconds of pauses
↑	Pitch becomes higher
↓	Pitch becomes lower
°詞彙°	Voice is softer than the surrounding
> <	Speed up
< >	Slow down
單字	Loudness

For the participants, tutors and tutees, they are written in four-letter words in the transcripts. For tutors, they are all written in “tuto.” For tutees, they are written in the four-letter pseudonym, including Nancy, Kate, Luis, Dave, John, and Paty.



Chapter 4 Third-position Repetitions in Tutor-initiated Sequences



As mentioned earlier, this study focuses on other-repetitions in third position. After identifying all relevant repetition sequences in the corpus, a total of 120 sequences were collected for analysis. Table 3 presents their distribution according to the initiator of the repetition. Analysis revealed two broad categories of third-position repetitions: tutor-initiated (97 instances) and tutee-initiated repetitions (23 instances). The amount of the tutor-initiated sequences are far more than the tutee-initiated sequences.

Table 5: The distribution of the data between tutor- and tutee-initiated sequences

Tutor-initiated sequence	Tutee-initiated sequence
97	23
120	

The present chapter focuses on tutor-initiated repetitions, while tutee-initiated repetitions are examined in the following chapter.

In addition, the target sequences were not evenly distributed across the dataset. This uneven distribution can be attributed to differences in tutoring activities across

sessions. Since tutors were free to determine the content and organization of the sessions, some focused on pronunciation practice or vocabulary instruction, whereas others emphasized topic-based discussion. These differences in instructional activities influenced the occurrence of the target sequences. The distribution across tutoring pairs is presented in Table 4.

Table 6: The distribution of the data between the different tutoring sessions

data	LAP04	LAP06	LAP07	LAP08	OT01	OT02	OT03
amount	39	8	11	15	5	31	11

This study finds that the tutor uses the repetition structures to fulfill the pedagogical purposes. Before entering the pedagogical purposes, here is the functions the researchers found in previous studies. Svennevig (2004) finds the other-repetitions with different intonations functions differently. Repeats with falling intonation function as information receipts, while repeats with rising intonation function as stance markers. This study tries to uncover the layers of interpersonal and pedagogical in the tutoring session.

The following discussion proceeds according to the degree of similarity between the prior text and the repetition, examining full repetition, partial repetition, and modified repetition in turn.



4.1 Full repetition: Two-timed vocabulary relay

The first subtype of full repetition occurs in vocabulary instruction sequences. In these sequences, the tutor first reads a new lexical item aloud in the T1 position, which the tutee subsequently repeats in T2. In the third position, the tutor reproduces the same lexical item, thereby producing a full repetition. Below is the pattern of this type:

First position: Tutor reads WORD aloud
Second position: Tutee repeats WORD
Third position: Tutor repeats WORD again
(Fourth position: Tutee re-repeats WORD)

Excerpt 02:

In this excerpt, the tutor is doing the 廠商 *changshang* (manufacturer) vocabulary instruction. There are three tutees in the classroom: Nancy, Dave, and John. Below is the start of the vocabulary teaching session.

T1-> 01 Tuto: 好, 看 下 一個, 廠商.
hao, kan xia yi.ge, chang.shang.
good, see next one.CL, manufacturer.
“Okay, let's look at the next one, manufacturer.”

T2-> 02 Nancy: 廠商.



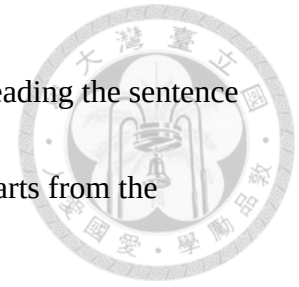
- chang.shang.
manufacturer.
“Manufacturer.”
T3->-> 03 Tuto: 廠商.
chang.shang.
manufacturer.
“Manufacturer.”
04 Nancy: 廠商.
chang.shang.
manufacturer.
“Manufacturer.”
05 Tuto: 這 間 黑心 廠商.
zhe jian hei.xin chang.shang.
this CL unscrupulous manufacturer.
“This unscrupulous manufacturer.”
06 Nancy: 這 間- 這 間 黑心 (.) 廠商,
zhe jian- zhe jian hei.xin (.) chang.shang,
this CL- this CL unscrupulous (.) manufacturer,
“This- this unscrupulous manufacturer,”

07 被 發現 用 不 安全 的 油 製造 食品,
bei fa.xian yong bu an.quan de you zhi.zao shi.pin,
PASS discover use NEG safe ASSOC oil manufacture food,
“Was discovered using unsafe oil to manufacture food,”
08 Tuto: mm.
mm.
“Hm...”
09 Nancy: 因此 被 政府 停- (.) 停業.
yin.ci bei government ting- (.) ting.ye.
therefore PASS government stop- (.) close.business.
“Therefore it was ordered to stop- stop operations by the
government.”

In this excerpt, the tutor is going over the vocabulary list and example sentences.

When tutor reads the word out loud, the tutee to repeats the new word. In line 01, the tutor says 好 hao first to claim the new cycle of vocabulary teaching. Then the tutor asks the tutee to stare at the written word on the handout. Ultimately, the tutor read the new word “Changshang” aloud as an example. In the second position (line 02), the tutee repeats the new word. In line 03 (the third position), the tutor decides to repeat the new word again. In line 04, the next turn, the tutee repeats the new word again. In line 05,

the participants move on to an example sentence. The tutor begins reading the sentence aloud but stops midway through it. In the following line, the tutee starts from the beginning and completes the entire sentence.



On the surface of the written transcript, from line 01 to 04, it seems to be the case that the tutor and the tutee are only repeating the vocabulary again and again, without a specific purpose. However, from the sequential perspective, there are points worth mentioning. Firstly, this excerpt happens at the beginning of the vocabulary teaching session. If word is unfamiliar to the tutee, it is necessary for the tutee to familiarize with its pronunciation before going further and using it in a sentence. The pedagogical goal here is familiarize the tutee with the pronunciation of the new word and the Chinese characters. These two participants orient to the idea that reading the new word only once is not enough. Hence, in the third position, the tutor decides to repeat the new word for the second time, showing the techniques to arrange the teaching order and create an enough learning space for the tutee. The tutee then uses the opportunity to repeat it again. On the other hand, in the fourth position, the tutee shows us the learner initiatives. Second, vocabulary items are more likely than longer stretches of talk to occur as full repetitions. This can be attributed to the pedagogical focus of the activity, which at this moment is vocabulary learning. Exact repetition serves as a resource for

displaying the recognition and uptake of the target lexical item. Through the production of full repetitions, both the tutor and the tutee collaboratively orient to vocabulary learning as the primary pedagogical focus of the interaction.



4.2 Full repetition: Displaying Acceptance of the Tutee's Answer and Providing

Alternative Expressions

The first type is that the tutor asks the tutee to produce sentences on his/her own in the first position. After the tutee's response in T2, the tutor repeats the tutee's utterance in its entirety as a confirmation in T3. Within the same turn, the tutor may subsequently make the tutee's response the focus of attention and elaborate on it by offering an alternative or potentially more natural expression.

The sequence pattern is:

T1: The tutor asks the tutee to produce a sentence on his/her own.

T2: The tutee responds.

T3: The tutor fully repeats the tutee's response as acceptance and sometimes provides an alternative expression.

In excerpt 03 below, the tutor engages the tutees in a vocabulary lesson on 儘管 (*jingguan* (feel free to)). There are three tutees: Paty, Dave, and John. Throughout the

episode, the tutor constructs a series of hypothetical scenarios to prompt the tutees to produce sentences using the target item.



Excerpt 03:

- 01 Tuto: 好, 然後 今天 你們 開 了 一個 派對,
Hao, ranhou jintian nimen kai le yige paidui,
okay then today 2PL hold PFV one.CL party
“Okay, then today you guys throw a party,”
- 02 好, 在 你 家 開 個 派對,
hao, zai ni jia kai ge paidui,
okay at 2SG home hold CL party
“okay, throw a party at your home,”
- 03 準備 了 好多 好吃的 好喝 的,
zhunbei le haoduo hao.chi de hao.he de
prepare le many good.eat ASSOC good.drink ASSOC
“prepare a lot of delicious food and drinks,”
- 04 整 個 桌 上 都 是,
zheng ge zhuo shang dou shi,
whole CL table top all be
“the whole table is covered with them,”
- 05 你 讓 他們, aih 自己 來, 自己 來,
ni rang tamen, aih ziji lai, ziji lai,
2SG let 3PL aih self come self come
“you let them, aih help yourselves,”
- 06 想 吃 什麼 就 吃 什麼,
xiang chi sheme jiu chi sheme,
want eat what then eat what
“whatever you want to eat, just eat it,”
- 07 你 會 怎麼 說?
ni hui zenme shuo?
2SG will how say
“what would you say?”
- T2-> 08 John: 儘管 吃(.)吧。
Jinguan chi(.)ba.
freely eat(.) SFP
“Just eat(.) freely.”
- T3->-> 09 Tuto: 儘管 吃 吧, 對, 儘管— 儘管 [-喝吧—
Jinguan chi ba, dui jinguan— jinguan [-he ba—
freely eat SFP yes freely— freely [-drink SFP—
“Just eat freely, yes, freely, freely, just drink.”
- 10 John: [儘管 喝 吧
[jinguan he ba
freely drink SFP
“Just eat freely.”
- 11 Tuto: 或是 儘管 自己 拿 來 喝 吧,
Huoshi jinguan ziji na lai he ba,



- or freely self take come drink SFP
“Or just help yourselves to take and drink it,”
- 12 拿 來 吃 吧， 都 可 以。(.) 好。
na lai chi ba, dou keyi (.) Hao.
take come eat SFP all can (.) okay
“take and eat it, anything is fine. Okay.”
- 13 (10)
- T1-> 14 Tuto: 好， 或者 今天—
Hao, huozhe jintian—
okay or today—
“Okay, or today...”
- 15 嗯 女生 你 看到 他們 心情 不 好，
En nvsheng ni kandao tamen xinqing bu hao,
mhm girl 2SG see 3PL mood NEG good
“Mhm, girl, you see that they are in a bad mood,”
- 16 他 想 哭 ((手勢比 Dave))，
ta xiang ku ((point to Dave)),
3SG want cry ((point to Dave))
“he wants to cry ((pointing to Dave)),”
- 17 他也想哭 ((手勢比 John))，
ta xiang ku ((point to John)),
3SG want cry ((point to John))
“he wants to cry ((pointing to John)),”
- 18 你 不 知道 為什麼，
ni bu zhidao weisheme,
2SG NEG know why
“you don't know why,”
- 19 你 想— 你們 都 是 好 朋友，
ni xiang— nimen dou shi hao pengyou,
2SG want— 2PL all be good friend
“you want— you guys are all good friends,”
- 20 所以 你 要 幫助 他們，
suoyi ni yao bangzhu tamen,
so 2SG want help 3PL
“so you want to help them,”
- 21 所以 你 希望 他們 兩個
suoyi ni xiwang tamen liang.ge,
so 2SG hope 3PL two.CL
“so you hope that the two of them,”
- 22 把 他們 心裡 覺得 不 開心 的 事
ba tamen xinli jue de bu kaixin de shi,
BA 3PL heart think NEG happy ASSOC thing
“the things that make them feel unhappy in their hearts,”
- 23 告 訴 你， 沒 關 係，
gaosu ni, mei guanxi,
tell 2SG no relation
“tell you, it doesn't matter,”
- 24 我— 我 會 聽，
wo— wo hui ting,
1SG— 1SG will listen
“I...I will listen,”
- 25 我 不 會 跟 別 人 說，
Wo bu hui gen bieren shuo,
1SG NEG will with other say



- “I won't tell anyone else,”
26 所以 你— 你 想 說 什麼，就 說 什麼，
suoyi ni— ni xiang shuo sheme, jiu shuo sheme,
so 2SG— 2SG want say what then say what
“so you— whatever you want to say, just say it,”
27 你 會 跟 他們 說 什麼？
ni hui gen tamen shuo sheme?
2SG will with 3PL say what
“what would you say to them?”
T2-> 28 Paty: 你們 儘管 說 吧。
Nimen jinguan shuo ba.
2PL freely say SFP
“Just speak freely.”
T3->->/T1-> 29 Tuto: 你們 儘管 說 吧，
Nimen jinguan shuo ba.
2PL freely say SFP
“Just speak freely.”
30 對，儘管 告訴 我 吧， 儘管 說 吧，
Dui, jinguan gaosu wo ba, jinguan shuo ba,
yes freely tell 1SG SFP freely say SFP
“Yes, just go ahead and tell me, just go ahead and say it,”
31 好，所以 這 就 是 儘管， 好。
Hao, suoyi zhe jiu shi jinguan, hao.
okay so this just be freely okay
“Okay, so this is ‘jinguan’, okay.”
32 那， 我 是 老師 嘛，
Na, wo shi laoshi ma,
then 1SG be teacher SFP
“Then, I am the teacher, right?”
33 所以 你們 有 什麼 問題，
suoyi nimen you sheme wenti,
so 2PL have what problem
“so if you have any questions,”
34 你們 都 可以問 我，
nimen dou keyi wen wo,
2PL all can ask 1SG
“you all can ask me,”
35 你們 覺得 我 會 說 什麼？
nimen jue de wo hui shuo sheme?
2PL think 1SG will say what
“what do you think I would say?”
T2-> 36 AllS: 儘[管 問 吧。
jin[guan wen ba.
[freely ask SFP
“Just freely ask (me).”
T3->-> 37 Tuto: [儘管 問 吧。對。
[jinguan wen ba. Dui.
[freely ask SFP Right.
“Just freely ask (me). Right.”
38 好，好第十個即將。
hao, hao, di.shi.ge ji_jiang.
okay okay ORD-ten CL soon
“Okay, okay, the tenth one is ‘jijiang’ (soon).”



In lines 01- 07, the tutor creates the first scenario: a host inviting guests to a party and asks the guests to feel free to eat and drink. In line 08, the tutee, John, responds with 儘管吃吧 *jingan chi ba* (feel free to eat), producing the utterance with a brief pause before the final particle *ba*. The tutor uses a full repetition in line 09 to display acceptance of John's response and uses the confirmation token 對 *dui* "yeah" afterwards. She immediately introduces another candidate expression in the context "Feel free to drink."

Lines 14-27 introduce a second scenario, where the tutor asks Paty how she would comfort two sad friends by telling them that they can feel free to tell (T1). Paty successfully responds in line 28 (in T2): 你們儘管說吧 *nimen jinguan shuo ba* (just feel free to say). In the third position, the tutor again employs "repetition plus alternatives" practice. She repeats Paty's response and adds another phrasing: 你們儘管告訴我吧 *nimen jinguan gaosu wo ba* (just feel free to tell me). While 說 *shuo* (to say) and 告訴 *gaosu* (to tell) convey similar meaning, they differ in vocabulary level. The item 告訴 *gaosu* (to tell) is more advanced and formal than 說 *shuo* (to say). This highlights the dual function of alternative part of the third-position repetition in this session. The composition of the turn starting with repetition ratifies the tutee's

response, while the subsequent alternative formulation expands the learner's available linguistic resources.



Finally, in lines 29-35, the tutor introduces a third scenario related to the real world, asking the tutees what she usually says when they have questions (T1). After practicing through these diverse scenarios, the tutees gain enough experience and interactional cues to know how to respond, even shouting out the answer, 儘管問吧 jinguan wen ba (Just freely ask (me).) together in line 36 (T2). In lines 37-38, the tutor repeats 儘管問吧 jinguan wen ba (Just freely ask (me).) as an acceptance before moving on to the next vocabulary word.

4.3 Partial repetition: Precisely singling out the core element

The second repetition structure is the partial repetition. The partial repetition means that the next speaker doesn't repeat the whole turn construction unit (TCU) but just repeat part of it. The finding is that the tutor uses the partial repetition to precisely singling out the core element.

The sequence pattern is:

T1: The tutor asks a question to the tutee.

T2: The tutee answers the question.

T3: The tutor repeats only a part of the tutee's answer.
(T4: The tutee gives more answers.)



Excerpt 04:

Excerpt 04 is about the question asking after 出國 *chuguo* (to go abroad)

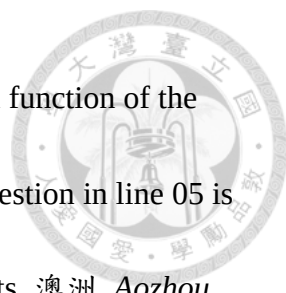
vocabulary instruction. The tutee is Nancy.

- 01 Tuto: 嗯, 好. 那 你 喜歡 出國 旅遊 嗎?
En, hao. na ni xihuan chuguo lvyou ma?
INT okay then 2SG like abroad travel Q
“Uh-huh, okay. Then do you like to travel abroad?”
 (.)
- 02 Nancy: 嗯, (.) 喜歡.
En, (.) xihuan.
INT like
“Uh-huh, yes, I do.”
- 03 Tuto: (是喔).
 (Shi o).
 (be SFP)
 “Oh, really?”
- 04 Nancy: mm.
 mm.
 “Mmm...”
- T1-> 05 Tuto: 那 你 去過 哪些 國家 呢?
Na ni qu.guo naxie guojia ne?
then 2SG go.EXP which country Q
“Then, which countries have you been to?”
- T2-> 06 Nancy: 去過 (.) 澳:洲.
Qu.guo (.) ao:zhou.
Go.EXP Australia
“I've been to Australia.”
- T3->-> 07 Tuto: 澳洲.
 Aozhou
 Australia
 “Australia.”
- 08 Nancy: 然後, (0.8) 韓[國].
Ranhou, (0.8) Han[guo].
then Han[guo]
“And then, Korea.”
- 09 Tuto: 嗯, 韓國.
En, Hanguo.
INT Korea
“Uh-huh, Korea.”
- 10 Nancy: 中國.
Zhongguo
China
“(and) China.”
 (.)

11 Tuto: () 那 你 [比較 喜歡-
 Na ni [bijiao xihuan-
 then 2SG [comp like-
 “Then which do you [like better-”
 你 覺得 哪個地方 讓 你 印象 比較 深刻?
 ni juede nagedifang rang ni yinxiang bijiao shenke?
 2SG think where let 2SG image comp deep
 “Which place do you think left a deeper impression on you?”



This excerpt occurs while the tutor is teaching the word 出國 *chuguo* (to go abroad). After the tutee reads the example sentence, the tutor asks several referential questions (Brock, 1986) about going abroad, expecting the tutee to respond using 出國 *chuguo* (to go abroad) and share personal experiences. A referential question is a question that the speaker does not know the answer in the moment of asking. In line 01, the tutor asks a yes-no question about whether the tutee likes traveling abroad. After the tutee gives an affirmative answer, the tutor pursues further details in line 05 (T1), narrowing the scope by asking which countries the tutee has visited. In line 06 (T2), the tutee responds that she has 去過澳洲 *quguo aozhou* (been to Australia). In the third position (line 07), the tutor repeats only 澳洲 *Aozhou* (Australia) rather than the entire utterance. Subsequently, the tutee uses 然後 *ranhou* (and then) to continue her response, adding another country, 韓國 *Hanguo* (Korea). In line 09, the tutor repeats 中國 *Zhongguo* (China) as well, before moving on to another referential question in line 11.



A closer look into this interaction reveals the unique feature and function of the tutor's third-position partial repetition. Since the core focus of the question in line 05 is 哪些國家 *naxie guojia* (which countries), the tutor selectively repeats 澳洲 *Aozhou* instead of the full phrase. The distinct feature of this repetition behavior is its selective precision: by isolating only the key informational unit, the tutor highlights the current conversational focus.

This structural feature fulfills two major pedagogical functions. First, it serves as an interactional emphasis that single out the core element of the answer, namely the name of the country in this case. Second, it functions as an implicit prompt that encourages the tutee to expand her response. The tutee's subsequent actions in lines 08 and 10 prove that she successfully demonstrates her understanding that the task is to continue naming countries. Hearing the partial repetition of the country, she immediately provides other country names. From this case we can see that when a tutor deploys partial repetition in the third position, it actively triggers the tutee to expand the ongoing sequence by voluntarily providing more information.

Here is the second example excerpt. The tutor and the tutee, Kate, are discussing stage plays and their preferences for Broadway or Shakespeare.



Excerpt 05:

- 01 Tuto: 嗯嗯嗯: 那麼,
en.en.en: na.me,
BC.BC.BC: then,
“Mhm mhm mhm: then,”
- 02 如果 是 百老匯 跟: 莎士,比亞 的:
ru.guo shi bai.lao.hui gen: Sha.shi, bi.ya de:
if be broadway and: Shakes-, peare ASSOC:
“If it's Broadway and: Shakes-, peare's:”
- 03 Kate: [喔:okay:
[o: okay:
[BC: okay:
“Oh okay:”
- T1-> 04 Tuto: [劇 的話, 哪 一個 你 比較 喜歡.
[ju de.hua, na yi.ge ni bi.jiao xi.huan.
[play if which one.CL 2SG more like.
“As for plays, which one do you like more?”
- T2-> 05 Kate: 我 喜歡 看: 百老匯.
wo xi.huan kan: bai.lao.hui.
1SG like watch: broadway.
“I like watching: Broadway.”
- T3->-> 06 Tuto: 百老匯 的((點頭))=
bai.lao.hui de ((dian.tou))=
broadway ASSOC ((nod))=
“Broadway's ((nod)”
- 07 Kate: =因- 莎士比亞: 呃: 故事 好 啦,
=yin- Sha.shi.bi.er: er: gu.shi hao la,
=be- Shakespeare: er: story good PRT,
“Be- Shakespeare's umm... Stories are good,”
- 08 可是 其實:
ke.shi qi.shi:
but actually:
“But actually”
- 09 我 覺得 你 要 先 就- 你 要 先,
wo jue.de ni yao xian jiu- ni yao xian,
1SG feel 2SG need first then- 2SG need first,
“I feel you need to first then you need to first,”
- 10 就是 好像,
jiu.shi hao.xiang,
then seem,
“It's just like,”
- 11 不是 好像 只 看 故事 你 要 先 study 就是:
bu.shi hao.xiang zhi kan gu.shi ni yao xian study jiu.shi:
not seem only look story 2SG need first study then:
“It's not just like watching the story, you need to first study, it's like...”
- 12 先 很 仔細 的,
xian hen zi.xi de,
first very careful ASSOC,
“First very carefully,”
- 13 看 完 故事 以後
kan wan gu.shi yi.hou
look finish story after
“After finishing watching the story”

- 
- 14 你 才能 就是 知道 他 在 講 什麼 (.)
 ni cai.neng jiu.shi zhi.dao ta zai jiang she.me (.)
 2SG can then know 3SG PROG speak what (.)
 “Only then can you like know what they are talking about”
- 15 因為 他 用 的 那個 英文 也 不 是 :
 yin.wei ta yong de na.ge ying.wen ye bu shi:
 because 3SG use ASSOC that.CL English also NEG be:
 “Because the English they use is also not”
- 16 [現代 的 話 :
 [xian.dai de hua:
 [modern ASSOC talk:
 “modern language”
- 17 Tuto: [嗯 嗯 嗯 :
 [en.en.en:
 [PRT.PRT.PRT:
 “Yeah yeah yeah”

In lines 01-02 and 04 (T1), the tutor asks the tutee whether she prefers Broadway or Shakespeare. In line 05 (the second position), the tutee answers that she likes to watch Broadway more. In line 06, the tutor repeats only 百老匯的 *bailaohuide* (Broadway's), which is a partial repetition. Interestingly, in the following lines (lines 07-16), the tutee actively explains the reason why she does not choose Shakespeare, even though the tutor never asks her to provide any reasons.

Here, the function of the partial repetition in the third position is to precisely narrow down the range and highlight the current focus, which is Broadway. More importantly, this excerpt proves that another function of this repetition behavior is to prompt the tutee to say more. Even without a direct question from the tutor, the simple action of repeating 百老匯的 *bailaohuide* (Broadway's) creates a space that triggers the tutee to voluntarily expand on her thoughts and explain her choice. This outcome aligns perfectly with the previous excerpt, providing strong evidence that a key function

of third-position partial repetition is to encourage the tutee to express more on their own initiative.



4.4 Modified repetition: Vocabulary adjustment and sentence completion

The third type of repetition is modified repetition. This type of structure means the participant tries to repeat what the prior participant said but changes or adds some words.

The sequence pattern is:

T1: The tutor asks a question to the tutee.

T2: The tutee responds the question.

T3: The tutor uses modified repetition as feedback to the T2.

T4: The tutee expands the sequence.

Excerpt 06:

Excerpt 06 is about after the 嘗試 *changshi* (to try) vocabulary instruction, the tutor starts to asks related questions.

- 01 Tuto: 那麼 你: 嘗試過: 一些 新 的 東西 嗎
Name ni: changshi.guo: yixie xin de dongxi ma
then 2SG try.EXP some new ASSOC thing SFP
“Then have you tried some new things,”
- 02 你 以前 沒 試過 的(.)
ni yiqian mei shi.guo de(.)



- 2SG before not try.EXP ASSOC(.)
 “things that you've never tried before”
- 03 (2.0)
 04 Kate: 呃:像 什麼 嘶:
 E: xiang shenme si:
 INT like what INT
 “Uh like what, let me see”
- 05 (4.0)
 06 Kate: 呃:。我 也 不 知道=
 E: wo ye bu zhidao=
 INT 1SG also not know=
 “Uh I don't know either”
- 07 Tuto: =像是 你 以前 沒, 呃:跳過,
 =xiangshi ni yiqian mei, e: tiao.guo,
 =like 2SG before not INT try.EXP
- 08 那個(h), 高空彈跳
 Na.ge (h), gaokongtantiao
 That.CL (h) bungee.jumping
 “Like you have never, uh, tried bungee jumping before”
- 09 Kate: 喔↓:
 Oh↓:
 “Oh”
- T1-> 10 Tuto: 然後 你 朋友 找 你 去,
 Ranhou ni pengyou zhao ni qu,
 then 2SG friend ask 2SG go
 “Then if your friend asks you to go,”
- 11 你 會 去 試試看 嗎?(.)
 ni hui qu shi.shikan ma?(.)
 2SG will go try.try SFP(.)
 “would you go and give it a try”
- 12 Kate: 我會,>我 會 我 會 <去:
 Wo hui,>wo hui wo hui <qu:
 1SG will >1SG will 1SG will < go:
 “I would, I would I would go”
- 13 Tuto: 所以 你 [是-
 Suoyi ni [shi-
 so 2SG [be-
 “So you are”
- 14 Kate: [>不 是<
 [>bu shi<
 [>NEG be<
 “No”
- 15 Tuto: 嗯:
 En:
 INT
 “Uh”
- T2-> 16 Kate: >我 我 我<,我 就是, 呃:
 >wo wo wo<,wo jiushi, e:
 >1SG 1SG 1SG< 1SG just INT
 “I I I, I am just, uh”
- 17 對 如果 是 我 沒 試過 的 事,
 dui ruguo shi wo mei shi.guo de shi,
 yes if be 1SG NEG try.EXP ASSOC thing
 “Yes if it is something that I have never tried before,”
- 18 然後 就是 我 覺得 好玩 的 話,

- ranhou jiushi wo juede haowan de hua,
then just 1SG feel fun ASSOC words
“and then if I feel it's fun,”
- 19 我 會 就是 願意 去 試試看 (.)
wo hui jiushi yuanyi qu shi.shikan(.)
1SG will just will go try.try (.)
“I will just be willing to go and give it a try”
- T3->-> 20 Tuto: 嗯 嗯 你 會: 願意 去 嘗試 (.)
EnenEn: ni hui: yuanyi qu changshi(.)
INT 2SG will: will go try(.)
“Mm-hmm, you will be willing to give it a try”
- 21 Kate: 願意 去 嘗試 (.)
yuanyi qu changshi(.)
will go try(.)
“Willing to give it a try”
- 22 Tuto: 嗯:
En:
INT
“Uh”
- 23 Kate: 願意 嘗試, 願意 去 嘗試 (.)
uanyi changshi, yuanyi qu changshi(.)
will try, will go try(.)
“Willing to try, willing to go and give it a try”
- 24 Tuto: 好, 給 我 一個 完整 的 句子 (.)
Hao, gei wo yi.ge wanzheng de juzi(.)
okay give 1SG one.CL complete ASSOC sentence(.)
“Okay, give me a complete sentence”



Before this excerpt, the tutor and the tutee discussed live versus online concerts.

The tutor then shifts the topic to another music-related discussion, asking the tutee whether she likes to try music she has never heard before or things she has never done. The tutee responds that she is willing to try new songs. At this point, the tutee has answered only the first part of the question, leaving the part about trying new activities unanswered. Therefore, the tutor asks a follow-up question to find out if the tutee has ever tried any new activities.



As the excerpt shown, in lines 07-08, the tutor brings up bungee jumping as an example, and in lines 10-11, she asks the tutee if she would try it if a friend invited her (T1). After thinking for a moment and searching for words, the tutee gives a relatively complete answer in line 19 (T2), stating that if she thinks it looks fun, she will give it a shot. Thus, lines 16-19 function as the responsive second position. In line 20, which is the third position (T3), the tutor repeats the tutee's utterance but modifies 試試看 *shishikan* (to give it a try) to 嘗試 *changshi* (to try). The latter word is more advanced and formal than the former because of the typology aspect and the pedagogical aspect. In the fourth position (T4), spanning lines 21 and 23, the tutee repeats this new word provided by the tutor, which successfully expands the sequence.

Here, the function of the third-position repetition is to adjust vocabulary in order to provide richer teaching materials. On the other hand, the tutee exhibits learner initiative by repeating the upgraded word in the fourth position. This excerpt highlights the collaboration between the third and fourth positions. The tutor provides a learning opportunity in T3, and the tutee actively seizes that chance in T4.

Furthermore, this interaction shows why modified repetition naturally expands a conversation. When the tutor introduces a new, upgraded lexical item into the dialogue, it creates a new conversational element that the participants need to confirm and

process. Consequently, the sequence often expands when a modified repetition occurs, allowing the tutee to internalize the advanced vocabulary through active interaction.



Here is another excerpt. The tutor and the tutee, Luis are the participants. The tutor is helping the tutee review the new word 熱門 *remen* (popular) and its antonym 冷門 *lengmen* (unpopular).

Excerpt 07:

- 01 Tuto: 我們 剛才 也 說 了, 熱門 網站.
wo.men gang.cai ye shuo le, re.men wang.zhan.
1PL just.now also speak PFV, popular website.
“We also mentioned just now, popular websites.”
- 02 就是 有 很多 人 喜歡 上 的 網站,
jiu.shi you hen.duo ren xi.huan shang de wang.zhan,
namely have many person like go.on ASSOC website,
“Namely, websites that many people like to visit,”
- 03 有 哪些 網站 是 熱門 網站?
you na.xie wang.zhan shi re.men wang.zhan?
have which website be popular website?
“Which websites are popular websites?”
- 04 Luis: youtube.
youtube.
YouTube
“YouTube.”
- 05 Tuto: 還 有 嗎?
hai you ma?
still have Q?
“Any others?”
- 06 Luis: 還 有 遊戲 的,
hai you you.xi de,
still have game ASSOC,
“And also game ones,”
- 07 還 有 很多 人 可以,
hai you hen.duo ren ke.yi,
still have many person can,
“and also many people can,”
- 08 討論 一個- 討論 (.) 東西 的.
tao.lun yi.ge- tao.lun (.) dong.xi de.
discuss one.CL- discuss (.) thing ASSOC.
“discuss a- discuss (.) things.”
- 09 Tuto: 論壇.
lun.tan.



- forum.
“Forum.”
- 10 Luis: 論壇.
lun.tan.
forum.
“Forum.”
- 11 Tuto: 對, 那 叫 論壇=
dui, na jiao lun.tan=
right, that call forum
“Right, that's called a forum=”
- 12 Luis: =論壇
=lun.tan.
=forum.
“Forum.”
- 13 Tuto: 那麼, 不 是 熱門 的 網站 叫做:
na.me, bu shi re.men de wang.zhan jiao.zuo:
then, NEG be popular ASSOC website call:
“Then, websites that aren't popular are called:”
- 14 Luis: 冷門.
leng.men.
cold.gate
“Unpopular.”
- 15 Tuto: 冷門. 網站.
leng.men. wang.zhan.
cold.gate website.
“Unpopular. Unpopular websites.”
- T1-> 16 甚麼樣 的 網站 叫做 冷門網站?
shen.me.yang de wang.zhan jiao.zuo leng.men wang.zhan?
what.kind ASSOC website call cold.gate website?
“What kind of websites are called unpopular websites?”
- T2-> 17 Luis: 我 的 網站.
wo de wang.zhan.
1SG ASSOC website.
“My website.”
- T3->-> 18 Tuto: 你 的 網站 是 冷門:
ni de wang.zhan shi leng.men:
2SG ASSOC website be cold.gate:
“Your website is unpopular.”
- 19 Luis: 對, [非常 冷門.
dui, [fei.chang leng.men.
right, [very cold.gate.
“Right, very unpopular.”
- 20 Tuto: [沒有 人 看 嗎?
[mei.you ren kan ma?
[NEG.have person look Q?
“Nobody visits it?”
- 21 Luis: 沒有 啊 哈哈.
Mei.you a ha.ha.ha.
NEG.have PRT LAUGH.
“No one visits, hahaha.”

To help the tutee review the vocabulary word 熱門 *remen* (popular), the tutor

asks a question that includes this word in lines 01-03. In line 04, the tutee provides an example. However, the tutor pursues further details, asking for more examples. In line 13, the tutor tries to elicit the target word, 冷門 *lengmen* (unpopular), which is the antonym of 熱門 *remen* (popular). In line 14 (T1), the tutor prompts the tutee to give a definition of an “unpopular website.” Instead of providing a formal definition, the tutee responds by offering a concrete example in line 15 (T2), stating, “His website.”

In line 18, which is the third position (T3), the tutor uses modified repetition to complete the sentence, adding the target word right after the tutee’s response. In line 19 (T4), the tutee treats this modified repetition as a confirmation question, prompting him to expand the sequence further by adding details to emphasize just how unpopular the website is.

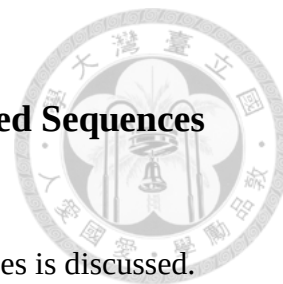
Here, the primary function of the third-position modified repetition is to complete the tutee’s sentence, turning a fragmented response into a well-structured utterance. From a pedagogical perspective, the instructor utilizes this strategy to provide the tutee with whole-sentence exposure, which is crucial for improving the student’s language development. Furthermore, this excerpt reinforces the idea that when a modified repetition occurs, expanded sequences are formed much more easily, as the modified structure naturally invites the learner to provide further elaboration in the

fourth position.

In conclusion, there are three repetition structure that the tutors employ to achieve their pedagogical purposes, which are full repetition, partial repetition, and modified repetition.



Chapter 5 Third-position Repetition in Tutee-initiated Sequences



In this chapter, third-position repetition in tutee-initiated sequences is discussed.

The sequence pattern is that tutee initiates the first position, and the tutor responds in the second position. Later, the tutee repeats what the tutor just said in the third position. The tutee's initiation is typically associated with the display of a trouble source.

5.1 Full repetition Following Trouble Encounters: Displaying Receipt of Teacher-

Provided Assistance

The tutee is sometimes asked to read articles aloud during the tutoring sessions. In the reading process, the tutees may mispronounce the words or they might not know the pronunciation or meaning of the unfamiliar words, which constitute the first pair part (FPP). To address this difficulty, the tutor often gives the correct pronunciation in the second position. Later, the tutee repeats to correct the right form in the third position.

Below is the sequence pattern:

T1: The tutee reads the article or sentence but pronounce the word in a wrong way

T2: The tutor gives the right pronunciation.

T3: The tutee repeats in the full word.



Below is the excerpt. It happens when the tutor, Jeni asks the tutee, Luis to review the vocabulary through sentence reading.

Excerpt 08 happens during the vocabulary review section. In this section, the tutor helps the tutee review the vocabulary and its antonym. The tutor also asks the tutee to read example sentences aloud to have more understanding of the words' usage. In this case, the vocabulary reviewed is 熱門 *remen* (popular).

Excerpt 08:

- 01 Tuto: 對.好, 下一個.
dui. hao, xia.yi.ge.
right. good, next.one.
"Right. Okay, next one."
- T1-> 02 Luis: 每個 大學生,
mei.ge da.xue.sheng,
every.CL university.student,
"Every university student"
- 03 都 想 念 熱門 的 資,的 料, 系.
dou xiang nian re.men de zi, de liao, xi.
all want study hot ASSOC ZI, ASSOC LIAO, department.
"wants to study a popular major."
- T2-> 04 Tuto: 科系.
ke.xi.
major.
"Major."
- T3->-> 05 Luis: 科系, 噢 對, 科系.
ke.xi, o dui, ke.xi.
major, O right, major.
"Major, oh right, major."
- 06 Tuto: 你 大學 是 念 什麼 科系 的?
ni da.xue shi nian shen.me ke.xi de?
2SG university be study what major ASSOC?
"What major did you study in university?"
- 07 Luis: 呃, 念, 電子工程.
e, nian, dian.zi.gong.cheng.
UH, study, electronic.engineering.
"Uh, studied electronic engineering."

In line 01, the tutor asks the tutee to read the next example sentence, and the tutee follows the prompt. However, the tutee misreads the second-to-last character, mistaking



科 ke (department) for 料 liao (material). Since 資料 *ziliao* (materials) is a vocabulary word in this lesson, the tutee first mistakenly reads 資 zi and 料 liao (material) and 系 xi (department) in line 03. In line 04, the tutor immediately provides the correct pronunciation, 科系 *kexi* (department/ major). In line 05 (the third position), the tutee utilizes a full repetition to repeat the tutor's correction. The subsequent 噢對 *oudui* (oh right) indicates that the tutee has realized the mistake, prompting him to repeat the correct word once more. Finally, in line 06 (the fourth position), the tutor uses this vocabulary item to form a question and ask the tutee about his major.

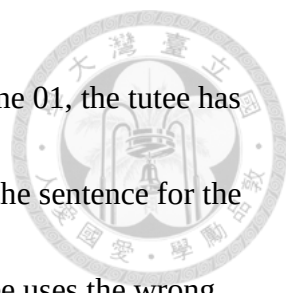
Here, the third-position repetition serves to reinforce the impression of the newly encountered word, allowing the tutee to seize a learning opportunity. Concurrently, the tutor cleverly takes this chance to ask a personalized question about the tutee's major, thereby extending the sequence of this learning event.

Here is the second excerpt 09. Excerpt 09 is about the sentence reading practice activity. After revision and pronunciation demonstration, the tutor asks the tutee, Stan, to read the sentence again.



Excerpt 09:

- 01 Tuto: 好 那 我們 再- 從頭 再一次 試試看:
hao na.me wo.men zai- cong.tou zai.yi.ci shi.shi.kan.
good then 1PL again- from.head again.one.CL try.try.see.
“Okay, then let's try it again from the beginning.”
- T2-> 02 Stan: 咦 (.) 你 剛剛 買的 咖啡
yi (.) ni gang.gang mai de ka.fei
INT (.) 2SG just.now buy ASSOC coffee
“Huh, the coffee you just bought”
- 03 不是 放 在 zhuo4 上 嗎?
bu.shi fang zai zhuo4[=zhuo1] shang ma?
not.be put at desk on Q?
“wasn't it placed on the desk?”
- 04 怎麼 不見 了? 你 有 看到 嗎?
zen.me bu.jian le? ni you kan.dao ma?
how disappear PFV? 2SG have see.reach Q?
“How did it disappear? Did you see it?”
- T2-> 05 Tuto: 誒 不錯 (.) 桌上.
ei bu.cuo (.) zhuo.shang.
INT NEG.bad (.) desk.on.
“Hey, not bad. On the desk.”
- T3->-> 06 Stan: 桌上 (.) 桌上.
zhuo.shang (.) zhuo.shang.
desk.on (.) desk.on.
“On the desk. On the desk.”
- 07 Tuto: 對 (.) 桌上.
dui (.) zhuo.shang.
right (.) desk.on.
“Right. On the desk.”
- 08 Stan: 桌上.
zhuo.shang.
desk.on.
“On the desk.”
- 09 Tuto: 來 這個 (.) 怎麼.
lai zhe.ge (.) zen.me.
come this.CL (.) how.
“Come, this one. How.”
- 10 Stan: 怎麼.
zen.me.
how.
“How.”
- 11 Tuto: 嗯 好 不錯 (.) 來 最後 一次 (.) 來.
en hao bu.cuo (.) lai zui.hou yi.ci (.) lai.
INT good NEG.bad (.) come last one.CL (.) come.
“Mmh, okay, not bad. Come on, one last time. Come on.”



This excerpt features a pronunciation practice session. Before line 01, the tutee has already made one attempt. In line 01, the tutor asks the tutee to read the sentence for the second time, and the tutee complies in lines 02-04. However, the tutee uses the wrong tone for 桌 *zhuo* (table), mispronouncing the first tone as the fourth tone. In line 05 (the T2 position), the tutor assesses the tutee's performance and corrects the tone. In the third position (line 06), the tutee repeats the correct pronunciation. Interestingly, in the fourth and fifth positions (lines 07 and 08), the tutor and the tutee repeat 桌上 *zhuoshang* (on the table) once more.

Here, the function of the third-position repetition is to reinforce the correct pronunciation of the previously mispronounced word, helping the tutee solidify the newly corrected target.

When analyzing the data, one particular excerpt stands out due to its similarity to previous cases, yet distinct usage. The tutee skips repetition but incorporates the tutor-provided form into the ongoing reading. In this excerpt, participants engage in a similar activity to the previous one: article reading. Specifically, the article introduces the director, Wu Si Wei.

Excerpt 10:

01 Kate: [影展 (.) 影展, 上 得獎,



- [yingzhan (.) yingzhan, shang de.jiang,
[filmfest (.) filmfest, on win.prize
“The film festival, winning a prize at the film festival”
- 02 原來 大家 認為 這:位
yuanlai dajia renwei zhe: wei
so all think this: CL
“So everyone thinks this (person)”
- 03 第一次 拍 電影 就: 獲得:
di.yi.ci pai dianying jiu: huode:
first.time film movie then: obtain:
“filming a movie for the first time obtained”
- 04 Tuto: 極: 大: 討論.
ji: da: taolun.
very: big: discuss.
“huge discussion”
- 05 Kate: 極大 討論 的: 女:性 電影 導演
jida taolun de: nü: xing dianying daoyan
huge discuss ASSOC: female: sex movie director
“female movie director who caused a huge discussion”
- 06 會:很 快 推出 他 的 第二部 電影,
hui: hen kuai tuichu ta de di.er.bu dianying,
will: very fast launch 3SG ASSOC second movie,
“will very soon release her second movie,”
- T1-> 07 但 直到 2020 年, 呃:
dan zhidao 2020 nian, e:
but until 2020 year, INT
“but until the year 2020, uh”
- T2-> 08 Tuto: 伍思薇.
Wu.Si.Wei.
Wu.Si.Wei.
“Wu Si Wei”
- T3->-> 09 Kate: 伍思薇 才 又, 推出 了 他 的 第二部 電影.
Wu.Si.Wei cai you, tuichu le ta de di.er.bu dianying.
Wu Si Wei only again launch PFV 3SG ASSOC second movie.
“Wu Si Wei only then released her second movie.”

Before this excerpt, the tutor asks the tutee to read a paragraph introducing the director, Wu Si Wei (伍思薇). However, because the name is unfamiliar, the tutee initiates a repair to seek elaboration, prompting the tutor to explain that it is a person's name. After that, the tutee continues reading. In lines 05–07 (the T1 position), the tutee encounters the name for the second time. She uses “Um...” to indicate hesitation and difficulty pronouncing it. In line 08 (T2), the tutor provides the correct pronunciation.

Finally, in line 09 (T3), the tutee repeats the name and seamlessly continues reading the article. However, this case can be considered a modified repetition, because the tutee smoothly continues the article reading.



To take a closer look, article reading is a long time and continuous classroom activity. Unlike vocabulary instruction, which consists of short question-answer sequences. This is the reason why the tutor can use the modified repetition in the third position to continue the article reading. We can see that both the tutor and the tutee accept this pattern of the third-position repetition.

5.2 Full repetition Following Vocabulary Inquiry Sessions: Reinforcing the

Impression of Words in vocabulary inquiry sessions

The full repetition usage in the third position not only happens in the article or sentence reading, but also happens in the vocabulary inquiry sequences.

In this sequential environment, the tutee initiates a vocabulary check, which means the tutee asks the tutor how to say a specific word. After the tutor gives the target form in the second position, the tutee repeats what the tutor has said. Moreover, the tutor sometimes provides the pedagogical support. The pattern is:

T1: The tutee initiates a vocabulary inquiry within an ongoing utterance.

T2: The tutor provides the target word.

T3: The tutee repeats the provided word in a full repetition structure.

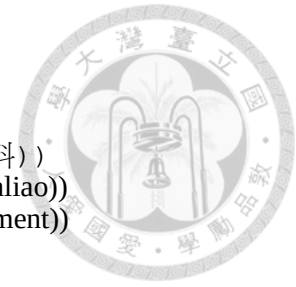


In the first excerpt, the participants are discussing the popular scripts in America, and Kate mentions a music performing group, “Blue Man Group” (lines 02-12). The target line (T3) occurs in line 24, while T1 and T2 occur in lines 21-22 and 23, respectively.

Excerpt 11:

- 01 Tuto: 音樂劇(.)
yinyueju(.)
musical(.)
“musical”
- 02 Kate: 音樂劇: 可是 他們 就是: 他們 這個 團,
yinyueju: keshi tamen jiushi: tamen zhe.ge tuan,
musical: but 3PL that.is: 3PL this group,
“musical but they are actually this group,”
- 03 他們 是 全身 他們 會 就是 塗上 藍色 的:
tamen shi quanshen tamen hui jiushi tu.shang lan.se de:
3PL be whole.body 3PL will that.is paint.on blue.color ASSOC:
“they are whole body they will just paint on blue color”
- 04 喔: ((嘆氣)) [我不知道 >反正 我<-
O:((sigh)) [wo bu.zhidao >fanzheng wo<-
INT:((sigh)) [1SG NEG.know >anyway 1SG<-
“Oh, I do not know anyway I”
- 05 Tuto: [沒關係 噁:
[mei.guanxi en:
[no.matter INT:
“It does not matter um”
- T1-> 06 Kate: 藍色 的 就是 那個 漆:
lan.se de jiushi na.ge qi:
blue.color ASSOC that.is that paint:
“the blue color is actually that paint”
- 07 欸? 這個 叫 什麼?(.)
ei? zhe.ge jiao sheme?(.)
INT? this call what?(.)
“Huh? What is this called?”
- T2-> 08 Tuto: 顏料, 顏料(.)
yanliao, yanliao(.)
pigment, pigment(.)
“pigment, pigment”
- T3->-> 09 Kate: 顏料(.)

Yanliao (.)
 pigment (.)
 “pigment”
 10 Tuto: 對(.) ((在投影片 上 寫下 顏料))
 dui(.) ((zai touyingpian shang xie.xia yanliao))
 yes (.) ((at slide on write.down pigment))
 “Right, ((writing down pigment on the slide))”
 11 (1.0)



Before the shown excerpt, the tutor, Tina, prompts the tutee, Kate, to share what kinds of play scripts or performances are popular in the United States. In response, the tutee struggles initially to define a specific script, noting that the example coming to mind is likely older than both of them. She clarifies that she isn't entirely sure if it even is considered as a traditional “script,” but recalls a highly popular show from a long time ago. She describes the act as featuring three or four men with their faces painted entirely blue. She later whispers the group name, “Blue Man Group.” When the tutor admits she has never heard of this script, the tutee corrects herself, agreeing that it isn't a script but rather a live performance that seems to revolve primarily around music.

As the excerpt shown, the tutee then implies the performance might be a musical. In lines 03-05, though still unsure, the tutee is certain that the members paint their bodies blue. Toward the end of her utterance, she finds it difficult to say the word for what the group paints themselves blue. In line 06, the tutee first tries 漆 *qi* (paint) but feels it is inappropriate. Ultimately, she asks, “How do I say it?” In line 08, the tutor provides the correct word, 顏料 *yanliao* (pigment), and repeats it twice. In the third position, the tutee uses full repetition to repeat the correct word. Subsequently, while

saying 對 *dui* (right), the tutor writes the characters for 顏料 *yanliao* (pigment) on the slide using the drawing tool, explicitly highlighting the word as a vocabulary item to learn and providing an extra learning opportunity.



This excerpt highlights learner initiative in both the first and third positions. In the first position, the tutee actively starts a vocabulary inquiry to earn more learning opportunities; in the third position, she uses full repetition to deepen her impression of the new word. Concurrently, the tutor acts as a helpful facilitator, providing interactional support by using the drawing tools in the online meeting room. Through the collaboration between the third and fourth positions, they successfully maximize the learning opportunities.

Here is the second example. The pattern is similar to excerpt 11. The tutee is Adam.

Excerpt 12:

- 01 Tuto: 那 你 覺得 在 瑞典
na ni jue.de zai rui.dian
then 2SG feel at Sweden
“Then what do you think about Sweden”
- 02 大部分 的 人 會 嫌
da.bu.fen de ren hui xian
most ASSOC person will complain
“most people would complain”
- 03 自己 生活 沒有 甚麼?
zi.ji shenghuo mei.you shen.me?
self life not.have what?
“that their own life lacks something?”
- 04 Adam: 嗯, 我 覺得 會,
en, wo jue.de hui,
INT, 1SG feel will,
“Mmh, I think they would,”
- 05 但是 在 瑞典,
dan.shi zai rui.dian,
but at Sweden,



- 06 “But in Sweden,”
可能 是 比較 是 在： 精神上。
ke.neng shi bi.jiao shi zai: jing.shen.shang.
maybe be more be at: spirituality.on.
“maybe it is more on: a spiritual level.”
- 07 Tuto: 所以 很 多 人 自殺， 對不對？
suo.yi hen duo ren zi.sha, dui.bu.dui?
so very many person commit.suicide right.NEG.right?
“So many people commit suicide, right?”
- 08 因為 生活 太 平靜 了。
yin.wei shenghuo tai ping.jing le.
because life too calm EXCL.
“Because life is too peaceful.”
- 09 Adam: 呃，不知道。 他 的 自殺率 是 多少。
e, bu.zhi.dao. ta de zi.sha.lu shi duo.shao.
INT, NEG.know. 3SG ASSOC suicide.rate be how.much.
“Uh, I don't know. What is their suicide rate.”
- 10 但是，因為 是 一個
dan.shi, yin.wei shi yi.ge
but, because be one.CL
“But, because it is a”
- 11 已經 比較 發展 (.) 的 國家。
yi.jing bi.jiao fa.zhan (.) de guo.jia.
already more develop (.) ASSOC country.
“country that is already more developed.”
- 12 所以， 呃， 社會 比較 平等，
suo.yi, e, she.hui bi.jiao ping.deng,
so, INT, society more equal,
“So, uh, society is more equal,”
- 13 然後，資源也是比較，
ran.hou, zi.yuan ye shi bi.jiao,
then, resource also be more,
“and then, resources are also more,”
- T1-> 14 資源 的 分布， 可以這樣 講 嗎？
zi.yuan de fen.bu, ke.yi zhe.yang jiang ma?
resource ASSOC distribution, can this.way speak Q?
“distribution of resources, can I say it this way?”
- T2-> 15 Tuto: 比較 平均。
bi.jiao ping.jun.
more even.
“more evenly distributed.”
- T3->-> 16 Adam: 比較平均。
bi.jiao ping.jun.
more even.
“more evenly distributed.”
- 17 Tuto: ok 我們 會 說 分配。
ok wo.men hui shuo fen.pei.
OK 1PL will speak distribute
“OK, we would say distribute.”
- 18 Adam: 分配， 噢 對 啦。
fen.pei, o dui la.
distribute, INT right EXCL
“Distribute, oh right.”
- 19 Tuto: 資源 的 分配 比較 平均。
zi.yuan de fen.pei bi.jiao ping.jun.

resource ASSOC distribute more average
“The distribution of resources is more even.”



Before this sequence, the tutor has just finished teaching the character 嫌 *xian* (to complain). Here, the tutor employs a target-word-embedded question to ask what the tutee thinks people in Sweden would normally complain about in life. In the following lines, (lines 04-06) the tutee responds the complaints would likely relate to a more spiritual concerns. Following the tutee's line of thought, the tutor suggests that the peaceful lifestyle there might lead many people to commit suicide, ending her turn with 對不對 *duibudui* (right?) to invite the tutee's opinion.

However, the tutee notes that he does not know the exact suicide rate. He then offers his own perspective, explaining that high societal development leads to a fairer society. While attempting to describe the equal distribution of resources, the tutee struggles with the formulation. His first attempt is 資源也是比較 *ziyuan yeshi bijiao* (resources are also more) before pausing. On his second attempt, he adjusts the phrase to 資源的分佈 *ziyuan de fenbu* (distribution of resources) and asks, 可以這樣講嗎 *keyi zheyang jiang ma* (Can I say it this way?), which initiates a formulation inquiry (T1).

While the tutee seems to ask about if 資源的分佈 *ziyuan de fenbu* “distribution of resources” is the correct collocation. In response, the tutor completes utterance for him by providing the phrase 比較平均 *bijiao pingjun* (more even) (T2). The tutee then

repeats 比較平均 *bijiao pingjun* (more even) in a full repetition structure (T3).

Interestingly, the sequence expands as the tutor offers a further lexical upgrade, stating they would usually say 分配 *fenpei* (distribution). The tutee recognizes this correction with 噢對啦 *ouduila* (oh, right), allowing the tutor to provide the complete, natural sentence, which is 資源的分配比較平均 *ziyuan de fenpei bijiao pingjun* (The distribution of resources is more even.). Through this collaborative interaction, the co-constructed sentence is successfully completed and optimized.

The function of the third-position repetition here is also to reinforce the impression of the words. However, the sequential environment is completely different from the previous one. This time, the interaction occurs within a vocabulary inquiry session. Because the tutee is the one who actively asks the question, his repetition in the third position shows that he wants to immediately practice this new word to remember it better.

5.3 Partial repetition: Precisely narrowing down the range and initiating repair

Beyond the above two full repetition usage, here is the type of partial repetition. The sequential environment is when the tutee actively makes the inquiry about the vocabulary usage and meaning.



The pattern is below:

T1: The tutee actively asks a vocabulary meaning question.

T2: The tutor tries to explain.

T3: The tutee uses partial repetition to narrow down the range and do the repair initiator.

The below excerpt is about the discussion of “commuting hours in Taiwan.”

Excerpt 13:

- 01 Tuto: 上下班 時間 是 幾點.
shang.xia.ban shijian shi ji.dian.
up.down.shift time be how.many.o'clock.
“What time are the commuting hours.”
- 02 Luis: 可能, 不知道, 八(h) 點(h) 吧(h) .
kening, bu.zhida, ba(h) dian(h) ba(h).
maybe, NEG.know, eight(h) o'clock(h) BA(h).
“Maybe I do not know maybe eight o'clock.”
- 03 Tuto: 八點, 我 想到 從: 五點 開始.
ba.dian, wo xiang.dao cong: five.dian kaishi.
eight.o'clock, 1SG think.up from: five.o'clock start.
“Eight o'clock, I thought of starting from five o'clock.”
- 04 Luis: 那 六點, 六點 七點.
na liu.dian, liu.dian qi.dian.
then six.o'clock, six.o'clock seven.o'clock.
“Then six o'clock, six o'clock or seven o'clock.”
- 05 Tuto: 五六點 開始 到 晚上 十點.
wu.liu.dian kaishi dao wan.shang shi.dian.
five.six.o'clock start to night ten.o'clock.
“Starting from five or six o'clock until ten o'clock at night.”
- 06 Luis: 十: 點?
shi: dian?
ten: o'clock?
“Ten o'clock?”
- 07 Tuto: 都 有 很多 人: 下班.
dou you hen.duo ren: xia.ban.
all have many man: off.shift.
“There are always a lot of people leaving work.”
- 08 (1.2)
- 09 Luis: 但是, (.) 這個 時間 (.) 當中,
danshi, (.) zhe.ge shijian (.) dang.zhong,
but, (.) this time (.) among,
“But, within this time,”
- T1-> 10 什麼麼 時候 是 最: 尖: 峰 的?
she.me.me shihou shi zui: jian:feng de?
what.ever time be most: peak: ASSOC?
“When is the most peak time?”
- T2-> 11 Tuto: 最尖峰 的 時間 啊? (0.5)
zui.jian.feng de shijian a? (0.5)
most.peak ASSOC time A? (0.5)

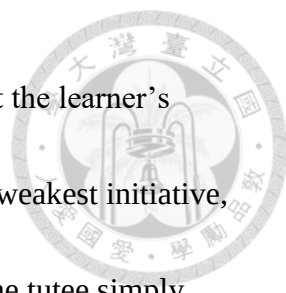
- 
- 12 “The peak time?”
 我 想 可能 是: (.) 五點多 六點多.
 wo xiang kening shi: (.) wu.dian.duo liu.dian.duo.
 1SG think maybe be: (.) five.o'clock.more six.o'clock.more.
 “I think maybe it is past five or six o'clock.”
- 13 還有 (.) 晚上 的: 十點.
 haiyou (.) wan.shang de: shi.dian.
 also (.) night ASSOC: ten.o'clock.
 “And also ten o'clock at night.”
- T3->-> 14 Luis: 十點?
 shi.dian?
 ten.o'clock?
 “Ten o'clock?”
- 15 Tuto: 對.
 dui.
 yes.
 “Yes.”
- 16 Luis: 十點?
 shi.dian?
 ten.o'clock?
 “Ten o'clock?”
- 17 Tuto: 十點也會有一波.
 shi.dian ye hui you yi bo.
 ten.o'clock also will have one wave.
 “There will also be a wave at ten o'clock.”
- 18 Luis: 為什麼? 因為 他們 都:
 weisheme? yinwei tamen dou:
 why? because 3PL all:
 “Why? Because they all...”
- 19 Tuto: 百貨公司 的 人 下班.
 bai.huo.gong.si de ren xia.ban.
 dept.store ASSOC man off.shift.
 “The people from the department store leave work.”
- 20 Luis: 啊:, 對.
 a:, dui.
 AH:, yes.
 “Ah, right.”

In this excerpt, the tutor and the tutee discuss “commuting time.” In line 01, the tutor asks the tutee when Taiwan's off-work hours are. Uncertain, the tutee laughs and responds 八點 *badian* (8 o'clock), using the word 可能 *keneng* (maybe) in line 02. The tutor disagrees and says it is 5 o'clock (line 03), which makes the tutee change his answer to 6 or 7 o'clock (line 04). In line 05, the tutor combines these answers into a larger evening time period from 5 to 10 o'clock. Because the tutor shifts the focus to a

wide time slot, the tutee asks a question in line 11 (T1), asking when the “most” peak period is. In the next line (T2), the tutor repeats the question and uses 可能 *keneng* (maybe) to show uncertainty while separating this period into two parts: 5 o’clock and 10 o’clock.

Hearing this, the tutee repeats 十點 *shidian* (10 o’clock) with a rising tone in line 14 (T3). Here, this partial repetition acts as an other-initiated repair, focusing on 10 o’clock. Because the tutor does not see the tutee’s true confusion, she simply says “yes” in line 15. Therefore, in line 16, the tutee repeats his previous question again. This finally makes the tutor understand his confusion, and she explains the reasons in lines 17 and 19.

The problem here comes from a different understanding of “peak time.” The tutor thinks the commuting peak is a long period, but the tutee thinks it is a specific time spot. We can see this because the tutee uses the word 最 *zui* (most) in lines 09-10. By repeating only 十點 *shidian* (10 o’clock) in the third position, the tutee successfully narrows down his confusion. When the first answer does not solve his problem, he asks again to get more explanation. This shows how a learner can use language to show strong initiative in a lesson.



Looking across the three excerpts in this study, it is obvious that the learner's initiative grows from weak to strong. In the first type, which has the weakest initiative, the activity is just reading aloud. After the tutor corrects a mistake, the tutee simply repeats the correction in a full structure. In the second type, the initiative becomes stronger as the tutee answers the tutor's questions while actively asking vocabulary checking questions. Finally, the third type shows the strongest initiative, where the tutee actively asks about a specific concept, like in this commuting time case, and expands the conversation until he gets a full explanation.

5.4 The comparison of tutor-initiated and tutee-initiated third-position repetition

In the above section and in Chapter Four, there is a micro-analysis of tutor-initiated third-position repetition and tutee-initiated third-position repetition respectively. Here, in this section, the overall comparison between these two kinds of repetitions will be discussed in detail.

For the tutor-initiated sequences, all the sequences are divided into three types based on the repetition structure in the third position. The three types are full repetition, partial repetition, and modified repetition. This study claims that the tutor uses the linguistic structure of repetition in the third position to fulfill pedagogical purposes. For

full repetition, its functions include a three-timed vocabulary relay, confirming the tutee's answer, directing the teaching focus, and providing learning materials. For partial repetition, the functions are precisely narrowing down the range and directing the teaching focus. For modified repetition, its function is adjusting vocabulary.

For the tutee-initiated sequences, the tutees also utilize the repetition structure to fulfill their own interactional purposes. However, their purposes are primarily related to getting more opportunities to memorize the corrected words and do the repair initiator to express what they are confusing. For full repetition, its function is to reinforce the impression of words during article or sentence reading, as well as in the vocabulary inquiry sequences. For partial repetition, its function is to precisely narrow down the trouble source and to initiate repairs to pinpoint their sources of confusion.. Although modified repetition is not discussed in this section, it is addressed as a deviant case.

Following the analysis of these two sequences, Tables 5 and 6 summarize all of their functions.

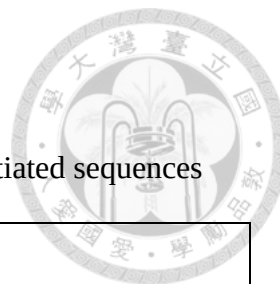


Table 7: The functions of the third-position repetition in tutor-initiated sequences

Tutor-initiated sequences	
The structure of the reception	The function of the third-position repetition
Full repetition	Two-timed vocabulary relay
Full repetition	Displaying acceptance of the tutee's answer and providing alternative expressions
Partial repetition	Precisely singling out the core element
Modified repetition	Vocabulary adjustment and sentence completion

Table 8: The functions of the third-position repetition in tutee-initiated sequences

Tutee-initiated sequences	
The structure of the reception	The function of the third-position repetition



Full repetition following trouble encounters	Displaying receipt of teacher-provided assistance
Full repetition following vocabulary inquiry sessions	Reinforcing the impression of words in vocabulary inquiry sessions
Partial repetition	Precisely narrowing down the range and initiating repair

Overall, both the tutors and the tutees know how to employ the repetition structure to achieve their goals in the tutoring sessions. For the tutors, the pedagogical goal is to ensure the tutees have sufficient opportunities to practice Chinese and to actively create learning opportunities. For the tutees, the goal is to familiarize themselves with the words and to initiate repairs to pinpoint their sources of confusion. Regarding the specific functions, the functions of partial repetition overlap between both participants.

Chapter 6 Research Discussion & Conclusion



Besides the repetition format, sequential environment, and functions of the repetition in the third position, through investigation, there are two issues to discuss. The first one is the collaboration of the third and fourth position. When analyzing the third position, it's unavoidable to also analyze the fourth position. Through the analysis, there are the tight connection between the third and fourth position. It is claimed that the tutor and the tutee co-create the learning opportunities. Secondly, though the main finding in Chapter Four and Five shows that the functions of the third position is related to pedagogical purposes, there are some excerpts indicates that there is still the interpersonal dimension during tutoring session. These excerpts are discussed as deviant cases. It is concluded that the tutoring has the bi-layered feature. The first layer is the pedagogical dimension, and the second layer is the interpersonal dimension.

6.1 The collaboration of third and fourth position by tutors and tutees

Having examined tutor-initiated and tutee-initiated third-position repetitions in the preceding chapters, this chapter explores the intricate relationships among third-position repetition and learner initiatives. Furthermore, the bi-layered feature of tutoring interaction is also discussed.



As demonstrated in Chapter Four, post-expansions commonly occur within tutor-initiated third-position repetitions, manifesting in two distinct conditions. In the first condition, after repeating the tutee's preceding responsive turn in the second position, the tutor adds more elements like pursuing questions or reshaping the turn into a complete sentence. These additional elements subsequently serve as shared interactional resources, available for both participants to deploy. For instance, tutees frequently retrieve these public resources to launch their fourth-position turns.

In the second condition, the tutor performs only a repetition in the third position, yet the tutee seizes this opportunity to expand the sequence in the fourth position. Crucially, however, such fourth-position initiatives are not entirely self-directed by the tutee. In fact, they bear a consequential relationship to the preceding third-position repetition. It is precisely the functions of the third-position repetition that facilitate these subsequent actions.

To explain the mechanism of collaboration observed in two study excerpts, Walsh's (2013) concept of Classroom Interactional Competence (CIC) is introduced. Distinguishing CIC from general Interactional Competence (IC), Walsh (2013) outlines three key features: first, aligning teacher actions with pedagogical goals and classroom context; second, creating "space for learning" by expanding wait time, increasing

learner turns, and reducing repairs; and third, shaping learner contributions in the third position by mediating learning through scaffolding, paraphrasing, recasting, and clarification requests. Ultimately, both collaborative instances in this study exemplify this CIC framework.

Another related research framework is from Waring (2011) about learner initiatives. Waring (2011) claims that “learner initiative” is not a clear concept. Basically, she thinks of learner initiative as any attempt to make an uninvited contribution. Specifically, to understand this implicit concept, she divides it into two dimensions: turn-taking and sequence. In her study, she tries to examine how adult ESL students show agency within and beyond the traditional teacher-led I-R-F sequence. As for the findings, there are three types of learners initiatives. Type A initiatives involve self-selection to start a new sequence for the purpose of pursuing understanding or displaying knowledge. For type B, initiatives occur when students volunteer a response. Lastly, type C initiative exploits an assigned turn, including “hijacking” an assigned turn to provide unfitted responses or to “piggyback” additional information to a required task. However, in this study, the third position is also found that learners can show their initiatives in this specific position.

The first related excerpt is Excerpt 11.



Excerpt 11:

- 01 Tuto: 音樂劇(.)
yinyueju(.)
musical(.)
“musical”
- 02 Kate: 音樂劇：可是 他們 就是：他們 這個 團，
yinyueju: keshi tamen jiushi: tamen zhe.ge tuan,
musical: but 3PL that.is: 3PL this group,
“musical but they are actually this group,”
- 03 他們 是 全身 他們 會 就是 塗上 藍色 的：
tamen shi quanshen tamen hui jiushi tu.shang lan.se de:
3PL be whole.body 3PL will that.is paint.on blue.color ASSOC:
“they are whole body they will just paint on blue color”
- 04 喔：((嘆氣)) [我不知道 >反正 我<-
O:((sigh)) [wo bu.zhida >fanzheng wo<-
INT:((sigh)) [1SG NEG.know >anyway 1SG<-
“Oh, I do not know anyway I”
- 05 Tuto: [沒關係 噁：
[mei.guanxi en:
[no.matter INT:
“It does not matter um”
- T1-> 06 Kate: 藍色 的 就是 那個 漆：
lan.se de jiushi na.ge qi:
blue.color ASSOC that.is that paint:
“the blue color is actually that paint”
- 07 欸？這個 叫 什麼？(.)
ei? zhe.ge jiao sheme?(.)
INT? this call what?(.)
“Huh? What is this called?”
- T2-> 08 Tuto: 顏料， 顏料 (.)
yanliao, yanliao (.)
pigment, pigment (.)
“pigment, pigment”
- T3->-> 09 Kate: 顏料(.)
Yanliao (.)
pigment (.)
“pigment”
- 10 Tuto: 對(.) ((在投影片 上 寫下 顏料))
dui(.) ((zai touyingpian shang xie.xia yanliao))
yes (.) ((at slide on write.down pigment))
“Right, ((writing down pigment on the slide))”
- 11 (1.0)

In line 10 of Excerpt 11, the tutor utilizes the fourth position to construct learning space and provide visual materials. This behavior fosters learning opportunities, directly aligning with Walsh’s concept of Classroom Interactional Competence (CIC).

The second excerpt is Excerpt 06.



Excerpt 06:

- 01 Tuto: 那麼 你: 嘗試過: 一些 新 的 東西 嗎
 Name ni: changshi.guo: yixie xin de dongxi ma
 then 2SG try.EXP some new ASSOC thing SFP
 “Then have you tried some new things,”
- 02 你 以前 沒 試過 的(.)
 ni yiqian mei shi.guo de(.)
 2SG before not try.EXP ASSOC(.)
 “things that you've never tried before”
- 03 (2.0)
- 04 Kate: 呃: 像 什麼 嘶:
 E: xiang shenme si:
 INT like what INT
 “Uh like what, let me see”
- 05 (4.0)
- 06 Kate: 呃: 我 也 不 知道=
 E: wo ye bu zhidao=
 INT 1SG also not know=
 “Uh I don't know either”
- 07 Tuto: =像是 你 以前 沒, 呃: 跳過,
 =xiangshi ni yiqian mei, e: tiao.guo,
 =like 2SG before not INT try.EXP
- 08 那個(h), 高空彈跳
 Na.ge (h), gaokongtantiao
 That.CL (h) bungee.jumping
 “Like you have never, uh, tried bungee jumping before”
- 09 Kate: 喔↓:
 Oh↓:
 “Oh”
- T1-> 10 Tuto: 然後 你 朋友 找 你 去,
 Ranhou ni pengyou zhao ni qu,
 then 2SG friend ask 2SG go
 “Then if your friend asks you to go,”
- 11 你 會 去 試試看 嗎?(.)
 ni hui qu shi.shikan ma?(.)
 2SG will go try.try SFP(.)
 “would you go and give it a try”
- 12 Kate: 我會,>我 會 我 會 <去:
 Wo hui,>wo hui wo hui <qu:
 1SG will >1SG will 1SG will < go:
 “I would, I would I would go”
- 13 Tuto: 所以 你 [是-
 Suoyi ni [shi-
 so 2SG [be-
 “So you are”
- 14 Kate: [>不 是<
 [>bu shi<
 [>NEG be<
 “No”

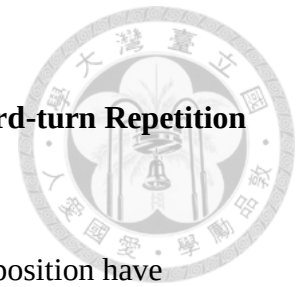


- 15 Tuto: 嗯:
En:
INT
“Uh”
- T2-> 16 Kate: >我 我 我<,我 就是, 呃:
>wo wo wo<, wo jiushi, e:
>1SG 1SG 1SG< 1SG just INT
“I I I, I am just, uh”
- 17 對 如果 是 我 沒 試過 的 事,
dui ruguo shi wo mei shi.guo de shi,
yes if be 1SG NEG try.EXP ASSOC thing
“Yes if it is something that I have never tried before,”
- 18 然後 就是 我 覺得 好玩 的 話,
ranhou jiushi wo jue de haowan de hua,
then just 1SG feel fun ASSOC words
“and then if I feel it's fun,”
- 19 我 會 就是 願意 去 試試看 (.)
wo hui jiushi yuanyi qu shi.shikan(.)
1SG will just will go try.try (.)
“I will just be willing to go and give it a try”
- T3->-> 20 Tuto: 嗯嗯嗯:你 會: 願意 去 嘗試(.)
EnenEn: ni hui: yuanyi qu changshi(.)
INT 2SG will: will go try(.)
“Mm-hmm, you will be willing to give it a try”
- 21 Kate: 願意 去 嘗試(.)
yuanyi qu changshi(.)
will go try(.)
“Willing to give it a try”
- 22 Tuto: 嗯:
En:
INT
“Uh”
- 23 Kate: 願意 嘗試, 願意 去 嘗試(.)
uanyi changshi, yuanyi qu changshi(.)
will try, will go try(.)
“Willing to try, willing to go and give it a try”
- 24 Tuto: 好, 給 我 一個 完整 的 句子(.)
Hao, gei wo yi.ge wanzheng de juzi(.)
okay give 1SG one.CL complete ASSOC sentence(.)
“Okay, give me a complete sentence”

In line 21, after the tutor adjust the vocabulary to the target word in the tutoring session,

the tutee actively repeats the new sentence in the fourth position.

6.2 The Bi-layered Feature of Tutoring: Observation From Third-turn Repetition



Generally speaking, previous academic discussions on the third position have predominantly associated it with pedagogical purposes, as exemplified by Lee (2007). However, through a close examination of tutoring interactions, this study demonstrates that the third position in tutoring contexts manifests not only pedagogical dimensions but also interpersonal dimensions.

Excerpt 14:

Excerpt 14 is about the expanded discussion after the 主持人 *zhuchiren* (person in charge) vocabulary instruction. Kate is the tutee.

- T1-> 01 Tuto: 嗯 嗯, 好, 那麼 你 覺得 發音
en. en, hao, na.me ni jue.de fa.yin
BC.BC, good, then 2SG think pronun
“Mm-hmm, okay, then do you think pronunciation”
02 對一個主持人來說重不重要.
dui yi.ge zhu.chi.ren lai.shuo zhong.bu.zhong.yao.
to one.CL host for important.not.important.
“is important for a host.”
03 Kate: um:
um
“Um.”
04 (1.5)
T2-> 05 Kate: 應該 會 重要 (.) 吧.
ying.gai hui zhong.yao (.) ba.
should will important (.) BA.
“It should be important.”
T3->-> 06 Tuto: .h 應該重要, 好
.h ying.gai zhong.yao, hao
.h should important, good
“Should be important, okay.”
07 Kate: [(那是)] 我, 你 不會
[(na.shi)] wo, ni bu.hui
[(that.be)] 1SG, 2SG not.will
“That is me, you will not...”
08 Tuto: [(xxx)]
09 Kate: 我 不 覺得 你 會 好像 說

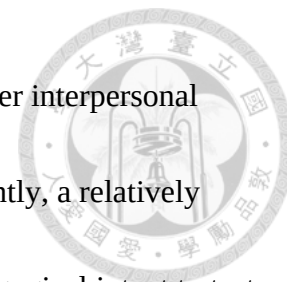
10

wo NEG jue.de ni hui hao.xiang shuo
1SG not think 2SG will seem say
“I don't think you will say”
啊 這個 主持人 的 發音, 超級好.
a zhe.ge zhu.chi.ren de fa.yin, chao.ji.hao.
A this host ASSOC pronun, super.good.
“Ah, this host's pronunciation is super good.”



This excerpt continues the previous topic. However, aligning with the tutee's response, the tutor shifts the discussion toward more specific details. In the previous sequences, the tutor initiates an inquiry, asking if the tutee knows any popular hosts, to which the tutee provides a response, identifying Jimmy Fallon as a popular host. In line , the tutor poses a pursuing question regarding the underlying reasons. In the subsequent turn, the tutee provides a comprehensive explanation and reaches a conclusion.

The tutor's question in lines 01-02 is no longer like the previous two questions that merely targeted personal opinions. This inquiry is more deep-seated, requiring multifaceted thinking to formulate an answer. Following a brief pause for alignment or thought, the tutee responds in line 05. Notably, her response indexes epistemic uncertainty, marked by the use of the probability adverb “*yinggai*” (應該) (maybe) and the utterance-final particle “*ba*” (吧). In the third position (line 06), the tutor not only repeats the tutee's prior answer but also accompanies this repetition with laughter.



The third-position repetition here is argued to manifest a stronger interpersonal dimension precisely because it is delivered with laughter. Consequently, a relatively relaxed interactional atmosphere is established, displaying less pedagogical intent to test the tutee's linguistic proficiency like vocabulary or syntactic structures.

Looking further down the sequence, following the tutor's repetition in line 06, the tutee attempts to offer further elaboration in lines 09-10, despite the absence of any explicit question or directive from the tutor. This sequential development not only demonstrates learner initiatives but also mirrors the interactional patterns typically observed in naturally occurring talk.

Here is the second excerpt in the discussion here. Excerpt 15 happens when the tutor asks the tutee, Kate, to read and answer the questions after vocabulary instruction.

Excerpt 15:

- T1-> 01 Tuto: 對對, 好, 那麼 第三個, 你 說一說
dui.dui, hao, na.me di.san.ge, ni shuo.yi.shuo
right.right, good, then the.third.one, 2SG talk.one.talk
“Right, right, okay, then the third one, please share your thoughts.”
- 02 Kate: Netflix 推出 了 哪些 互動式 節目.
Netflix tui.chu.le na.xie hu.dong.shi jie.mu.
Netflix produce PFV what interactive series.
“Netflix introduced what interactive series.”
- 03 Tuto: 嗯.
Um
“um...”
- T2-> 04 Kate: 嗯: 就 除了 黑鏡 的 那個:
en: jiu chu.le hei.jing de na.ge:
BC: just except black.mir ASSOC that:
“Uh, just except for that Black Mirror one”
- 05 Tuto: [還 有:
[hai you:

[still have:
 “And also.”
 T2-> 06 Kate: [還 看 過 有 好像 有 一個,
 [hai kan guo you hao.xiang you yi.ge,
 [still see EXP have seem have one.CL,
 “And I’ve also seen one that seemed to be,”
 07 你 知道 Minecraft.
 ni zhi.dao Minecraft.
 2SG know Minecraft.
 “You know Minecraft.”
 T3->-> 08 Tuto: 對, Minecraft.
 dui, Minecraft.
 right, Minecraft.
 “Right, Minecraft.”
 09 Kate: Minecraft 的, 還 有 一個,
 Minecraft de, hai you yi.ge,
 Minecraft ASSOC, still have one.CL,
 “Minecraft’s, there’s also another one,”
 10 有 一個 好像 卡通: 片.
 you yi.ge hao.xiang ka.tong: pian.
 have one.CL seem cartoon: film.
 “There’s one that seems to be a cartoon movie.”



In this excerpt, after both the tutor and tutee have read an article, the tutor presents several pre-prepared questions on slides. By doing so, the tutor aims to test the tutee’s comprehension of the article while simultaneously providing opportunities for the tutee to practice vocabulary and sentence structures through this inquiry.

In line 01, the tutor prompts the tutee to read the question on the slide aloud. Following the reading in line 02, the tutee engages in a process of contemplation and word-searching. Consequently, her utterance in line 06 remains incomplete relative to the target answer, until she formulates a relatively structured response in line 07. Here, the tutee notes that in addition to Black Mirror, Minecraft serves as another example. In the third position (line 08), the tutor says 對 *dui* (right) and repeats “Minecraft.” In

lines 09-10, the tutee self-initiates further elaboration on Minecraft, providing expanded details for her prior response in line 07.



The utterance 對 *dui* (right) here does not function as judging the correctness of the tutee's answer. On the contrary, it functions as an information receipt. This claim is supported by the observation that upon hearing the tutee mention Minecraft, the tutor does not claim a K+ epistemic status regarding the topic, nor does she employ evaluative assessments such as 很好 *henhao* (very good). Thus, the token leans heavily toward an information-receiving function.

Further evidence can be observed from the preceding sequence. In her responsive position (line 19), the tutee does not merely supply the name "Minecraft" but put 你知道 *nizhidao* (you know) in front of the name. This saying strongly mirrors patterns of naturally occurring conversation. Crucially, such a conversational trajectory does not exclude pedagogical value. On the contrary, following the tutor's third-position repetition, the tutee self-initiates further elaboration, thereby expanding the sequence and creating additional learning opportunities.

Here is the third example:



This excerpt happens when the tutor and the tutee finish reading an article about entrepreneurship. After the reading, the tutor starts to ask questions about the tutee's experience as a Japanese and tutee's friends' experience.

Excerpt 16 :

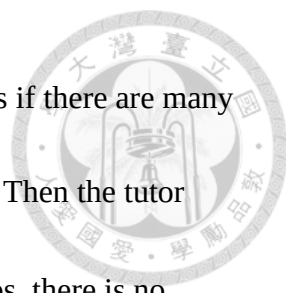
- 01 Tuto: 在 日本- 一般來說, 在 日本,
zai ri.ben- yi.ban.lai.shuo, zai ri.ben,
at japan- generally, at japan,
“In Japan- generally speaking, in Japan,”
- 02 你 有 沒 有 同 學 他 去 創 業?
ni you mei you tong.xue ta qu chuang.ye?
2SG have NEG have classmate 3SG go start.business?
“Do you have any classmates who went to start a business?”
- 03 或 做 一 些 別 的 事 情?
huo zuo yi.xie bie de shi.qing?
or do some other ASSOC thing?
“Or do other things?”
- 04 (.)
- 05 Nacy: 沒 有 [創 業.=
mei.you [chuang.ye.=
NEG.have [start.business.=
“No starting a business”
- 06 Tuto: =噢 沒 有 創 業,
=o mei.you chuang.ye,
=oh NEG.have start.business,
“Oh no starting a business,”
- 07 所 以 都 是 去 當: 員 工?
suo.yi dou shi qu dang: yuan.gong?
so all COP go work.as: employee?
“So they all became employees?”
- 08 Nacy: 當 員:工: (.) [恩.
dang yuan: gong: (.) [en.
work.as employee: (.) [PRT.
“As employees, yeah.”
- 09 Tuto: 恩. (.)
en.(.)
PRT.(.)
“Yeah.”
- 10 Nacy: 恩.
en.
PRT.
“Yeah.”
- 11 Tuto: 我 聽 說 在 日 本,
wo ting.shuo zai ri.ben,
1SG hear.say at japan,
“I heard that in Japan,”
- 12 如 果 要 去 企 業 當 員 工,



- ru.guo yao qu qi.ye dang yuan.gong,
if want go company work.as employee,
“If you want to go work as an employee in a company,”
- 13 是 不 是 畢業 以前=
shi bu shi bi.ye yi.qian=
COP NEG COP graduate before=
“Do you have to before graduating=”
- 14 =就 要 去 (.) 找 工作了?
=jiu yao qu (.) zhao gong.zuo le?
=then want go (.) look.for job PRT?
“=you have to go look for a job?”
- 15 Nancy: 對, 大四 的 時候.
dui, da.si de shi.hou.
right, senior ASSOC time.
“Right, during senior year.”
- 16 Tuto: 嗯 嗯 嗯, 這樣子.
en en en, zhe.yang.zi.
PRT PRT PRT, like.this.
“Mhm mhm mhm, like that.”
- 17 Nancy: 嗯.
en.
PRT.
“Mhm.”
- 18 Tuto: 跟 台灣 不 太 一樣.
gen tai.wan bu tai yi.yang.
with taiwan NEG too same.
“It's not quite the same as in Taiwan.”
- 19 Nancy: mm.
mm.
PRT.
“Mm.”
- 20 (0.6)
- T1-> 21 Tuto: 那 日本- 你 覺得 在 日本, (.)
na ri.ben- ni jue.de zai ri.ben, (.)
then japan- 2SG think at japan, (.)
“Then Japan- do you think in Japan, (.)”
- 22 呃, 創業 的: 人, (.) 多 不 多?
e, chuang.ye de: ren, (.) duo bu duo?
uh, start.business ASSOC: person, (.) many NEG many?
“Uh, are there many people who start a business?”
- 23 (.)
- T2-> 24 Nancy: 不 多.
bu duo.
NEG many.
“Not many.”
- T3->-> 25 Tuto: 不 [多.
bu [duo.
NEG [many.
“Not many.”
- 26 Nancy: 呃 (.) 剛- 剛 畢業 的 人 嗎?
e (.) gang- gang bi.ye de ren ma?
uh (.) just- just graduate ASSOC person PRT?
“Uh, people who just graduated?”
- 27 [剛 大學 畢業 的 人.

- 
- [gang da.xue bi.ye de ren.
[just university graduate ASSOC person.
“People who just graduated from university.”
- 28 Tuto: [嗯, 剛 畢業 的 人.
[en, gang bi.ye de ren.
[PRT, just graduate ASSOC person.
“Yeah, people who just graduated.”
- 29 Nacy: 不 多 吧.
bu duo ba.
NEG many PRT.
“Probably not many.”
- 30 Tuto: 喔, 這樣 [子.
o, zhe.yang [zi.
PRT, like [this.
“Oh, I see.”
- 31 Nacy: [對.
[dui.
[right.
“Right.”
- 32 Tuto: 嗯, 好.=
en, hao.=
PRT, good.=
“Mhm, okay.”
- 33 Nacy: =台灣, (.) 很多?
=tai.wan, (.) hen duo?
=taiwan, (.) very many?
“Is it very common in Taiwan?”
- 34 Tuto: 台灣 好像:, 我 看 一個 新聞 說=
tai.wan hao.xiang:, wo kan yi.ge xin.wen shuo=
taiwan seem: 1SG see one.CL news say=
“It seems like in Taiwan, I saw a news report saying=”
- 35 =台灣 創業 的 人 還, 蠻: 多 的.
=tai.wan chuang.ye de ren hai, man: duo de.
=taiwan start.business ASSOC person still, quite: many PRT.
“There are actually quite a lot of people starting businesses in Taiwan.”

In lines 01-03, the tutor uses keywords like Japan, classmates, entrepreneurship, hoping the tutee can answer the question based on her experiences. In lines 05 and 08, the tutee explains that none of her classmates start a business after graduation. At this moment, the interactional trajectory turns to “being an employee.” Following this tendency, in lines 11-14, the tutor provides his knowledge of Japanese new graduate’s job finding situation. Until the topic of employment lasts for a while, in lines 21 and 22,



the tutor turns to ask questions about entrepreneurship. The tutor asks if there are many entrepreneurs in Japan. The tutee responds 不多 *buduo* (not many). Then the tutor repeats what the tutee said in line 25. Though the second half overlaps, there is no overlap in the first half. It still counts as the repetition in the third position. After the tutor's repetition, the tutee immediately asks for whom is the tutor discussing in the previous question. It seems that the tutee is making sure for the prior inquiry and eager to re-respond the question. In line 28, for the reply, the tutor re-explains that the target people is the new graduates. In the next line (line 29), the tutee gives the same answer but adds final particle 吧 *ba*, showing her uncertainty. She even reverses the questioning role in line 33 by asking the tutor about the situation in Taiwan.

If we analyze the series of changes from lines 24 to 33, we can find that it is the repetition in the third position triggers the negotiation later. The tutee cleverly notices the intention behind the tutor's repetition. Moreover, she even reversely asks the tutor what is the situation in Taiwan because she infers that the tutor's original defaulted answer is "many people," and it stems from his Taiwanese background. This excerpt manifests the double layers of the tutoring, the pedagogical and interpersonal dimensions respectively. On the one hand, the tutor has the expected answer, so he tends to direct the trajectory to the expected side. On the other hand, the tutor still wants

to know why the tutee gives the opposite answer. What they are doing is called epistemic negotiation, which means they want to know what each other actually knows through interaction (Heritage, 2012). In this side, it shows the function of interpersonal facet.

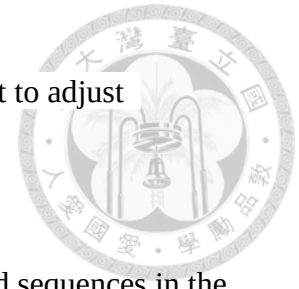
From these three excerpts, the participants employ different interactional resources to achieve the interpersonal purposes in the third-position repetition. The first excerpt is laughter. The second one is level intonation. The third one is rising intonation. In addition, when it shows the interpersonal aspect in the third-position repetition, tutee's learning opportunities aren't blocked. Hence, through the analysis on the sequences, it indicates that the two layers, pedagogical one and interpersonal one, co-construct the tutoring sessions.

6.3 Findings

Using conversation analysis as a main methodology with the materials from Chinese as a second language tutoring sessions, there are three findings in this study.

For the first research question, the tutors tend to use the repetition structures to achieve the pedagogical goals. They use full repetition to practice three-timed vocabulary relay, confirm the tutee's answer, direct the teaching focus, and provide learning materials. For partial repetition, they use it to precisely narrow down the range

and direct the teaching focus. For modified repetition, they employ it to adjust vocabulary.



For the second research question, unlike plenty of tutor-initiated sequences in the dataset, the data from the tutee-initiated sequences are fewer. Hence, it is better to analyze via sequential environments. In article reading activities, the third-position repetition functions as a continuer of the classroom activity. As for the vocabulary search inquiry, the repetition makes tutee have the deeper impression to the new word. When the tutee practice vocabulary meaning and usage inquiry, the repetition acts as other-initiated repair and direct the focus.

For the third research question, the tutor and tutee collaborate to create the maximum learning opportunities through repeating or providing visual learning materials. During the process, the tutee shows learner initiatives and the tutor show the classroom interactional competence (Walsh, 2013).

6.4 Conclusion, contribution and limitation

Repetition is a unique phenomenon in both naturally occurring conversation and institutional talk. Through studies from different scholars, repetition is now considered functional interactional tools. By using conversation analytic research method, this



study opens the discussion on the relationship of the third-position repetition and the Chinese as a second language tutoring. To divide the sequences into tutor-initiated and tutee-initiated sequences, different functions of the third-position repetition are analyzed. For the third-position repetition in the tutor-initiated sequences, three repetition structures and four functions are found. The tutor uses full repetition to complete the two-timed vocabulary relay and displaying acceptance of the tutee's answer and providing alternative expressions. For partial repetition, the tutor employs it to precisely single out the core element. For modified repetition, the tutor use this repetition to do vocabulary adjustment and sentence completion. Moreover, through the comparison of the tutor-initiated and tutee-initiated sequences, this study shows the dynamics and diversities beyond traditional teacher-led I-R-F sequences. For discussion and the link to the previous studies, learner initiatives (Waring, 2011) and classroom interactional competence (Walsh, 2013) are discussed. Both the tutor and the tutee show collaboration of the third and fourth position

Several limitations of this study should be noted. First, the dataset focuses exclusively on Chinese as a Second Language (CSL) tutoring sessions, omitting interactions in other languages. Second, the analysis is restricted to tutoring contexts, excluding other language classroom settings. Third, given the corpus size, only 13 hours

of tutoring data were analyzed. Future research could expand on these findings by investigating third-position repetition across broader instructional contexts and diverse languages.



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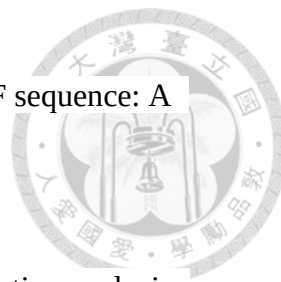
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