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**SEQUENTIAL MARKERS TO CLAIM UNDERSTANDING IN THE CONTEXT
OF UNDERGRADUATE SUPERVISION MEETINGS**

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

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Abstract

This thesis focuses on the organization of work and actions in the context of the preparation of students' undergraduate dissertations. Our data come from recordings of video-mediated meetings between supervisors and supervisees from Universidad Metropolitana de Ciencias de la Educación (UMCE). A collection of sequential markers were identified and further classified using a coding system, and subsequently transcribed and studied using the Jeffersonian transcription system for Conversation Analysis (CA). For the purposes of this study, it was necessary to thoroughly review research conducted in the context of supervision meetings, which has used CA as the approach or method to develop how interactions occur in institutional settings. The focus of this research is on participants' claims of understanding in the context of supervision meetings. Specifically, how lexical tokens, non-lexical tokens, and deontic or evaluative assessments are used in institutional interaction and in the process of understanding. Lastly, this investigation contributes to the scope of undergraduate supervision meetings and contributes to the field of interactional linguistics and the study of the use of particles (lexical and non-lexical) in Chilean Spanish.

Keywords: Conversation Analysis, Supervision Meetings, Sequential Markers, Epistemics, Non-lexical Tokens, Lexical Tokens, Understanding Checks, Institutional Talk, Deontics.

Resumen

Esta memoria se enfoca en organización de trabajo y acciones en el contexto de preparación de tesis de estudiantes de pregrado. Nuestros datos provienen de grabaciones de reuniones virtuales sostenidas entre supervisores y estudiantes de la Universidad Metropolitana de Ciencias de la Educación (UMCE). Una colección de marcadores secuenciales fueron identificados y posteriormente clasificados utilizando un sistema de codificación, para luego ser transcritos y analizados usando las convenciones de Jefferson para el Análisis de la Conversación (AC). Con el propósito de realizar esta investigación, fue necesario hacer una exhaustiva revisión de los estudios que han sido previamente conducidos en el contexto de reuniones de supervisión de tesis, y que hayan considerado el AC como el enfoque o método para descubrir cómo ocurren las interacciones en contextos institucionales. El foco de este estudio está en las afirmaciones de entendimiento en el contexto de supervisión de tesis. Específicamente, cómo los marcadores léxicos, no léxicos y evaluaciones deónticas o evaluativas son utilizadas en interacciones institucionales y en el proceso de entendimiento. Finalmente, esta investigación contribuye al alcance de las reuniones de supervisión de tesis de pregrado, así como también al campo de la lingüística interaccional y al estudio del uso de partículas (léxicas y no léxicas) en el español chileno.

Palabras clave: Análisis de la Conversación, Supervisión de Tesis, Marcadores Secuenciales, Epistémica, Elementos Léxicos, Elementos No Léxicos, Elementos de Entendimiento, Habla Institucional, Deóntica.

Introduction

C. Goodwin and Heritage (1980), stated that “[S]ocial interaction is the primordial means through which the business of the social world is transacted, the identities of its participants are affirmed or denied, and its cultures are transmitted, renewed, and modified” (p.283). Considering this, it is through conversations that we can communicate with others, display our understanding and, ultimately, make sense of the world around us (Goodwin & Goodwin, 1987). Since the late 1960s, Conversation Analysis (CA henceforth) has been concerned with the study of these social actions, contributing to different areas of social sciences to a better understanding of human communication. One fascinating feature of this approach is that its scope has covered how human interactions unfold in different contexts, both in ordinary talk and in a number of institutional settings, such as emergency calls, courtrooms, medical, and classroom interaction, among others.

Even though CA has investigated how interactions take place in institutional settings, there is scarce research made in the context of undergraduate supervision meetings. By virtue of that, we decided that this thesis would focus on studying and analyzing some sequential markers, both lexical and non-lexical, to display understanding in the context of supervision meetings.

The participants are supervisors and supervisees of the teacher training program from Universidad Metropolitana de Ciencias de la Educación (UMCE). Our data consist of a series of recordings from these meetings which were analyzed under the guidelines of CA. The research questions that we strive to answer by means of this investigation are the following:

1. How do the participants in a supervision meeting manage understanding in terms of the progressivity of the interaction?

2. What are the different sequential markers used to claim and display understanding in supervision meetings?
3. What are the particular linguistic and sequential characteristics of such markers?

These questions will be answered throughout this thesis. Firstly, in the theoretical framework chapter, we will cover the major themes within CA which set the foundations for this study. Secondly, the next chapter explains the methods we used and the procedures we followed to analyze the data we collected. In the third chapter, we present analyses of some extracts from our collection. These extracts offer a detailed demonstration of claims and displays of understanding in institutional contexts. Additionally, within the analytical chapter, we examine sequential markers (i.e. lexical and non-lexical) and the combination of these particles into compound structures, their features, and configurations. In the fourth chapter, we present the findings obtained from this study. Finally, in the conclusion chapter, we will restate our research questions and present the contributions of this research to the existing literature, along with some limitations and suggestions for further research.

Theoretical Background

The following chapter provides a summary of the literature that was necessary to conduct this research. The first section reviews Conversation Analysis (hereafter CA) as a discipline and its history. The second section examines the major themes of this approach, such as turn-taking, sequence organization, preference, repair, topic organization, epistemics, and sequential markers. The next section presents what institutional talk is and how it has been studied and analyzed. Finally, the last section focuses on the research that has been done on supervision meetings.

Conversation Analysis

Liddicoat stated that “conversation is one of the most prevalent uses of human language. All human beings engage in conversational interaction and human society depends on conversation to function.” (2007, p.1). Considering the importance of everyday talk, it is not surprising that many scholars have been drawn to assiduously examine the phenomena and different elements present in human interactions. Hence, since the late 1960s it has been possible to find the first studies under the guidelines of CA, defined by Sidnell (2010) as “an approach within the social sciences that aims to describe, analyze and understand talk as a basic and constitutive feature of human social life.” (p. 28). Another essential feature of CA is the fact that it avoids making premature connections between participants' observed behaviors with their particular characteristics such as gender, age, ethnicity, and native versus non-native status unless such categories are shown to be relevant through the participants' behavior.

History

This discipline has been developed as an approach to the study of social interactions since the late 1960s and early 1970s by the sociologist Harvey Sacks and his collaborators, Emmanuel Schegloff and Gail Jefferson. CA originated as a sociological method with a focus on verbal and non-verbal conduct in everyday interactions. Nevertheless, as this approach evolved, it spread to other kinds of interactions such as those that unfold in courtrooms, or other institutional settings. It is worthwhile mentioning that CA and Ethnomethodology sometimes are considered one field, known as EMCA. This method has been growing and nowadays it has expanded to other areas of human sciences such as Sociology, Anthropology, and Linguistics, among others.

Major Themes

The following section summarizes the fundamental topics that are observed in real-life conversations and that are studied and analyzed under the guidelines of CA. Those phenomena are Turn-taking, Sequence organization, Preference, Repair, Topic organization, and the growing field of Epistemics.

Turn-taking. One of the most prominent actions studied in the field of CA is the phenomenon of turn-taking, which corresponds to the changes from speaker to speaker within a conversation. Schegloff (2000) states that turn-taking is “a feature that underlies the orderly distribution of opportunities to participate in a conversation,” this “organization of practices” allows achieving “one party talking at a time” in talk-in-interaction (p.1). Liddicoat (2007) defines this action as a “normative process which must be achieved by participants in the conversation” and as a “socially constructed behavior” (p.51). Moreover, Sidnell (2010) describes that the way of organizing the contributions of participants in a conversation occurs through a turn-taking system (p.101), which “defines the basic units out of which all conversations are built – turn constructional units (TCUs)” (p.140). Also, the author mentions that this system is sensitive to context, which makes interactions adapt to different and particular situations (p.141). Finally, the author points out that this turn-taking system is a process that includes turn-construction units and turn-allocated components that allow participants to identify when a turn is beginning, continuing, and being completed (p.142).

Sequence Organization. Within the scope of CA, the study of how utterances are organized is crucial to understand interactions. Thus, Schegloff (2007) stated that in order for a participant to show responsiveness to what has been said and done before by another, speakers

talk “singly” or “one at a time”, that is to say, one after another (p.1). The author also describes these sequences as “the vehicle for getting some activity accomplished” (p.2). As interactions are observed and studied, it is possible to note that one of the most prominent features is the pairing of utterances. Schegloff and Sacks (1973) defined this as adjacency pairs, i.e. utterances that are bound to each other. Sidnell (2010) stated that these adjacency pairs are organized in a relation of conditional relevance, in other words, the second part of the pair is made relevant thanks to the first, and if the first utterance is not present in the interactions, participants may see it as missing (p.34). The first utterance or first adjacency pair that originates an interaction is considered the first pair part (FPP). On the other hand, the reply to this FPP is known as the second pair part.

Preference. Heritage and Atkinson (1984, p.53) stated that preference “refers to a range of phenomena associated with the fact that choices among nonequivalent courses of action are routinely implemented in ways that reflect an institutionalized ranking of alternatives.” In other words, every time speakers interact with each other they are able to demonstrate their expectations within the interaction which has different alternatives or choices to accomplish actions. For example, when a speaker offers an invitation to the recipient, it is expected that the recipient accepts. Somehow, their choice could be to decline the invitation. Considering the example, it is possible to observe what Heritage and Atkinson have defined as preferred or dispreferred answers. The first ones correspond to activities that are performed directly and with little delay. On the contrary, dispreferred responses are activities usually performed with delay and are softened or made indirect (1984, p.53).

Repair. Conversation, as a human process of communication, is not exempt from finding some difficulties, and whenever problems in interaction arise speakers may resolve them with

what CA has identified as repair. Sidnell (2010) has identified repair as “an organized set of practices through which participants in conversation are able to address and potentially resolve such problems of speaking, hearing, and understanding” (p. 240). Sacks, Schegloff, and Jefferson (1977) not only identified the part which originates these problems in interaction as “repairable” or “trouble source” but also stated that within conversations there are four different categories of preferences for repair depending on who initiates the repair (pp.361-363):

Self-initiated Self-repair. In this type of repair, the speaker is aware that a mistake was made in the utterance, and the same speaker resolves it.

Self-initiated other-repair. In this case, the speaker is aware of a problem in the utterance, but it is the recipient who resolves it.

Other-initiated self-repair. The recipient notices a problem in the utterance which they point out, and the speaker resolves it.

Other-initiated other-repair. The recipient notices a problem in what has been uttered and resolves it.

Topic Organization. CA has studied the way in which topics are organized in conversations. Button and Casey (1984, p.167) have identified that in interactions exist topic-initial elicitors, which correspond to utterances that leave the floor open to new information that a speaker may want to contribute to the conversation. Furthermore, Sidnell (2010), mentions “that topics recurrently flow from one to another in “stepwise” or gradual fashion, thereby obscuring beyond recognition any boundary between them.” Therefore, it is important to

consider that in interactions the change of topic is more a progressive process than the mere act of abandoning a topic to hop into another.

Epistemics. Drew (2018), defines Epistemics as “the study of the social organizations of knowledge, the attributions of knowledge, and the representations and uses of knowledge claims in interaction.” (p.163). Heritage (2012), mentions that within Epistemics participants have their own territories of knowledge. This means that speaker A has their own knowledge regarding a certain topic, which is unknown to speaker B and vice versa. Additionally, the author has explained that depending on how much knowledge one participant has, they can be identified as more knowledgeable [K+] or less knowledgeable [K-]. This stratification can be considered as epistemic status. This status may vary according to the context of each person, and it can change over time. Another important fact distinguished by the author is the epistemic stance which “concerns how speakers position themselves in terms of epistemic status in and through the design of turns at talk.” (pp.4-6). This area of study of CA is crucial to our research since its concerns are related to how knowledge can be shown within the context of undergraduate meeting supervision.

Deontics. According to Stevanovic and Svennevig (2015) deontic refers to “the participants’ public ways of displaying how authoritative or powerful they are in certain domains of action relative to their co-participants” (p.2). Deontics plays an essential role in this research because it has allowed us to understand better the interactions between supervisors and supervisees in the interactions. Similarly to epistemics, there are two distinctions we need to make in terms of deontics: status and stance. Deontic status refers to the power and authority associated with certain hierarchically superior positions that allow the holder of that position to tell others what to do. Deontic stance, on the other hand, refers to the various ways in which

participants publicly demonstrate their authority or power in their actions, regardless of their official role or position. (Stevanovic & Peräkylä, 2014, pp. 190-191). Additionally, the authors stated that while deontic stance and deontic status are usually congruent with each other, this is not always the case. Indeed, highly authoritative speakers rarely need to command, while speakers with low authority sometimes can try to inflate their authority with more assertive directives. (2014, pp. 190-191.)

Institutional Talk

The study of how interactions are unfolded in institutional settings has also been covered by CA. Drew and Heritage (1992) have referred to the term “institutional interactions” to identify those conversations which may take place face-to-face or over the telephone in working settings such as hospitals, courtrooms, or educational establishments, and emergency calls as well (p.3). Somehow, the authors state that those interactions are not confined to these physical settings only, they signal that these kinds of conversations are related to “participants' institutional or professional identities are somehow made relevant to the work activities in which they are engaged.” (p.4).

Supervision Meetings

A literature review about seminars or dissertation supervision shows us that most of the studies have focused on supervisors/tutors' roles and qualities (Stefani et al. 1997; Rowley & Slack, 2004; Jamieson & Gray, 2006; Derounian, 2011), and also in distance education programs supervision (Mackeogh, 2006). These studies generally describe these interactions and largely use questionnaires as data to support their findings.

The study of interaction in the context of thesis supervision from a CA perspective has provided us with findings about many aspects regarding sequence, turn design, and multimodality. Furthermore, research has been focused with more enthusiasm in postgraduate supervision settings rather than undergraduate. However, some studies have emerged during the last 10 years regarding undergraduate supervision.

Some of the grounds already covered, in relation to both undergraduate and postgraduate, are Expressing noncomprehension in a US graduate seminar (Waring, 2002); Identity, Expertise, and Advice Resisting in Peer Tutoring of graduate students (Waring, 2005); Complex advice acceptance as a resource for managing asymmetries (Waring, 2007a); The multi-functionality of accounts in advice-giving (Waring, 2007b); Managing criticism in postgraduate supervision (Li & Seale, 2007); Student-Initiated Advice in Academic Supervision (Vehviläinen, 2009); Negotiating understanding and agreement in master's supervision meetings with international students [through the use of post-gap/post-response tags such as Okay?, Yeah?, and Right?] (Bowker, 2012); The opening of an academic supervision meeting (Svinhufvud & Vehviläinen, 2013); Participation and lack of discussion in seminars (Svinhufvud, 2015); Note-taking and nodding from a multimodal analysis perspective (Svinhufvud, 2016); Normalization as a response to student problems (Svinhufvud et al., 2017); The use of a script or guideline of proposals to follow during supervision (West, 2018), and managing advice resistance and supporting autonomy in supervision (West, 2020). This simple list is able to give us clues about the diversity of findings about supervision interactions using the methods of CA.

This type of interaction in an academic context is of particular interest to applied conversation analysts (see Seedhouse, 2005; Walsh, 2006) due to its institutional nature (Antaki, 2011) and the possibility of improving practices through observation and evaluation feedback.

This research field has become much more relevant as higher education becomes more and more available to people all over the globe. The growing demand for programs in our globalized world makes it necessary to improve supervision practices, and CA is able to provide accurate guidance toward that goal.

Methodology

As aforementioned, this study is a part of a FONDECYT research project. Its aim is to identify different sequential markers to display or claim understanding in undergraduate supervision at Universidad Metropolitana de Ciencias de la Educación (UMCE) in Santiago, Chile. In order to accomplish this goal, this research was developed using the methods of Conversation Analysis (CA) to code and analyze the institutional data we gathered. These methods allowed us to focus on observing the different sequential and compositional properties of sequential markers used to display understanding in the context of different interactions between supervisors and supervisees. Consequently, these preliminary observations prompt the following research questions:

1. How do the participants in a supervision meeting manage understanding in terms of the progressivity of the interaction?
2. What are the different sequential markers used to display and claim understanding in supervision meetings?
3. What are the particular linguistic and sequential characteristics of such markers?

Setting and Participants

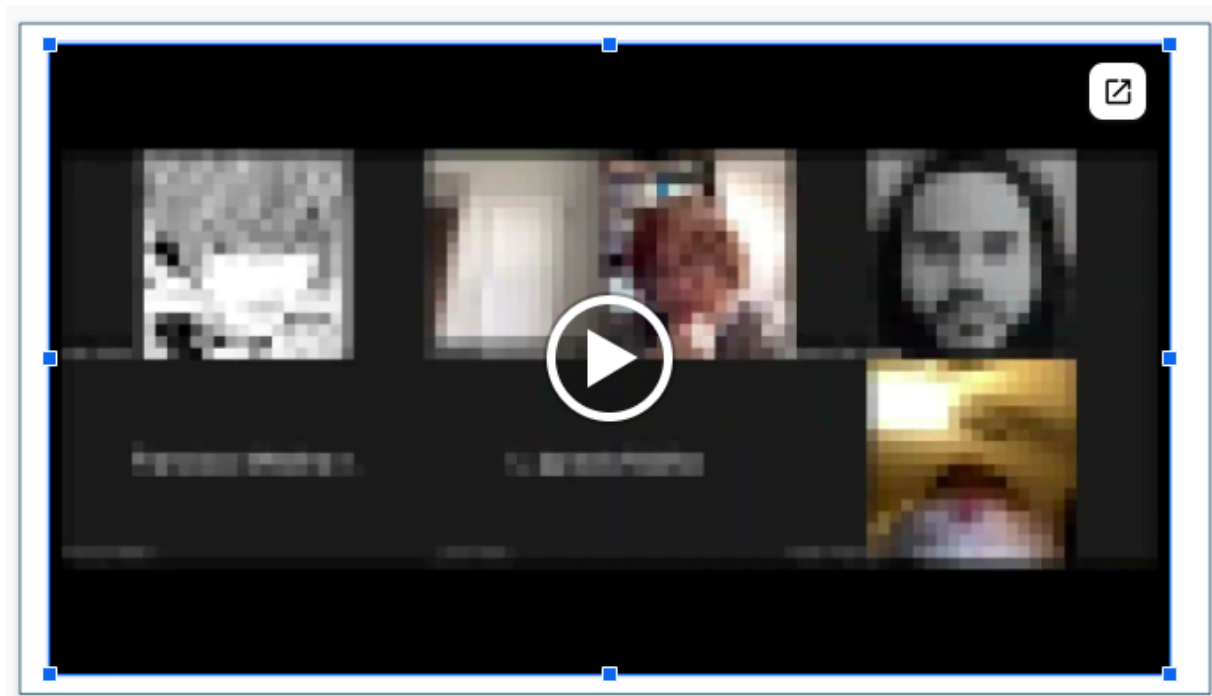
The setting of this research corresponds to video-mediated Zoom meetings between undergraduate students from UMCE and their supervisors at the early stages of the preparation for their thesis dissertation. It is worthwhile to mention that the world has gone through a

pandemic that left sustainable changes such as the use of electronic devices and communication platforms to facilitate the organization of the meetings at this stage.

The participants in this research are teachers and undergraduate students in their fifth year of the Teaching English as a Foreign language program at UMCE, who willingly participated in this study. In order to protect participants' privacy, they are kept anonymous in this study by blurring their images, changing their names, and altering their voices.

Figure 1

A screenshot of one of the meeting recordings.



Data Collection

At the beginning of this research, we had access both to face-to-face recordings and video-mediated recordings. However, after observing the recordings obtained on-site, we decided to focus on the online recordings since the quality of the footage was better to be analyzed.

Prior to gathering the data, participants were asked to sign an ethics consent form, previously approved by an ethics committee from Universidad de Santiago de Chile (USACH). Additionally, participants were informed that the data would be kept confidential for a period of 5 years. The collection consisted of 8 web-based videos including around 6 hours of footage.

Data Evaluation

As we mentioned before, at the beginning of this study our intention was to obtain face-to-face recordings from the meetings. However, since supervisors and supervisees agreed on having video-mediated meetings, we decided to focus on working with their recordings which presuppose advantages and disadvantages.

In terms of the advantages we found, it was significantly less complicated to obtain the recordings since Zoom allows participants to record the meetings. Also, the footage could be stored on online platforms such as Google Drive. Additionally, the quality of the audio was better and this format helped us have access to all the data without being worried about installing microphones or cameras.

Some of the disadvantages we found by using web-based recordings were that participants are not obliged to turn on their cameras during the meetings. This implied the lack of access to observable behavior to analyze. Furthermore, technical problems such as latency or connectivity issues were not infrequent.

Procedure, Transcription, and Data Analysis

The first step we followed in this study was to transcribe the recordings orthographically. At this stage, our primary goal was to distinguish and label the participants who took part in the supervision meetings. Once orthographic transcriptions were made, we examined the interactions under the guidance of our supervisor. Since the Institutional Talk settings entail longer turns from

the supervisors, we selected extracts in which sequential markers to display understanding were present. Nevertheless, having only an orthographic transcription from the footage would have restricted the possibility of observing relevant phenomena implied within the conversations, such as timing, speed, volume, pitch, and duration of silences, among others.

Considering the previous reason, we decided to utilize the Jeffersonian Transcription system to examine the interactions between the supervisors and supervisees. It is worth knowing that Gail Jefferson created this system in the 1960s that it is still used today by academics who based their research on the perspective of CA. Furthermore, Park and Hepburn (2022) have mentioned that “transcripts are designed specifically to represent interactionally relevant changes in delivery that we all use to ground our understandings about one another.” (p.2)

After extracts from the footage were selected, we proceeded to analyze them in detail by means of PRAAT, “a computer program for analyzing, synthesizing, and manipulating speech” (Boersma & Weenink, 2007, p. 341). Using this tool, we could accurately note the duration of silences or the changes in pitch, for example. Once the extracts were examined, we looked for patterns that included epistemic markers to display understanding. Afterward, a collection was created in the form of a coding database. Some of the main categories of classification included: the video from where the extract comes; the name of the extract which corresponds to a keyword to facilitate its search within the collection; turn structure, in which it is specified the structure of the turns to be analyzed in the extract; timestamp, to identify the exact timing in which the sequences occurs in the transcript, so on and so forth.

Figure 2

The collection coding.

	A	B	C	D	E	F	G	H	I	J	K
1	Video	Name	Turn Structure	Extract	Time stamp	Line	Target line	Type	Marker	ST/ SV	S,F,E or P
2	S1_V2	Esperate	NLT + LT	1	1:04	25	Ah sí	spp	ah	ST	F
3	S1_V2	Vacaciones	LT	2	2:15	18	[okay]	spp	okay	SV	S
4	S1_V2	Menos tiempo	LT + Assessment (Und. Ch)	2	2:33	30	[ya esta bienh.-]	spp	ya	SV	F
5	S1_V2	Apoderado	LT	3	4:19	29	[Ya]	spp	ya	SV	S
6	S1_V2	Apoderado	LT + LT + Assessment	3	4:39	39	ya. ya. muy bien	spp	ya	SV	F
7	S1_V2	Apoderado	LT + LT	3	5:08	52	ya ya	sct	ya	SV	S
8	S1_V2	Apoderado	LT + Account/assessment	3	5:09	54	okay pero si[guen siendo mas o menos]	fpp	okay	SV	S
9	S1_V2	Buenísimo	NLT + LT	4	6:59	29	[ah ya]	spp	ah	ST	F
10	S1_V2	Buenísimo	NLT + LT	4	7:02	31	[a:h ya]	spp	ah	ST	F
11	S1_V2	Buenísimo	LT + Neg P	4	7:05	34	sí:: no:: (..) después se verá si ahí una manera de realmente	fpp	si	SV	F
12	S1_V2		NLT	5	9:10	5	Ah dos [Ah xx,	sct?	ah	ST	F
13	S1_V2		LT	5	9:50	20	Claro poh cuando los vienen así como permiso para los paseos	fpp	claro	ST	F
14	S1_V2		LT	5	9:59	26	[claro una cuestion así po entonces yo	spp	claro	ST	F
15	S1_V2		LT + Neg P	5	10:55	51	[Claro:] Sí:: [no: entonces clajro yo a los	spp	claro	ST	F
16	S1_V2		LT	5	9:48	19	si de [lo- e-] de la firma.	spp	si	ST	F
17	S1_V2		NLT	6	17:12	33	["a:::h"]	spp	ah	SV	S
18	S1_V2		NLT	6	17:21	36	hmm:]	spp	hmm	SV	S
19	S1_V2	Linares	NLT + LT+ ?	7	19:05	27-28	[Ah si?]	fpp	ah	ST	F
20	S1_V2	Linares	NLT + LT	7	19:10	30	[Ah ya]	spp	ah	ST	F
21	S1_V2	Linares	LT + LT	7	19:06	27	yo conosco linares y [:] y claro (..) sí- sí: >si conosco	fpp	claro	SV	E
22	S1_V2	Linares	LT	7	19:20	34	[claro] no: no	spp	claro	ST	F
23	S1_V2	Linares	LT	7	19:08	27	yo conosco linares y [:] y claro (..) sí- sí: >si conosco	spp	si	SV	E
24	S1_V2	Representativa	LT	7	19:41	49	ya	sct	ya	ST	S
25	S1_V2	Representativa	LT + LT	7	19:46	54	[ya. ya.]	spp	ya	ST	F
26	S1_V2	Representativa	LT + LT	7	19:47	54	[ya. ya.]	spp	ya	ST	P
27	S1_V2	Arbitrario	NLT + LT + Assessment	8	20:03	6	A: [h ya perfecto]	spp	ah	ST	F
28	S1_V2	Las cartas	LT	8	20:46	30	ya.	spp	ya	ST	S
29	S1_V2		NLT + LT	9	26:01	46	ah ya	spp	ah	ST	F
30	S1_V2	Excelencia	NLT	10	28:20	9	[a::h]	spp	ah	SV	S

Understanding in Institutional Interactions

In institutional frameworks, interactions are bound by certain features that affect how a turn at talking is designed and received and how actions can be ascribed. As mentioned before, some of the features we focus on are deontic relations, both epistemic stance and status, the etiquette of supervision meetings, and interaction modality, namely, whether these are on-site or video-mediated. These features have an impact on the interactions we have studied, as they help organize the interactions within these frameworks.

More specifically, participants know that from a deontic point of view, there is an implicit asymmetry in the relationship between, in this case, the supervisees and the supervisor. The roles in the conversation are predefined before the interactions take place, but also managed throughout the conversation. Moreover, supervisees recognize that the supervisor is a K+ participant (Heritage, 2012, pp. 4-7) in the interaction and that the supervisor's disciplinary knowledge and experience is relevant, allowing them to guide dissertations or thesis projects.

Furthermore, in terms of the guidelines of scholar environments, participants have access to certain aspects of how the interaction will unfold prior to its occurrence. For example, supervisors and supervisees know how to address each other before they engage in the meeting. Also, they are aware of the duration of the meeting, and the dispreferred actions that could unfold, which implies that they know that the interaction will have a certain length and that they will have to work together interactionally to take it to completion on time and in a preferred manner. Finally, regarding the data we used for this investigation, supervision meetings took place in an online setting, in which the supervisors and the supervisees had limited access to features of conversation that could be usually found in on-site interactions.

In the following pages, we introduce key elements of the displays and claims of understanding in the supervision meetings. These elements are part of everyday conversations, but key in institutional settings as they allow sequences to resolve and move forward, supporting progressivity in conversations. Specifically, in supervision meetings, interactions are inclined to be taken to completion, as time is a resource valued by the participants, and finishing abruptly or unexpectedly without deploying devices to provide some closure or some sense of further continuation in the next meeting, would be an accountable action in said context.

These elements that we refer to are tokens that conversation analysts have described as sequential markers. Vázquez Carranza (2014) mentions that sequential markers are particles or linguistic elements that are involved in the organization of spoken or written language (p.44). Furthermore, Schegloff (1987) indicates that sequential markers in CA are considered “little objects that do a piece of sequential work” (p. 72). These particles establish a relation between turns (Heritage, 2002). Additionally, it is common to find these linguistic elements at the beginning of a turn, and they may show how the turn or TCU will unfold. (Vasquez, 2014, p.44).

Among the research that has been done regarding sequential markers, it is important to highlight that findings have contributed to distinguishing two types of markers: lexical tokens (LT) and non-lexical tokens (NLT). One of the functions of said tokens is to manage the interactional affordances when claiming or displaying understanding, in the context of undergraduate supervision. The next section will explain these concepts in further detail.

Assessments

Assessments are an important aspect of communication that allow speakers to indicate that they have finished describing an event, and recipients to display their understanding that a telling has come to completion by providing an assessment (Goodwin & Goodwin, 1992; Jefferson, 1978, 1993; Sacks et al., 1974; Stivers, 2008).

According to Seuren (2018), there are two types of assessments relevant in institutional interaction: deontic assessments and evaluative assessments. Deontic assessments (Seuren, 2018) are often prefaced by the particle *okay* ‘okay’ and are used in contexts where the focus is not primarily on informing but on activities such as arrangement-making or requesting (Beach, 1993; Schegloff, 2007). These assessments are designed to deal with actions in which informing does not feature centrally. Okay-prefaced assessments have a dual character, accepting the answer while also preparing the ground for next-positioned matters (Beach, 1993).

In contrast, evaluative assessments are used to address answers in which the recipient tells a story or gives an answer to a request for information, which are types of answers that are done at least in part to inform. The recipient of the answer often prefaced the assessment with an interjection that registers the answer as informative (Heritage, 1984). Evaluative assessments are often prefaced with the particle “Oh” and deal with informative answers such as tellings (Seuren, 2018).

Seuren also showed that assessments can be used not only to display understanding of the response but also to actively ascribe an action to it. Thus, assessments are a crucial aspect of communication that helps speakers and recipients navigate the flow of conversation and make sense of each other's actions and intentions.

Claims, displays and demonstrations of understanding

Displays of understanding are usually non-verbal cues that indicate that a speaker has understood something. This can be done through body language, such as nodding one's head, or through gestures, such as raising one's eyebrows or making a gesture of agreement. Displays can also be verbal, such as repeating back what has been said or restating it in one's own words. Displays can also take the form of claims or demonstrations of understanding.

Claims of understanding are verbal statements made by a speaker to indicate that they understand something that has been communicated to them. These claims are often used to indicate that the speaker has comprehended what has been said and that they are ready to move on to the next topic. Claims can be formulated with the token *ya* 'okay' and other particles such as assessments, in the case of *ya genial* 'okay great'.

In the case of demonstrations of understanding, it is referred to, in the work of Betz et al. (2021), as providing evidence or proof of comprehension gained from a previous speaker's contribution to the conversation. As Sacks (1992, vol. 2, p. 141) notes, this is distinct from merely claiming understanding through response practices such as repetitions, nodding, and verbal particles like 'okay'. Furthermore, Stivers and Robinson (2006) noted that during conversations, statements claiming comprehension are used to facilitate the progressivity of the interaction. (p. 367). However, Ingram and Andrews (2019) concluded that such claims of understanding, may not necessarily address the substance or issues being discussed. Conversely,

demonstrations of understanding serve to redirect the conversation towards the content of the demonstration. (p. 7).

Demonstrations of understanding can take many different forms, such as verbal acknowledgments, affirmations, and questions, as well as nonverbal cues like nodding, eye contact, and body posture, but there has to be explicit proof that the previous turn has been understood, either by rephrasing or addressing what has been said.

Informing and reporting

Informing is the act of providing information about a topic. It usually involves giving facts, opinions, or advice. Reporting is the act of relaying information about a current event, situation, or another occurrence. The main difference between informing and reporting is that informing is often done in a one-way manner, while reporting is typically done in a two-way manner. A one-way manner means that one person is delivering the information to another person, while a two-way manner involves both parties discussing and exchanging information.

In the following section, we will explain what lexical and non-lexical tokens stand for in the context of claims and displays of understanding.

Lexical tokens

Considering the aforementioned definition of sequential markers, it is possible to state that lexical tokens can be considered one of them. These linguistic units correspond to particles that carry meaning – i.e. they could be one word or two words. For example, in Spanish the word *ya* ‘okay’, or *o sea* ‘I mean’. These elements could have different functions depending on their position within the TCU and in relation to the prior or subsequent turn.

Another feature relevant to the definition of these particles has been pointed out by Vásquez (2013, 2014, 2018, 2019) who studied the particles turn-initial *no* ‘no’, *pues* ‘well’, *o*

sea ‘I mean’, and *oye* ‘hey/listen’ among others, and found that these particles fulfill different functions according to their position in the utterance. Some of these actions could be to agree, disagree, or mark a transition, just to name a few. Among the lexical tokens found in our data, there are examples of *ya* ‘okay’, *claro* ‘right’, and *sí* ‘yes’, which will be presented.

Before this excerpt, a supervisee provided information about the status of a step of the data collection process, explaining the situation and also providing an alternative path to achieve the goal. The supervisee proposes a hypothetical scenario, as an arrangement of future steps in the case of failing with the regular process of gathering data.

Example 01. VGT_2022_S1_V2_01:56_Vacaciones.

01 Se1: .hh en- igual en tod[o caso] si es que llegara a encontrar
in- equally in any case if I would come to find

02 S: → **okey-** ((attempt of speakership))
okay

03 (0.3)

04 Se1: e:[:h que hay] profes que se van
uhm that there are teachers that are going

05 S: [uh huh]

06 Se1: a [quedar] hasta el viernes: [de] esta semana,
to stay until friday: of this week

07 S: → [>uh huh<] (1.1) [**si**]
uh huh yes

08 Se1: .HH obv[iamente] ahí la hago
obviously then I do it

09 S: [mm hm]

10 Se1: dentro de: de esta semana.
with in of of this week

11 (0.2)

12 Se1: .HH pero [si es que] no llegara a ser a[sí cla]ro
but if it wouldn't come to be like that right

13 S: → [**ya:h**] [xx xx]

okay

14 Se1: obviamente tendría que recurrir a eso
 obviously I would have to resort to that

15 (0.7)

16 Se1: eso: [eso la buena noticia]
 that's it that's the good news

17 S: → [**ya** está bienh- .h]
 okay its fine-

18 (0.7)

19 S: está bienh. pero: (0.2) e:h (.) lo que sí es que:
 it's fine but uhm the only thing is that

20 →eso les deja: (0.2) **claro** (0.3) mhm:enos tiempo
 it leaves you right less time

21 (0.3)

In line 1, the supervisee (Se1) initiates a minimal expansion on the informing sequence. Provides an alternative to the given candidate resolution for the data collection process indicated in the supervisee's information. The supervisee is overlapped by the supervisor (S) in line 2, with the use of the cut-off lexical token *okay* 'okay'. This is an indication that there was an attempt of producing further talk, but it is positioned in late-onset overlap. This overlap produces no immediate interruption as the supervisee keeps on producing the turn, which is followed by a 0.3-second pause. In line 4, the supervisee projects incipient speakership by using the non-lexical token *eh* 'uh', which is acknowledged in line 5 by the supervisor, who produces in overlap the non-lexical continuer *uh huh*. This lets the supervisee know that the post-expansion sequence can continue to be developed and that the previous attempt of elaborating further than the *okay* has been put on hold.

The supervisee's turn continues in line 6, which is again overlapped by the supervisor in line 7, who uses the non-lexical token *uh huh* again, which is fast in its production. This is followed after 1.1 seconds by the lexical token *sí* 'yes' projecting acceptance of the trajectory of

the supervisee's turn acknowledging that there is more talk coming. In line 8, the supervisee continues to finish the ongoing turn that is overlapped yet again in line 9, with the use of the continuer *mm hm*, that projects acknowledgement to the supervisee's informing. In this specific case, through lines 2 to 9, the supervisor lets the supervisee know that the trajectory of the turn is being followed and accepted, and provides confirmation that the informing sequence is being correctly understood. Therefore, these tokens are working together toward the same goal and are actively providing continuity to the interaction and also displaying understanding, proving that they can be used together despite their different lexical category.

In line 11, a 0.2-second gap appears after the end of the supervisee's turn. After this gap, an in breath is heard in line 12, which marks incipient speakership announcing a possible post-expansion on the previous turn. The supervisor comes in in interjacent overlap in line 13 to produce the lexical token *ya* 'okay', to claim understanding, and also accept the solution proposed. The supervisee continues to produce the post-expansion until line 14 where it ends, followed by a 0.7-second silence, where a transition-relevance place¹ (henceforth TRP) occurs as can be seen in line 15. The supervisee claims speakership one more time in line 16, by using the closure implicative filler *eso* 'that's it', immediately followed by the phrase *eso la buena noticia* 'that is the news'.

In line 17, after that the supervisee has claimed speakership, the supervisor comes in in overlap again producing the lexical token *ya* 'okay', followed by *está bien* 'it's fine'. This last assessment is called, in the words of Seuren (2018, p.47), a deontic assessment, as it treats the previous informing sequence, as a possible way to proceed, giving positive feedback and

¹ According to Sacks et al. (1974), a transition-relevance place is "the first possible completion of a first such unit" (p. 703). Additionally, Sidnell (2010) has stated that "At the completion of each unit, transition to a next speaker may, but need not, occur. Thus, unless special provisions have been made, at the possible completion of a current turn unit, transition to a next speaker is relevant." (p. 113).

acceptance to it. It is relevant to mention that the lexical token *okay* is being used to halt the trajectory, indicating that it has been enough for the supervisor to intervene or claim understanding of the situation presented. Also, this TCU is followed by a hearable in breath, indicating other participants that further talk is expected.

These two elements seem to be demonstrating understanding of what was said, as in the following lines, a contrasting idea is presented, showing insight regarding the supervisee's turn. The supervisor continues in line 19 after a 0.7-second gap, with the repetition of the deontic assessment *esta bien* 'it's okay' to resume the turn, addressing any hearing problem caused by the overlap instance, and reconfirming the acceptance of the proposal given by the supervisee.

Further proof that the function of that TCUs is to halt the trajectory of the supervisee's turn more effectively than the bare lexical tokens used before, is that the supervisor uses the contrasting conjunction *pero* 'but', indicating that the proposal has been evaluated positively but that exists some concerning elements about it, and there is no need to provide further information. This is followed in line 20 by an instance of *claro* 'right' which reassures the ongoing trajectory and despite being a lexical token, its use in this context differs from the rest as it is not displaying understanding but reaffirming a projected trajectory.

In the following example, we review an array of the same lexical tokens used in varied positions, to accomplish different interactional work.

Before this excerpt, the supervisee had been informing the supervisor regarding an option to obtain data earlier than expected. Until this point in the topic, the interaction has been dyadic in nature as the main participants have been the supervisee who presents an idea to the supervisor, and the supervisor who has been advising against it, leading to this climax in the conversation where acceptance comes.

Example 02. VGT_2022_S1_V2_20:09_Las_cartas.

01 Se1: está esta [alter]nativa para poder tener algo
there is this alternative to be able to have something

02 S: → [**>claro<**]
right

03 Se1: ya in situ o: (0.3) como le dije que esperábamos a::
now in place or as I told you to wait to

04 al de- después del quince (0.3) en agosto.
till af after the fifteen in august

05 (0.6)

06 Se2: .h a[sí cua]ndo ya:
that way when

07 S: → [**ya**]
okay

08 (0.2)

09 Se1: entremos el Nino y yo
Nico and I get in

10 Se2: entren así como en su prim[- en s]u segunda semana y
get in like in your fir- in your second week and

11 Se1:→ [**claro**]
right

12 Se2: preguntar a(l)ti[ro
ask away immediately

13 Se1: [y tener altiro ahí: por lo menos
and have immediately there at least

14 Se1: u:n curs[o:
one class

15 S: → [**claro** empezar alt[iro con las carta:s]
right start immediately with the letters

16 Se2: [eso podrían hacerlo]
that you could do

17 (0.5) ((LOUD NOISE IS HEARD; NO TALK))

18 S: →**sí**
yes

Through lines 1 to 4, the supervisee one (Se1) presents the previous offering as an alternative to waiting, being overlapped in line 2 by the supervisor (S) displaying agreement with a *claro* ‘right’, which is treated as non-problematic as the supervisee one continues to present. In line 5 there is a 0.6-second gap in which the supervisor, as the recipient of the informing sequence, produces no reply. In line 6, another participant, supervisee two (Se2), claims speakership with a hearable in breath, followed by *así cuando ya* ‘that way when it already’, which is overlapped by the supervisor with the delayed production of the lexical token *ya* ‘okay’, expressing agreement and understanding of the previous elements of the informing. An explanation for the delay in the supervisor’s talk could be the expectancy of the supervisee one’s (Se1) further talk, but the overlap instance is not considered problematic. Also it seems to not be addressed by any other supervisee, as they, through lines 9 to 14 after a gap of 0.2 seconds, enter in a co-telling sequence placing themselves in the case of postponing the data gathering till *quince de agosto* ‘fifteen of august’.

The co-telling sequence is based on a collaborative construction of the idea which happens turn-by-turn and it is managed by participants carefully to take it to completion, anticipating the projection of each other's talk. This successful collaborative instance seems to overrule the display of understanding of the supervisor in line 7, and develops with no further addressing from other supervisees, which does not necessarily mean that they have considered it irrelevant. In line 15 the supervisor comes in in onset overlap participating in this collaborative construction or arrangements for the future. Furthermore, the supervisor agrees with the supervisees’ projection of events, displaying agreement to it by starting the TCU with *claro* ‘right’, to then continue with *empezar al tiro con las cartas* ‘start immediately with the letters’. This turn complements this collaborative construction that started only with two participants, and

ended with three. In line 16, the supervisee adds in onset overlap *eso podrían hacerlo* ‘that you could do’, which is followed in line 17 by a gap of 0.5 seconds in which no one claims speakership. In line 18, the supervisor claims speakership once more to produce the lexical token *sí* ‘yes’, showing acceptance of the previous turn produced in overlap showing clear affiliation toward their idea. This yes instance seems to be topic shifting or concluding since the collaborative construction is seemingly finished, as a 0.9-second silence follows in line 19 with no participant claiming speakership.

It is also relevant to mention that lexical tokens can be considered sequential markers as they carry meaning and can have different functions depending on their position within the turn-constructive unit and in relation to the prior or subsequent turn. The study of these particles has shown that they fulfill different functions according to their position in the utterance, such as agreeing, disagreeing, or marking a transition. Among the lexical tokens analyzed in these examples, particles such as *ya* ‘okay’, *claro* ‘right’, and *sí* ‘yes’ were found. In the next section, we will provide a definition and illustrative examples of non-lexical tokens in supervision meetings.

Non-lexical tokens

These elements are also particles but their difference resides in that they are vocalizations that can convey certain meanings, but they do not convey lexical meaning. The way in which these particles are used in interactions has been a topic of interest for many researchers in CA. Some of their findings have determined that these tokens also have certain functions in conversations, for instance, to show acknowledgment, to assess, and to be used as repair initiators to mention a few (Gardner 1997, 2001). González Temer (2014, 2017, 2021), Vásquez (2014, 2016a, 2016b, 2018, 2019) and González Temer & Ogden (2021) have also studied the

use of non-lexical tokens in Chilean and Mexican Spanish, respectively. Both authors identify ‘Ah’ as a change-of-state token similar to the English particle ‘Oh’. González Temer & Ogden (2021) identified a number of actions available for the use of ‘Mm’ in Chilean Spanish, such as acknowledgment, assessment, continuer, and marker of incipient speakership, among others.

Non-lexical tokens are words or phrases that do not have a lexical meaning. Examples of non-lexical tokens include vocalizations, such as laughter, sighs, and pauses. These are important in understanding the flow of the talk and the emotions of the people involved. Non-lexical tokens can help to indicate when someone has finished speaking or when they are hesitating, as well as the overall tone of the conversation. In our data, we have found many instances of the use of non-lexical tokens. Most of these instances are used to signal continuation and acknowledgment (*uh huh, mm hm*). In addition, we have encountered the tokens *mm*, and *ah* which clearly signal a change in the state of affairs, and also active reception of what is being heard. These change-of-state tokens are relevant for institutional interactions, as they help manage the progressivity of the conversation by allowing interlocutors to know when new information has been positively uptaken. In the following examples, we present examples of the use of NLTs.

Previous to this excerpt, the supervisor had just finished or resolved an informing or reporting sequence from another supervisee, moving on and marking readiness to continue with the use of *ya* ‘okay’. The participants are at a late stage of the current supervision meeting, as it was coming to the end. The supervisor, as the mediator of the session, enables the possibility to bring something to discussion before the closing sequence starts.

Example 03. VGT_2022_S1_V2_1:01:23_Reunión.

01 S: °ya°. uy mi teléfono yah
 okay wow my phone okay

02 (0.6)

03 S: e::h (1.5) este:m (1.0) a ver queda algo más en el tinterou
uhm thisuhm let's see if there is something left for discussion

04 (1.2)

05 S: a mí no
not to me

06 (2.6)

07 Se1: .h

08 (0.5)

09 Se1: me:: acaban de decir que al final la reunión de la
I have just been told that at the end the meeting of the

10 práctica de orientación era el viernes uno: .hh
orientation practicum was friday the 1st

11 S: →[a:::h]
Oh

12 Se1: [así que:]no habría problema en ese sentido
so there wouldn't be any problem in that sense

13 (1.0)

14 S: fantástico
fantastic

15 (0.3)

16 S: fantástico >oye: eh esa reunión es del del peda?<
fantastic hey uhm that meeting is that from the uni?

From lines 1 to 7, the supervisor (S) shows some hesitation using the non-lexical token *eh* ‘uhm’, which is lengthened and actively indicating that further talk is to be expected. After this word search attempt, there comes a silence of 1.5 seconds in line 8, which was a clear TRP for supervisees to participate in the interaction, as speakership was available. In line 9, the supervisor, after having no reply during this period of time, proceeds to indicate that there is nothing else on her behalf left to discuss. In line 7, after 2.6 seconds of silence, a supervisee’s (Se1) in breath can be noted, which indicates intentions of claiming the available speakership, but ultimately this attempt is abandoned. In lines 9 and 10, after 0.5 seconds of silence, the same

supervisee begins a turn that brings in new information that is related to earlier supervision talk. The supervisor acknowledges it in line 11 by using the non-lexical token *ah* ‘oh’, which is lengthened in its production and it is responding to this new information. It is of most relevance to highlight the use of this change-of-state token displaying understanding, as it is proof of the cause-effect feature of informing or reporting sequences that bring up expected new information. Throughout line 12, the supervisee continues the ongoing turn, treating the overlapping instance as non-problematic, pointing to non-lexical tokens helping the conversation, even when used in overlapping positions as in this case, where it is treated as non-problematic. In line 14 after a 1-second silence gap, the supervisor uses the assessment *fantástico* ‘fantastic’ expressing acceptance regarding this new state of affairs, and again after a gap of 0.3 seconds, there is a second instance of the assessment *fantástico* in line 20, providing stronger approval and clear evidence of adequacy toward the supervisee’s proposal.

The following example shows the use of the NLTs *ah* and *mm* in displaying understanding. The supervisor, using a non-lexical token, responds in overlap to a supervisee’s informing sequence, as change in state of affairs seems to be unfolding. Previous to this excerpt, the supervisee one had been informing and reporting previously assigned work.

Example 04. VGT_2022_S1_V2_16:36_Problema.

01 Sel: >no pero< el problema que tengo:
 no but the problem that I have
 02 (0.3)
 03 S: →mm hm-
 04 Sel: el- no sé si es un pro↑blema pero, ahí a lo mejor (0.4) uno
 the- I don't know if it's a problem but there is maybe you
 05 dice bueno por qué no vas tú a hacer la encuesta el está
 say well why don't you go to conduct the survey he is

non-lexical token *mm hm*, which provides acknowledgment and a go-ahead to this proposed trajectory. In line 3, supervisee one (Se1) resumes possession of speakership and continues to elaborate on the contrasting idea which is treated as *el problema* ‘the problem’. In this unpacking of the issue, Se1 questions their own understanding and projects contrast, indicating that they don’t know if it is actually a problem. Se1 extends to line 5, in which the supervisee present first the ideal situation for the data collection uttering *uno dice bueno por qué no vas tú a hacer la encuesta* ‘you say well why don’t you go to conduct the survey’, to then continue in line 6 with what it is considered to be the potential problem saying *él está en la séptima región en Linares* ‘he is in the seventh region’, which finally presents the issue.

This is followed by a gap of 0.3 seconds in line 7, and a post-expansion that precises the information in line 8 with the utterance *en Linares* ‘in Linares’. In line 9 there is a 0.7-second gap in which no one claims speakership. This situation seems to be noticed by Se1 who reclaims speakership once more in line 10 starting with the word *entonces* ‘then’, which is associated with causality or consequence. This is followed by *tenemos esta también, esta traba de- de la distancia* ‘so we have there is also this obstacle of- of the distance’ which extends to line 11.

It is relevant to mention that here the candidate for a problem, the distance, has been treated by Se1 as an obstacle without having confirmation from the supervisor as to whether the distance is indeed a problem. The supervisor comes in in overlap in line 12 providing a prosodically particular change-of-state token *ah* ‘oh’, which is long in duration and lower in volume, providing proof that the informing sequence brought new information to be considered, and that there has been a change in the state of affairs.

The supervisee seems to acknowledge that the supervisor realizes this change of state of affairs, as the overlap instance pauses their ongoing turn to be resumed in line 14 after a

0.8-second gap, extending to line 17. In line 19, the supervisor provides a second non-lexical token. This time the token is *mm* which is lengthened in its production and overlapped by Se1, which is explained by the pause of 0.7 seconds. This onset overlap is not addressed by the supervisee, who continues to produce talk pointing out once more to the presentation of the problem with *ese es el- el pero que teníamos* ‘that is the- the but that we had’. A possible explanation for the lack of addressing to the non-lexical token *mm* might be explained by its similarity to the first non-lexical token used *ah*, which could be understood as expressing the same, and that nothing has changed since the first *ah*.

Finally in line 20, in overlap, the supervisor responds to the situation presented and poses the question *sabes qué?* ‘you know what?’, prefacing and announcing that further talk is expected. In line 21 the supervisor produces a repair by repetition of the question, seeking to solve any problem with the overlapping talk, and continuing with the turn to indicate explicitly that there could be a problem uttering *ahí puede haber un problema* ‘there may be a problem’. The supervisee, after a long pause of 1.3 seconds, provides a reply to the question with the lengthened production of the lexical token *ya* ‘okay’ with a rising question intonation, inviting the supervisor to continue to finally address his concern. During this interaction, the supervisor produced two non-lexical tokens to demonstrate understanding and a change-of-state. These tokens are associated with realizations and changes in point of view, which may explain the abundance of long pauses and delayed responses to new information.

Previous to the following excerpt the supervisor has been attending to supervisee’s reporting sequences in a dyadic manner, as they are called one by one. In this specific extract, the supervisee indicates what part of the work is still undone.

Example 05. VGT_2022_S2_V2_24:48_Lo_que_quería.

01 Se1: e:h falta como dijo el Thiago como explicar why
 uhm it's left as Thiago said to explain why

02 (0.5)

03 Se1: a[sí que]
 so

04 S: [Bueno] y: y yo lo que quería era que ustedes aclararan
 Well and and what I wanted was for you to clarify

05 qué significaba esta palabra si era un typo
 what this word meant if it was a typo

06 (1.0)

07 Se1:→[^]*mm*:
 (0.7)

09 Se1: [ya ya]
 okay okay

10 S: [porque a mí esta] pa- ya? entonces hay que revisar
 because to me this wo- okay? so it is necessary to check

11 la palabra qué significa y y explicar por qué okey?
 the word what it means and and explain why okay?

12 Se1: ya súper ni un problema
 okay súper no problem

13 (0.3)

14 S: ya perfecto
 okay perfect

15 (0.7)

16 S: Continuemos
 let's continue

In line 1, a supervisee (Se1) is reporting/informing their understanding of what needs to be done. In line 3, after a 0.5-second silence in which the supervisor (S) does not intervene, suggesting that further elaboration might have been expected, the supervisee produces *así que*, which is a discourse marker equivalent to ‘so’ trying to mark a boundary in conversation. In this case, the *así que* token is overlapped by the supervisor, and it is produced at normal speed with

no indications of lengthening, and without producing further talk, abandoning a possible trajectory of further reporting.

This overlapping talk produced by the supervisor comes in in overlap in line 4 extending to line 5, right after the supervisee had claimed speakership beginning a turn after 0.5-second, creating transition-relevance place for talk. This overlapping talk represents a clear contest for the speakership. This strong speakership hold is due to the relevance of the repair that the supervisor is giving, as it explains that a different work was expected. After a silence of 1 second in line 6, the supervisee replies to the reformulation with the non-lexical token *mm*, which is lengthened in production and with rising intonation, implying that specific interactional work is at hand. In line 9 the supervisor begins a turn to provide an account regarding the relevance of the requested task. After the supervisor has started, the supervisee comes in in overlap, using the token *ya* ‘okay’ two times. One is produced right after the other, indicating that the repetition of the token was intentional and does not respond to overlapping talk, as they are not repeated further into the conversation. The supervisor, on the other hand, does react to this overlapping talk, abandoning the ongoing trajectory and recycling part of the supervisee's talk, producing the tag question *ya?* ‘okay?’ in an interjacent position followed by the consequential conjunction *entonces* ‘so’. The use of this conjunction tries to connect a previous idea to this new understanding that was made to provide continuation and be able to take this to a concluding point to mark a topic shift. The supervisor continues in line 11, expanding on the idea of what needs to be done now and finishing, yet another time, by producing the tag question *ya?* seeking confirmation of understanding of the expanding sequence. In line 12, the supervisor claims understanding with *ya super no hay problema* ‘okay super no problem’, which is until the end of

the interaction acknowledged and accepted by the supervisor who explicit the topic shift by uttering *continuemos* ‘let’s continue’ in line 16.

Understanding checks

We continue with a few examples of understanding checks found in our data. We identified in cases of what Bowker (2012) in his Ph.D. thesis defines as post-gap tags and post-response tags (PG/PR tags), which are questions that normally occur after a gap or a response. These follow more extensive turns and seek confirmation of understanding from the other participant or participants that the previous information has been received. One possibility for their placement is that participants, and more importantly supervisees, are expected to display, claim or demonstrate understanding, so there is a likelihood for them to be found in supervision talk.

As Bowker (2012) indicates:

The sequences of which these tags are a part highlight both the asymmetrical relationship between supervisors and students and the negotiation of understanding and agreement that is a central issue in this setting, particularly when supervisors and students do not share the same linguistic or cultural background. (p.i).

Specifically, in institutional settings, understanding check sequences tend to be frequent, as confirmation of follow-up and uptake in interactions such as instructing, informing, and reporting new information. Understanding check sequences are an important part of conversations, as they allow speakers to ensure that they are accurately conveying their message and that the other person is understanding what they are saying. Examples of understanding checks can be found in conversations between supervisors and supervisees, where the use of devices such as *ya?* ‘okay?’, *okey?* ‘okay?’ and *me explico?* ‘do I make myself clear?’ serve to facilitate communication and mutual understanding. In the two examples provided, the

supervisor uses understanding checks to ensure that their message is being understood and that the conversation progresses smoothly. The presence of pauses and understanding checks suggest a need for clarification or confirmation, indicating a lack of clear communication or the need for reaching an understanding.

In the next example, the supervisor and the supervisee have been assessing the feasibility of obtaining data from a certain demographic area. The supervisor tries to explain why it is not a good idea, while the supervisee resists the advice until arguments against are made explicit by the supervisor.

Example 06. VGT_2022_S1_V2_19:29_Comunas.

- 01 S: >o sea< (-) en ese caso si vas a entrevistar a- a niños
I mean in this case if you are going to interview children
- 02 en Linares entonces tienes que entrevistar a niños en distinto:s h.
in Linares then you have to interview children in different
- 03 Se1: c[omunas. comunas de:_ s-]
communes communes of
- 04 S: [e::h ya sea en distintas] comunas como esa.
uh either in different communes like that one or
- 05 S: [o: a lo largo transversalmente,]
all along crosswise
- 06 Se1: [no de la Región Metropolitana.]
not from Región Metropolitana
- 07 (0.2)
- 08 S: claro.
right
- 09 (0.5)
- 10 Se1: ya.
okay
- 11 S: es como muy arbitrario, Región Metropolitana y Linares.
it's like very arbitrary Región Metropolitana and Linares
- 12 (0.8) ((grimace))

13 S: →**okay?** [y: (0.3) y de que es representativa]
 okay? and and what it is representative of
 14 Se1: [ya. (0.6) ya. entonces claro.]
 okay okay so right
 15 S: esa combinación, ((makes face of what does it mean))
 that combination

This extract begins with an inference which is produced as a conditional formulation. In line 2, the teacher begins a word search with the word *distintos* ‘different’ which is lengthened in its production. In line 3, the supervisee (Se1) comes in in overlap, having projected the completion of the supervisor’s turn, offering a candidate for this purpose, ‘comunas comunas’, which is not acknowledged by the supervisor (S) who continues to produce the ongoing turn extending to line 5. At this point, the student again comes in in overlap, offering possible completion to the supervisor’s turn in line 6 which is, in contrast with the first overlapping instance, acknowledged by the teacher and replied to after 0.2 seconds. In line 8 with a *claro* ‘right’, showing agreement with the alternative proposed by the supervisee in overlap. After a 0.5-second gap, in line 10 the supervisee claims understanding of the supervisor's account uttering *ya* ‘okay’, which also accepts and affiliates with this proposed stance.

Despite the supervisee’s affiliation and claim of understanding, in line 11 the supervisor provides a minimal expansion to her previous turn to explain her stance, by indicating that the supervisee’s proposal of including a different city could pose a problem as it could come out as *muy arbitrario* ‘very arbitrary’. This account is followed by a 0.8-second silence, in which no one claims speakership. In line 13, the supervisor produces the post gap tag device *okay* ‘okay’ with a rising question intonation, looking for a confirmation of understanding regarding the last account given in line 11. *Okay*, in this case, is used to mark a transition point in the supervisor’s own talk (Bowker, 2012, pp 158). This device is immediately followed by an *y* ‘and’, projecting

further talk, which is overlapped by the token *ya* ‘okay’ that is repeated after 0.6 seconds. These tokens are followed by the adverb *entonces* ‘then’ which expresses consequentiality. However, this is abandoned and repaired with the word *claro* ‘right’ still in overlap with the supervisor’s rhetorical question from lines 13 and 15.

Example 7 shows other devices, which can do understanding interactional work. These devices are the token *ya* ‘okay’ and the formulation *no se si me explico* ‘I don’t know if I make myself clear’. Here the supervisor is answering a question from a student regarding the proper way to cite in an institutional document.

Example 07. VGT_2022_S3_V1_14:06_Me_explico.

- 01 S: tsk en genera:l (.) de nuevo así como una regla en general
tsk in general again like as a rule in general
- 02 (0.8) es que (0.4) a la persona que yo cito (2.1) es: quien
is that the person that I quote is who
- 03 dio la idea
gave the idea
- 04 (0.3)
- 05 S: así como (.) .h (0.4) especialmente si uno va a citar (.)
that way like specially if oneself will quote
- 06 e:h como (0.8) si vas a citar textualmente explícitamente
uhm like if you are going to cite literally explicitly
- 07 cierto? (0.5) yo copio y pego y:- la escritura- quien sea
right? I copy and paste and the writing whoever it is
- 08 que: escribió eso: (0.4) es el autor de esa idea
that wrote that is the author of that idea
- 09 (0.5)
- 10 S: .H ahora si es una persona (.) que lo que está haciendo es
now if it is a person that what is doing is

11 resumir (0,5) las (.) ideas de otras personas .h eso
 summarize the ideas of other people that
 12 también es su trabajo
 also is their work
 13 (0.8)
 14 S: →ya:?
 okay?
 15 (0.2)
 16 S: ahí obviamente lo ideal es ir a la fuente original
 there obviously the ideal is to go to the original source
 17 pero no podemos acceder a eso entonces nos quedamos con lo que
 but we can't access to that so then we keep/go with what
 18 podemos acceder °no mas po° (.) .h y en este caso el el
 we can access nothing else and in that case the the
 19 dueño de esta idea la persona que elaboró eso que hizo
 owner of that idea the person that elaborated that that made
 20 este no sé porque por ejemplo pongamos que .h cito a Paulo
 this I don't know because in example let's put that cited Paulo
 21 Freire por un lado .h y cito a Bell Hooks por el otro
 Freire by one side and cited Bell Hooks by the other
 22 (0.2) y citó ambas personas y saco un ahí: un texto .h sobre
 and cited both people and pulled a there a text about
 23 e:hm (0.4) la pedagogia crítica (0.9) en ese caso (.) eh
 uhm the critical pedagogy in that case uhm
 24 tienes que citar a la persona que elaboró ese texto (.)
 you have to cite the person that elaborated that text
 25 especialmente si no podemos acceder al otro
 specially if we can't access the other one
 26 (0.6)
 27 S: por último queda ahí como ya esto no: (0.3) .h no hay algo
 lastly it's left there as alright not this there isn't something
 28 que salió de mi sino que salió de esta otra persona (0.2)
 that came from me but that came from this other person

está este: (0.8) como esta elaboración
there is this like this elaboration

(1.5) ((noise in recording))

S: →no sé si me explico 16:07
I don't know if I make myself clear

(2.7)

Sel:→eh sí o sea por lo menos yo entendí 16:11
uhm yes I mean at least I understood

(0.3)

Sel: eso- gracias
that's it- thanks

(0.9)

S: bacán (.) de nada
cool you're welcome

From lines 1 through 8, the supervisor (S) attempts to answer a question asked by a supervisee (Se1) regarding citations. After a 0.5-second pause and after a TRP, the supervisor expands their turn with a contrasting formulation of an alternative scenario to the supervisee's proposed inquiry. In line 14, following a 0.8-second pause, the supervisor produces the post gap tag *ya?* 'okay?' with rising intonation consistent with interrogative formulations in Spanish. After not having received a reply after a 0.2-second pause, the supervisor expands her turn even farther from lines 16 through 25. Then there is a 0.6-second pause, time in which no supervisee intervenes. Hence, the supervisor expands her turn one more time from lines 27 through 29, indicating a last-case scenario. In line 31, after a 1.5-second pause, the supervisor produces a turn that claims a lack of knowledge regarding whether her explanation has been satisfactorily understood by the supervisee and at the same time, mobilizes a response. After a long pause of 2.7 seconds, in line 33, the supervisee who started the interaction starts her turn using the non-lexical token *eh* 'uhm' which is commonly used to mark incipient speakership, followed by a *sí* 'yes' which refers directly to the supervisor's attempt of confirming understanding. This is

immediately followed by a repair sequence that starts with *o sea* ‘I mean’, followed by *por lo menos yo entiendo* ‘at least I understood’. This is a demonstration of a change in states of affairs, and that there is a new epistemic stance. At the same time, the speaker marks a distance from the rest of the supervisees’ epistemic access. This is of most relevance as the utterance follows the lexical token ‘yes’, which answers the supervisor’s inquiry regarding having made herself clear claiming understanding but also providing explicit proof that it was understood with *yo entendí* ‘I understood’.

In line 35, after a 0.3-second pause, the supervisee makes the supervisor know that her turn is now finished with the use of *eso* ‘that’s it’, followed by *gracias* ‘thanks’. In line 37, the supervisor replies, after a 0.9-second pause, producing the assessment *bacán* ‘cool’ and *de nada* ‘you’re welcome’, ending the sequence. The use of ‘ya’ and ‘me explico’ in this conversation serves to facilitate communication and mutual understanding between the speakers. These devices help to ensure that the conversation progresses smoothly and that the speakers are able to convey and understand each other's messages effectively.

Overall, the frequent use of understanding checks and the presence of pauses suggest that there may be a need for clarification or confirmation within the interaction, potentially indicating a lack of clear communication between the supervisor and supervisee. Understanding checks allow the conversation to progress and accomplish goals in terms of the interaction, such as shifting from one topic to another.

Sequential markers in compound structures

This section provides an overview of compound structures in conversation that use non-lexical tokens and lexical tokens. These are sequences of words or particles used to indicate understanding, agreement, or disagreement. These combinations of particles typically include a

lexical token, non-lexical token, or both, and may also include an assessment. Examples of the compound structures discussed in this section include:

- Lexical token + Lexical token,
- Lexical token + Assessment,
- Lexical token + Lexical token + Assessment,
- Lexical token + Assessment + Assessment,
- Non-lexical token + Lexical token,
- Non-lexical token + Assessment,
- Non-lexical token + Lexical token + Assessment,
- Non-lexical token + Lexical token + Lexical token.

Through the inspection of these different particle combinations, we can shed light on whether these can be ascribed to claims or displays of understanding and whether this is done at different levels. These structures are used to convey a variety of meanings in conversation, from agreement and understanding to contrast and disagreement. They also play an important role in the negotiation of speakership, providing confirmation and reinforcement of the speaker's utterance.

Lexical token + Lexical token

Lexical token + Lexical token is a compound structure composed of two lexical elements, they can be a repetition of the same particle or a different one. Examples of this structure can be seen in the following two excerpts.

Previous to the extract shown in example 10, the supervisor had been asking about previously assigned work. The supervisee attempts to indicate what is left to be done regarding

their research. This interaction is dyadic in nature as only two participants interact in the sequence.

Example 08. VGT_2022_S2_V2_24:48_Lo_que_quería.

- 01 Se1: e:h falta como dijo el Diego como explicar why
u:hm it's missing as said Thiago to explain why
- 02 (0.5)
- 03 Se1: a[sí que]
so
- 04 S: [bueno] y: y yo lo que quería era que ustedes aclararan
Well and and what I wanted was for you to clarify
- 05 qué significaba esta palabra si era un typo
what this word meant if it was a typo
- 06 (1.0)
- 07 Se1: ^mm::
- 08 (0.7)
- 09 S1: →[**ya ya**]
okay okay
- 10 S: [porque a mí esta] pa- ya?
because to me this wo- okay?
- 11 S: entonces hay que revisar la palabra qué significa y
so it is necessary to check the word what it means and
- 12 y explicar por qué (.) okey?
and explain why okay?
- 13 Se1: ya súper ni un problema
okay súper no problem
- 14 (0.3)
- 15 S: ya perfecto
okay perfect
- 16 (0.7)
- 17 S: continuemos
let's continue

In line 1, a supervisee (Se1) is reporting/informing her understanding of what needs to be done. In line 3, after a 0.5-second silence in which the supervisor (S) does not intervene, suggesting that further elaboration might have been expected, the supervisee produces *así que*, which is equivalent to ‘so’ that has been proven to indicate that further talk is expected when there is a glottal stop at the end of the utterance. In this case, the *así que* is overlapped by the supervisor, and it is produced at a normal speed with no indications of lengthening, but without producing further talk, abandoning a possible trajectory of further reporting. This overlapping talk produced by the supervisor comes in in overlap in line 4 extending to line 5, right after the supervisee had claimed speakership beginning a turn after 0.5 seconds, where a TRP appeared. This overlapping talk is a clear contest for speakership, and this competition for speakership is considered by the supervisor as accountable for, as she claims speakership with the repetition of the word *y* ‘and’, initiating a repair sequence regarding the reporting done by the supervisee.

The supervisor's competitive incoming talk is explained by the relevance of the supervisor's repair, as it explains that different work was expected. After a silence of 1 second in line 6, the supervisee addresses the repair with the non-lexical token *mm*, which is lengthened in its production. In line 9 the supervisor begins a turn to provide an account regarding the relevance of the requested task. The supervisee comes in in overlap in line 9, using the token *ya* ‘okay’ twice, and with no time between them. In line 10 the supervisor comes in in onset overlap with the supervisee's talk to elaborate further on the matter. This turn is abandoned as soon as the overlap is acknowledged, seeking confirmation with the production of a *ya?* ‘okay?’ instance. This expands to lines 11 and 12 where the supervisor initiates another turn that develops on the matter reformulating what needs to be done. Right after, the supervisor seeks confirmation of understanding one more time with another instance of *ya?* ‘okay?’. In line 13, the supervisee

claims understanding by production an upgraded version of the first display of understanding that had two repeated lexical tokens, adding an assessment and an explicit account that indicates that there is no problem. After a 0.3-second gap, the supervisor acknowledges the claim with *ya perfecto* ‘okay perfect’ in line 14, to then after a 0.7-second gap produces a *continuemos* ‘let’s continue’ in line 16, which is closure implicative and marks a topic shift.

Before this excerpt’s beginning, a supervisee has been reporting regarding the status of one of the collection data steps for their investigation. This interaction was not dyadic in nature as more than one participant interacts in the sequence. For the purpose of this example we reduced the length, showing only two participants.

Example 09. VGT_2022_S1_V2_03:59_Apoderado.

- 01 Se1: en ese sentido siento que igual me va resultar porque:
In that sense I feel that anyways it is going to work out because
- 02 me llevo bien con la profe y le mando el link así que yo creo
I get along well with the teacher and I send her the link so I believe
- 03 que igual en la semana si no me la responden (.) [no] (sé le) digo
that anyways in the week if they don't reply it to me I don't know I'll tell her
- 04 S: [ya]
okay
- 05 Se1: que los catetete: a los que no responden
to insist to the ones that don't reply
- 06 hahaha yo les pregunté y me dijeron que si todos así que ahí
huhuhu I asked them and they told me yes all of them so there
- 07 estamos bien
we are fine
- 08 S: [ya]
okay
- 09 Se1: [pero son]: cuarenta y: cuarenta y dos ahora (.) bajaron porque se
but they are forty and forty two now went down because
- 10 se fueron algunos (.) se fueron tres

- some of them left* *three left*
- 11 S: →**ya.** (0.3) **ya.** = ((combined with nodding))
 okay *okay*
- 12 S: =↑okey pero si[guen siendo más o menos]
 okay but they are still more or less

The supervisee (Se1) informs from lines 1 through 3 regarding the feasibility of achieving the task, providing further support to her claim of actual completion of the task. In line 4, the supervisee comes in in interjacent overlap with the production of the token *ya* ‘okay’ that provides confirmation of follow-up on the subject. Also, it gives continuity to the sequence. From lines 5 to 7 the supervisee finishes the ongoing turn providing an assessment of the situation. After a possible completion, the supervisor (S) claims speakership in line 8 to provide confirmation once more of receiving the information that the supervisee is delivering.

This confirmation is overlapped by the supervisee in line 9, who comes in in onset overlap to begin a minimal expansion sequence that seeks to precise the informing sequence of the previous turn. This expansion begins with the contrastive coordinating conjunction *pero* ‘but’, usually indicating negative or contrasting elements are to follow, extending to its end in line 10, reporting a reduction of the number of students to be surveyed. The supervisor in line 11, uses the token *ya* ‘okay’ to claim understanding two times, one followed by after the other, with a 0.3-second pause in between while nodding. Their close proximity suggests that they were projected to be used together and seem to be doing additional interactional work in terms of providing stronger or weaker claims of understanding.

Right after these tokens, it is possible to observe another claim of understanding from the supervisor, using the borrowed English word *okey* ‘okay’ to show acceptance of the updated status provided in the expansion. As the token *okay* certainly seems to be oriented to the expansion in line 9, it is also proof that the previous couple of *ya*’s were addressing the main

informing sequence. The token *okay* is followed by a *pero* ‘but’, which projects a contrastive response to the supervisee’s expansion but provides a positive assessment of the situation indicating that they are inside the range they need. This use of the token *okay* differs from the previously produced *ya* particles, suggesting that they are trying to express different things, being relevant in understanding check sequences.

To continue, examples of a structure that uses another particle will be presented. They correspond to an apparent upgrade of the previous structure, which might indicate that a different interactional work is at play.

Lexical token + Assessment

The Lexical token + Assessment subsection of compound structures covers examples in which participants claim or display understanding, with the use of a lexical token, followed by an assessment. This subsection is important for understanding the interactional dynamics of conversations, as it allows us to see how understanding is shown, and how an assessment can be used to upgrade a particle.

Previous to the following excerpt, the supervisee had been listening to a supervisor’s indication of future steps in the process. The supervisee asked a question to clarify the information as it was not really clear.

Example 10. VGT_2022_S1_V2_1:00:52_Ese_día.

01 S_{el}: entonces ese día >pero ese día< le entregamos el el día antes
 so that day but that day we deliver the the day before
 02 la: la justificación po cierto o el mismo día?
 the the justification right or the same day?
 03 (1.0)
 04 S: [el mismo día]

the same day

05 Se1: [>pa ponernos la nota<]
to put us the grade

06 (0.3)

07 S: pue- eh con tal que sea ese día o sea puede ser antes .h o
it ca- uhm as long as it is that day I mean it can be before

08 o puede ser después de la reunión que tengamos o sea me lo
or it can be after the meeting that we have I mean you

09 mandan .h por email por whatsapp ese mismo día ocho de julio
send it to me by email through whatsapp that same day eight of july

10 (0.3)

11 S: o sea todo es ese día para las dos notas son ese día (0.7) pero:
I mean everything is that day to both grades are that day but

12 pero >o sea< en cualquier momento ese día antes o después pero
but I mean at any moment of that day before or after but

13 con tal que sea ese día
as long as it on that day

14 (1.3)

15 Se1:→**ya**
okay

16 (0.8)

17 S: →**ya?**
okay?

18 (0.8)

19 Se1:→**ya Perfecto.**
okay perfect.

In lines 1 and 2, the supervisee (Se1) begins an understanding check sequence. In line 3, there is a gap of 1 second in which no participant claims speakership. In line 4, the supervisor (S) responds to the question made by the supervisee in overlap with the supervisee who has begun to provide an expansion of the previous turn. This overlap is accounted for as the gap was considerable in terms of progressivity. After a 0.3-second pause, the supervisor claims speakership in line 7 beginning a turn that is initially abandoned after a cut-off, to produce repair.

The supervisor uses the token *eh* ‘uhm’, which is followed by more talk extending until line 9 providing more than one candidate response to the supervisee's confirmation-seeking question.

This additional information, that was not available before, informs and provides interactional conditions to expect a claim of understanding in the following lines. In line 10 there is a 0.3-second gap in which no other participant claims speakership, letting the supervisor come in with a post-expansion to her turn which is a reformulation of the previous turn and extends from lines 11 through 13. After a gap of 1.3 seconds, the supervisee replies with the lexical token *ya* ‘okay’, claiming an understanding of the supervisor’s informing sequence. This is followed by a 0.8-second gap in line 16, after which the supervisor produces the post gap tag *ya* ‘okay’ with rising intonation which is consistent with interrogative formulations in Spanish, looking for confirmation of understanding. After a 0.8-second gap as seen in line 18, the supervisee uses once more the lexical token *ya* ‘okay’, to reply to the understanding confirmation post gap tag. Immediately after the production of *ya*, the assessment *perfecto* ‘perfect’ is produced, differentiating from the previous display of understanding in line 15. This upgraded claim of understanding seems to be doing additional interactional work by adding an assessment. Additionally, it provides a stronger claim of understanding than the one previously uttered in line 15.

Previous to the excerpt shown in example 11, the supervisee had been reporting regarding a task that was assigned at a past meeting, after a question made by the supervisor regarding the date on which a data-collecting step of their research would take place.

Example 11. VGT_2022_S1_V2_01:56_Vacaciones.

01 (0.2)

02 Se1: .hh pero [si es q]ue no llegara a ser a[sí cla]ro
but if that would not come to be like that sure

03 S: [ya:] [xx xx]
okay
04 Se1: obviamente tendría que recurrir a eso
obviously I would have to resort to that
05 (0.7) ((chair sound))
06 Se1: eso: [eso la buena noti]cia
that that's the good news
07 S: → [**ya está bienh-**] .H
okay its fine-
08 (0.7)
09 S: está bienh. pero: (0.2) e:h (.) lo que sí es que:
it's fine but uh the only thing is that
10 eso les deja: (0.2) claro (0.3) mhm:enos tiempo
it leaves you yeah less time
11 (0.3)

In line 1, a 0.2-second gap appears after a finished supervisee's (Se1) turn. After this gap, an in breath is heard in line 2, which marks incipient speakership announcing a possible post-expansion on the previous turn, but proves to be insufficient, as the supervisor (S) comes in in overlap to produce the lexical token *ya* 'okay', to provide confirmation of understanding regarding the previous turn, which is followed by an unintelligible but non-problematic overlapping talk. The supervisee continues to produce the post-expansion until line 4 where it ends, followed by a 0.7-second silence, where a TRP occurs. In line 6, the supervisee claims speakership one more time by using the closure implicative filler *eso* 'that's it' projecting finiteness, immediately followed by a *eso la buena noticia* 'that is the good news', which has the purpose of explicitly concluding the informing sequence regarding the good news. In line 7, after the supervisee claims speakership, the supervisor comes in in overlap again to provide the lexical token *ya* 'okay' immediately followed by the positive assessment *está bien* 'it's okay' followed by a hearable in breath, suggesting that further talk was expected. This assessment

falls into the category of deontic assessments (Bet et al., 2021), which treats the ongoing turn as a proposal on how to proceed.

This formulation for claiming understanding is different from the ones displayed during the main informing sequence (Example 4). The supervisor recognized the finiteness projected by the utterance in line 6 concluding the informing sequence. This claim of understanding plus a deontic assessment in interjacent overlap is used by the supervisor to accept the proposal and also signal that the trajectory of the talk had been recognized. The supervisor then elaborates as she had a contrastive idea coming, despite having accepted the proposal. The interjacent turn from line 7 is continued in line 9 after a 0.7-second gap, by a self-initiated repair with the repetition of the assessment *está bien* ‘it’s okay’, addressing any hearing problem caused by the overlap instance. This positive deontic assessment in line 9 is followed by *pero* ‘but’ which projects a contrasting turn as explained before. This *pero* ‘but’, is followed by the lengthened non-lexical token *eh* ‘uhm’, known to be used to hold speakership and to indicate that further talk is expected, which is evidenced by the immediate production of *lo que sí* ‘the only thing’. An elaboration follows this response for the contrastive angle that the supervisor is proposing extending to line 10, in which the supervisor issues a *claro* ‘right’, reconfirming the projection of the turn but not displaying understanding, contrasting with the previously described tokens.

The deontic assessment seems to be upgrading the lexical token, and its use is clearly different from the lexical token in a standalone position. Next, the compound structure Lexical token + Lexical token will be presented with examples discovered in the data.

Lexical token + Lexical token + Assessment

In this subsection, we will look at the structure of an utterance composed of two lexical tokens, plus an assessment. This structure is another option used in conversations to claim understanding, as seen in the example provided.

In the following example, the interaction between supervisor and supervisee had started already and the discussion focused on the reporting of work assigned in previous meetings. The supervisee reports what the school asked the sending of a letter, and indicates what had to be done to avoid any complications.

Example 12. VGT_2022_S1_V2_03:59_Apoderado.

- 01 Se1: el colegio me pidió que necesitaba sí o sí: (0.3) mandar una carta
the school asked me that I needed no matter what to send a letter
- 02 a los apoderados entonces no va no cuenta la: (1.1) la: carta que
to the guardians so it no longer counts the the letter that
- 03 hicimos para: los estudiantes
we did for the students
- 04 (1.2)
- 05 Se1: porque son todos menores de edad:
because they are all underaged
- 06 (0.4)
- 07 Se1: al final el que el que cuenta aquí es:
in the end the one the one that counts here its
- 08 la firma del apoderado
the signature of the guardian
- 09 (1.0)
- 10 S: ya
okay
- 11 (1.3)
- 12 S: [Ya]
okay
- 13 Se1: [>Entonces<] ahí le dije que por favor hh. que por favor huhuh
so then I told her to please to please huhuh

14 (.) y se los recalqué hh que me la trajeran el martes porque
 and I emphasized to them to bring it to me on tuesday because

15 el lunes huhuhu feriado
 monday huhuhu holiday

16 S: [(claro)]
 right

17 Se1: [bueno] igual yo no voy los lunes (0.4) pero igual me
 Well anyways I don't go on Mondays but still to

18 las trajeran el martes y yo ese mismo ↑día (0.5) ((coughs))
 bring them to me on tuesday and I on that same day

19 (0.6) en la tarde y me da igual si ya es fuera de horario (.)
 in the afternoon and to me it's the same if it's out of office hours

20 le mando el link para que nos respondan la encuesta
 will send them the link for them to answer us the survey

21 (0.5)

22 S: ya.
 okay

23 (0.3)

24 S: →**ya (.) muy bien okey**
 okay very well okay

25 Se1: y y ahí está todo bien
 and and there it's all good

26 (.)

In this extract, from lines 1 through 3, a supervisee (Se1) is posing a problem regarding the consent forms needed from parents to get their children to participate in a survey. After a 1.2-second silence, there are a few expansions to the previous turn, providing a further account regarding the school's request, as a lack of information might explain the lack of uptake from the supervisor (S). The turn is accepted in line 12 with *ya* 'okay' after a 1-second of silence. However, the supervisee comes in in overlap with competitive incoming talk after 1.3 seconds in line 13, to keep providing accounts related to the issue at hand. A similar sequence develops in

lines 16 and 17 in which the supervisor acknowledges the previous turn with *claro* ‘right’ while the supervisee comes in in overlap with another expansion.

Finally, in line 22 and after a 0.5-second gap, the supervisor claims understanding through the use of the lexical token *ya* ‘okay’. In line 24 after a 0.3-second gap, the supervisor upgrades the claim, by initiating another turn with the same lexical token *ya* ‘okay’, but adding the deontic assessment *muy bien* ‘very well’, and in turn-final position another lexical token, *okey* ‘okay’. This evaluation is deontic in nature, as the supervisor is treating the previous turn as a reporting that not only indicates how things went, but what measures had to be taken to correct it. There is an inclination to believe that this sequence, required also confirmation about the rightfulness of the steps taken without consultation. This is supported by the *okey* ‘okay’, that provides acceptance to the sequence, and that also works as an indication of closure to the reporting sequence. This use of tokens seems to follow a similar structure as revised before. It is possible to identify that the structure Lexical token + Lexical token is embedded in this utterance with the addition of an assessment and an additional token for displaying understanding.

The following structure to review, Lexical token + Assessment + Assessment, uses three particles as well as the one just presented. A different interactional work should be expected as this specific array of particles should be addressing different elements of the interaction

Lexical token + Assessment + Assessment

In this section, we will focus on the compound structure of Lexical token + Assessment + Assessment, which is a structure found in our institutional talk data. This structure is particularly significant in terms of the deontic relationships that exist between participants, as supervisees expect to receive feedback of some kind after their informing sequence, which commonly comes in the form of assessments. To illustrate this structure, we will use the example of the exchange

between a supervisee and a supervisor, where the former is informing about the findings of a literature review.

Before the extract shown in example 10, supervisees had started a sequence to inform developments about what they have done in terms of the literature review so far, which is then evaluated by the supervisor.

Example 13. VGT_2022_S1_V2_35:25_Encontre_mas.

- 01 Se1: tenemos li:bros de: auto:res (0.5) aná:lisis que han he:cho yo
we have books of authors analysis that have done I
- 02 encontré más no se si se puede contar pero yo encontré tesis de:
found more I don't know if it can count but I found thesis of
- 03 compañeros de inglés
classmates of English
- 04 (0.5)
- 05 Se1: y: las he es[tado] leyendo.
and I have been reading
- 06 S: [ah]
oh
- 07 (0.8)
- 08 S: →ya: (0.2) bueNI[: simo bueNI:simo<]
okay great great
- 09 Se1: [>las encontre en la bibliote]ca< así que no hice
I found them at the library so I didn't do
- 10 na:[da::
nothing
- 11 S: [sí pos si ahí están
yes there they are
- 12 Se1: lo [único que están con los nombres de]: de los compañeros tengo
The only is that they are with the names of the the classmates I have
- 13 S: [sipos si ahí están en realidad]
yes that's where they are really
- 14 Se1: varias que pickee

several I picked

In line 1, the supervisee (Se1) continues an ongoing turn which pursues to list the findings of the assignment. In line 2 the supervisee adds that without knowing if it counts as the finding of more literature has found dissertations from previous university students. This extends to line 3 where the turn ends, and it is followed by a gap of 0.5 seconds which provides an opportunity for another speaker to come in, being in this case the most appropriate, the supervisor (S). As this does not happen, supervisee one (Se1) expands their turn which is acknowledged by the supervisor with the change-of-state token *ah* 'oh' in overlap as can be seen in line 6.

It is relevant to mention that this change-of-state token is clear evidence that the supervisees' informing was successful and produced a change in the supervisor's epistemic stance. After 0.8 seconds, the supervisor produces the lexical token 'ya' which shows acknowledgment and is followed by the upgraded evaluative assessment *buenísimo* which may be translated to 'great', being repeated twice. In line 9, the supervisee produces another minimal expansion to their initial turn in overlap with the assessment from line 8, projecting modesty through claims of apparent less effort, indicating that they just looked in the library. In line 11, the supervisor states the obvious with 'yeah sure they're there' and a repetition of the turn in line 13, this time adding 'really', serving as a way to downgrade the whole novelty of the finding which ultimately produced a change of state in the supervisor's epistemic stance.

In this sequence, there is an embedded expectation of assessment from the supervisor and the supervisee. As deontic relationships are part of institutional talk settings, participants expect after an informing sequence some kind of feedback regarding the presented work that has been done. In this way, the supervisee elaborates on the accuracy of the informing or reporting

sequence and adds additional information which tries to downgrade their work, resigning to additional credit for their findings.

To follow, we will review compound structures that are preceded by a non-lexical token. They differ from the ones starting with lexical tokens, as *mm* and *ah* have been described as change-of-state tokens, having interactional importance.

Non-lexical Token + Lexical Token

The following analysis focuses on the compound structure non-lexical + lexical token in supervision meetings. Reviewing two examples of these meetings, we found that non-lexical tokens are used to display understanding, agreement, and continuation. When combined with lexical tokens, the structure formed provides an upgraded display of understanding, that not only displays but rather claims it, often affiliating with the previous talk.

Previous to the excerpt, the supervisor had been listening to a student's proposal regarding using data from a subject that teaches a different discipline, escaping the scope of the research. The supervisor provides a positive assessment of the idea and elaborates in the following lines about when this matter should be addressed.

Example 14. VGT_2022_S1_V2_06:25_Buenisimo.

- 01 S: ((laugh)) bue↑nísimo .h no me parece hm inclu- ,mira e:hm (.) .h eso
excellent no I consider hm inclu- look uhm that
- 02 veámoslo- o sea veamos co- cómo exactamente (0.5) eh manejamos
lets see it I mean let's see ho- how exactly uhm we manage
- 03 esto e veámoslo de[sp]ués .h
this uh let's see it later
- 04 Se1: [mm]
- 05 Se1: [no claro]
no right
- 06 S: [porque ↑algo] va a haber que decir que como que ↑aquí:

because something will have to be said that like that here
 07 ↑hubo un profesor de biología que se coló así pero que nos
 there was a biology teacher that sneaked in like but it was of
 08 interesó igual que se yo (0.5) pero es
 interest to us all the same what do I know but it's
 09 [uno solo] entonces no va a ser representativo: de de
 only one so it is not going to be representative of of
 10 Se1: [mm]
 11 S: ninguna: ((yawn)) (0.7) un grupo demográfico perdón (0.3)
 none a demographic group sorry
 12 Se1: .hh
 13 Se1: [Claro]
 yeah
 14 S: [pero] e:hm (0.2) pero: pero por lo menos >pero te-< bueno ahí
 but u:hm but but at least but I- well then
 15 S: vamos a ver cómo- después vemos eso este [va a ser]
 we will see how- later we'll see about that this is going to be
 16 Se1: [mm ↑hm]
 17 S: un problema: (0.6) para (.) después .hh pero acéptalo
 a proble:m for later but accept it
 18 por supuesto. ↑muy ↑bie:n ponlo ponlo no más. y por últi[mo lo]
 of course very goo:d add it add it of course and lastly
 19 Se1:→ [>ah ya<]
 oh okay
 20 S: peo:r que puede pasar es que no lo incluyas lo que
 the worst that can happen is that you don't include what
 21 S: te ponga o se[a claro]
 he puts I mean yeah
 22 Se1:→ [a::h ya]
 oh okay
 23 S: está bien.
 it's ok
 24 (0.4)
 25 Se1: bac[án]

Cool

26 S: [e]stá bien.
it's ok

From lines 1 to 3, the supervisor (S) provides feedback for the previous account but changes trajectory, namely, drops the assessment and proceeds to indicate that this will be a matter of discussion for a future session or time. In line 4, the supervisee (Se1) comes in in interjacent overlap and uses the non-lexical token *mm*. This token is produced with falling intonation and is used as a continuer (see González Temer & Ogden, 2021 for classification of *mm* tokens), acknowledging the supervisor's turn trajectory. In line 5, the supervisee claims speakership to provide agreement with *no claro* 'no right', which is a much stronger display of affiliation toward the idea presented. The fact that it is produced after a non-lexical token that projects continuation, serves as proof that the *no claro* is not repairing overlap problems but providing affiliation toward the now completed idea. This also suggests that the display of agreement addresses the utterance produced after the non-lexical token when the supervisor says *eh manejamos esto* 'uhm we manage this'.

In line 6, the supervisor begins a new turn, overlapping the supervisee's talk, and elaborating further on what will have to be done. This extends until line 9, where the supervisee produces another non-lexical token *mm*, in interjacent overlap in line 10, displaying positive affiliation and continuation toward the supervisor's trajectory similar to the instance in line 4. The supervisor continues to produce the turn treating the overlap sequence as non-problematic, proving that the purpose of using the mentioned non-lexical token was to provide continuation rather than interrupt or stop the supervisor's turn. Moreover, the turn continues in line 11, where an in breath from the supervisee is heard during a 0.7-second pause in the TCU, but where no overlap occurs, indicating a possible announcement for speakership that was abandoned. In line

13, after a 0.3-second pause in the supervisor's turn, the supervisee produces the lexical token *claro* 'right', providing agreement with the supervisor's stance, and also not producing further talk as the supervisor's turn prosody indicates that there was still more talk coming.

The turn continues through lines 14 to 26, where more overlapping instances. These instances such as the one in line 16, *mm hm* with a rising intonation, show positive affiliation toward the supervisor's talk, helping the management of the conversation. In line 19 the supervisee produces the combination of the non-lexical token *ah* 'oh' plus *ya* 'okay', which is an upgraded claim of understanding and fast in its production. This TCU definitely differs in function from the continuers *mm hm* produced before, which did different interactional work. The change-of-state token *ah* 'oh' projects to participants that something new is being considered and acknowledged. This does not necessarily mean that this understanding of the situation is complete. The sequences seen so far have in common that the displays and claims of understanding may be subjected to upgrades. This is immediately followed by the lexical token *ya* 'okay', which also displays agreement toward what has been said, and also claiming understanding of it, as the supervisee is showing that understanding of a certain degree has been achieved by merely stating what has been understood.

In line 20, the supervisor's turn continues the turn adding additional information regarding what could happen in the worst-case scenario, extending to line 21 where the turn finally ends. The supervisee comes in in overlap in line 22, at the end of the supervisor's turn, with the same combination used before. It is most interesting to notice, that in this second instance, the duration of the non-lexical token *ah* 'oh' varies in relation to the one produced in line 19. This points to the fact that something must have changed between these two claims of understanding, that despite being similar they vary in terms of prosodic features. This

lengthening sort of enhances this projected understanding of the supervisor's turn, or projects that a more thorough or deeper understanding has taken place. In between these two instances, the supervisor situates in the worst-case scenario for the use of this data, indicating that the consequence would only be *que no lo incluyas* 'that you don't include it'. This new information seems to trigger this change in the supervisee's response, which allows the supervisor to produce the assessment *está bien* 'it's ok' in line 23, directly addressing this upgraded claim of understanding. This addressing seems to suggest that the supervisor acknowledges that this last bit of information added after the first claim of understanding, was specifically relevant to the interactional goal sought by the supervisor's turn. Also, the supervisor provides confirmation of the validity of a job that was assigned, indicating that it is on the right track.

The interaction continues after a 0.4-second gap. In line 25 the supervisee provides a response to the assessment yet with another assessment, this time *bacán* 'cool', addressing the supervisor's positive affiliation to the work presented. In line 26 the supervisor comes in in overlap to provide a second instance of the assessment *está bien* 'it's ok'. It is interesting to see how the repetition of tokens or assessments is present in the interaction, and how they help to manage the topical shifts in interaction. The question still remains in regard to the use of double assessments even with pauses between them as part of an intended trajectory, similar to what was found on the structure Lexical token + Lexical token.

In example 15, the supervisor is trying to deliver advice regarding the inclusion of a specific demographic area in the study. The supervisee tries to make a case for it despite the reluctance of the supervisor.

Example 15. VGT_2022_S1_V2_18:53_Linares.

01 S_{el}: n[o: pero >de hecho< Linares no es rural propiamente tal

no but in fact Linares it's not rural strictly speaking
 02 (0.2)
 03 Se1: Linare:s [>es ciudad<]
 Linares is City
 04 S: [no: yo sé] que no yo sé que no es rural
 no I know that no I know that it's not rural
 05 rural rural [pero igual
 rural rural but still
 06 Se1: [>sería como una comuna no más< como: no sé.
 it would be just as one other commune like I don't know
 07 Peñalolén
 Peñalolen
 08 (0.2)
 09 S: .h
 10 Se1: una comuna: [mas o menos] media pobr[e
 a commune more or less half poor
 11 S: [ehf hh] [no si yo conozco Linares
 uhm no I do know Linares
 12 yo conozco Linares y[:] y claro
 I know Linares and and right
 13 Se1: [ah sí?]
 oh yeah?
 14 (0.2)
 15 S: sí- sí:
 yes yes
 16 (0.2)
 17 S: >si conozco Linares Talca toda esa región< .hh [e:hm]
 yes I know Linares Talca all that region uhm
 18 Se1:→ [ah ya]
 oh okay
 19 (0.6)
 20 S: e:hm?
 uhm
 21 (0.3)
 22 S: claro y sí: no: cuando quise cuando dije rura:l quise

right and yes no when I wanted when I said rural I wanted

23 decir
to say

24 (0.3)

25 digamos no- no capitalino no?
let's say not not capital like right?

26 (0.2)

27 S: [no]

28 Se1: [claro] no: no
right no no

29 se entiende igual sí [es como menos menos estrés igual un poco]
it's understandable all the same yes it's like less less stress too a little

30 S: [no metropolitano ehm mm]
not metropolitan uhm mm

31 (0.5)

32 S: mm

From lines 1 through 9, the supervisor (S) and supervisee (Se1) continue to argue whether a certain city is a rural or urban place and whether it would make a good subject of study. In line 10, the supervisor claims knowledge about the city being discussed, which is responded to by the supervisee with the rising question-intonation TCU *ah si* ‘oh yeah’, which proves that the supervisee had pre-adopted or pre-assumed epistemic primacy on the matter. The supervisee produces this question which seeks to confirm this emerging epistemic stance. The supervisor proceeds to confirm the epistemic rights about the place in line 15 with the tokens *yes* repeated twice. For further confirmation, the supervisor reconfirms adding additional information in line 17 about possessing knowledge about the whole region for that matter. In line 18, the supervisee produces the non-lexical token *ah* ‘oh’ which signals a change in the state of affairs, accompanied by the lexical token ‘*ya*’, which shows acceptance and acknowledgment of the supervisor's epistemic stance.

In line 22, the supervisor resumes the repair abandoned in line 5 regarding the use of the word *rural*, producing a *claro* ‘right’ to confirm trajectory of the repair. The tokens *yes* and *no* used together show agreement, even when the *yes* instance is followed by the negative particle. This is then followed by the explicit repair initiation *cuando dije rural quise decir* ‘when I said rural I wanted to say’. In line 25, the repair is completed by proposing a candidate replacement for the trouble source, *rural*, producing the talk *no capitalino no?* ‘Not capital like right?’. Finally, in line 28, the supervisee accepts this repair, providing the lexical token *claro* ‘right’ in overlap. This *claro* instance is followed by two negative particles, *no no*, which precede the explicit expression of understanding *se entiende igual* ‘it’s understandable all the same’. In line 30 the supervisor continues the interrupted turn, by providing a second candidate for solving the problem of understanding *no metropolitano* ‘not metropolitan’.

To conclude, this compound structure would be an upgraded version of a bare non-lexical token. This upgrade conveys specific meaning, and would not express a change of state but rather agreement, acknowledgment, or understanding.

Non-lexical token + Assessment

The analysis of supervision meetings also revealed the use of the compound structure of Non-lexical token + Assessment. This structure can be used by both supervisors and the supervisees as a way of displaying agreement and understanding in the conversation. Non-lexical tokens, such as *mm* and *ah*, are used to display understanding of the conversation, while assessments, such as *bacán* ‘cool’, *perfecto* ‘perfect’ or *interesante* ‘interesting’, are used to either claim understanding in a deontic or evaluative domain.

Before this excerpt, the supervisee was requesting assistance with a step of the data collection. Specifically to send emails as a way of providing credibility and support for the process.

Example 16. VGT_2022_S1_V2_28:36_Excelencia.

- 01 S: sí por supuesto ha[gámoslo hagámoslo e:h]
yes of course let's do it let's do it
- 02 Se1: [sip es que es que son bien] pesaditos son bien
yeah it's just they are really very little heavy they are a little heavy
- 03 y pesadito en realidad como que igual una de las cosas que me
and little heavy really it's like anyways one of the things that they
- 04 dijeron como los como los profes es que como estos colegios
told me like the like the teachers it's that like these schools
- 05 pertenecen como una red de colegios que la SIP [les da]
belong to like a network of schools which is the SIP they get
- 06 S: [mm]
- 07 Se1: mucho miedo a quedar mal parados de repente en este tipo de cosas
very afraid of losing face sometimes in this kinds of things
- 08 (1.4)
- 09 Se1: porque son como [muy ja]laos con el tema como de la excelencia
because they are like doped with the topic like of the excellence
- 10 S: [a::h]
oh
- 11 Se1: los punta:jes y todo ese rollo.
the scores and all that situation
- 12 (2.5)
- 13 S: m[m::]
- 14 Se1: [En]tonce]::s sí (0.3) les da miedo les da miedo como que: estas
so yes they are afraid they are afraid like that these
- 16 Se1: apariencias se caigan
appearances fall
- 18 (0.4)
- 19 Se1: .h
- 20 (1.5)
- 21 S: →[a:h interesante]
oh interesting
- 22 Se1: [en base a lo que dicen tus] estudiantes
based on what your students say

23 (0.6)

24 S: .h es un colegio Matte, cierto?
it's a Matte school, right?

25 (0.8)

26 Se1: Sí.
yes

27 (2.2)

28 S: sí: si yo había escuchado historias
yes yes I had heard stories

29 (1.0)

30 S: de algunas cosas [así como] como que: se cerraban
of some things that way like like that they close themselves

32 Se1: [si:]
yes

33 S: a: a: a a como: .h cuestiones
to to to to like things

34 (0.4)

35 S: sí
yes

In line 1, the supervisor (S) shows agreement with the supervisee's proposal . From lines 2 to 5, the supervisee (Se1) comes in in overlap after the positive response and elaborates further regarding the reason for the petition in spite of the previous claim of speakership by the supervisor. In line 6 the supervisor utters the non-lexical token *mm*, which is commonly used as a continuer, displaying understanding and affiliation toward the expansion of the supervisee, providing proof that the supervisor is addressing the overlap talk as non-problematic.

The supervisee finishes his turn in line 7 and provides a 1.4-second gap, where no participant intervenes. In line 9 the supervisee reclaims speakership to provide yet another reason in sight of the lack of uptake from the supervisor. At this point, the supervisor comes in in overlap in line 10 with an apparently delayed response to the turn in line 7, by producing the non-lexical change-of-state token *ah* 'oh', letting participants know that the turn is treated as

informative and that state of affairs has changed. The supervisee continues to produce talk until line 11, where 2.5 seconds of silence follow. In line 13 the supervisor produces a second non-lexical token, this time *mm*, which is lengthened in its production and allows the supervisee to know that the supervisor is projecting continuation and follow-up on the news presented. In line 14, the supervisee comes in in overlap producing the lengthened word *entonces* ‘then’, that indicates consequentiality between a previous matter and a current one, but also indicates that a possible word search is in progress due to the lengthening in production. This is followed by *sí* ‘yes’, which is used to support the provided idea. The supervisee continues to produce his turn indicating that they are afraid of losing face in academic terms, providing a connection with what was said before. There is a 0.4-second silence in line 18, followed by a hearable inbreath of the supervisee, which may indicate another attempt to produce further elaboration on the subject. After this in breath, a silence of 1.5 seconds supports the idea of the supervisee abandoning after the in breath was produced.

The use of non-lexical tokens so far has been helpful in the collaborative managing of the conversation and also as a way to acknowledge that new information is being received and processed, but until this point, no evident change has been communicated to the supervisee, which might account for the several instances of expansions.

In line 21, the supervisor uses the non-lexical token *ah* ‘oh’ once more, which aligns with the idea that these change-of-state tokens can delay a claim of understanding. This occurs by repeating or resorting to the same elements but this time followed immediately by the assessment *interesante* ‘interesting’. The combination of the non-lexical token plus an assessment results particularly as it is doing a different interactional work than a freestanding *ah* ‘oh’. The supervisee comes in in overlap and initiates a post-expansion in line 22. It is relevant to mention

that the overlapping talk is shorter in comparison with other clarifications made by the supervisee. This change in production may be explained by the reception of the upgraded demonstration of understanding produced by the supervisor.

After a 0.6-second silence, the supervisor produces a question in line 15 which arises as a product of this change-of-state demonstration, looking precisely at the information given by the supervisee. The reply comes in line 26 with a clear yes, after a 0.8-second gap and it is followed by a longer 2.2 seconds gap, which at this point is particularly relevant for the interaction. The supervisor breaks this silence in line 28 producing an affirmative lexical token to confirm the situation, and backing it up with previous knowledge. This is proof that the supervisor is making a connection between previous knowledge and the information that was just brought to the fold. After a 1 second pause, this continues to resolve from lines 29 through 34 with only two overlap instances in which the supervisee provides confirmation and acknowledgment of the supervisor's expansion with the word *sí* 'yes'. The use of an additional element after the change-of-state token *ah* 'oh' comes with an assessment that seeks, as mentioned in the previous examples of non-lexical tokens, to

A possible explanation for the longer pauses between the supervisors' replies, could be the fact that there was an ongoing process of considering the new information and corroborating it with the known information, to come up with a new understanding of the situation that was being presented. The use of non-lexical and lexical tokens during this excerpt has helped the participants manage their epistemic stances and also to come to a new understanding of the situation and achieve agreement.

In example 17, the supervisor has been answering a question regarding how to notify her about work done in the document. She announced the clearing doubt sequence, indicating that the supervisor is mediating the interactions.

Example 17. VGT_2022_S3_V1_26:36_Notificación.

01 S: =de hecho siempre es mejor cuando me arroban en el documento y me
in fact it is always best when you 'at' at me at the document and you
02 o me responden los comentarios que yo les dejé.
or you answer the comments I left to you
03 (0.6)
04 S: .h porque e[so hme] llega una notificación.
.h because that I get a notification
05 Sel: [oka]
okay
06 (0.7)
07 Sel: ah ya bacán
oh okay cool
08 (2.1) ((loud noise in the microphone))
09 Sel: lo voy a hacer así entonces como eh ponerte así como arroba: eh y
I am going to do it that way then like uh put you like at: uh and
10 a ti?
you?
11 (0.3) ((supervisor nods at the camera))
12 Sel: ah no sabía que se podía hacer [eso ya bacán]
oh I didn't know that it was possible to do that okay cool
13 S: [>sí así como<] arroba y empiezan
yes that way like at and begin
14 a poner mi correo y les va a aparecer probablemente pa
to put my email and it's going to appear probably
15 que pa que quede ahí como asignada
to to left it there like assigned
16 (0.3)
17 Sel:→**ah bacán** no tenía idea ya

Oh cool I had no idea okay

18 S: *Sí es bacán*

yes it's cool

The supervisor (S) in line 1 initiates a post-expansion to the prior turn and provides an alternative answer to indicate that there is a better way to proceed regarding the reporting. This extends until line 2, where the turn ends and a TRP occurs. In line 4, after a 0.3-second gap, the supervisor expands due to the lack of response. The supervisee (Se1) comes in in interjacent overlap in line 5 producing the token *oka* ‘okay’ but causing no interference with communication. This use of the token corresponds to a claim of understanding, as it occurs in overlap and with no elicitation, addressing what is being said at the moment. In line 7, the supervisee takes speakership after a long 0.7-second gap to claim understanding, replying to this new alternative using the non-lexical token *ah* ‘oh’, followed by the token *ya* ‘okay’, and the assessment *bacán* ‘great’, being this one of the structures to shown before in supervision meetings; Non-lexical token + Lexical token + Assessment.

In lines 9 and 10, after a considerably long gap of 2.1 seconds where the supervisor did not produce any response, the supervisee speaks again to indicate that the proposed alternative will be taken to practice, replying with *lo voy a hacer así entonces como eh ponerte así como arroba eh y a ti* ‘I am going to do it that way then like uhm put you like at uhm and you’, rephrasing what the supervisor has said, but also ending with a rising question intonation. This reformulation presents two instances of *eh* ‘uhm’ indicating hesitation regarding the trajectory of the turn. The particular intonation is proof that the supervisee had doubts regarding her own understanding and that there is a need for confirmation on the supervisor’s behalf. In line 9, the supervisor nods providing positive affiliation or confirmation toward the candidate proposed by the supervisee, which is followed by an account in line 12 that starts with the change-of-state

token *ah* ‘oh’, indicating that new information is being acknowledged. The supervisee indicates a lack of previous knowledge by explicitly saying *no sabía que se podía hacer eso* ‘I didn’t know that it was possible to do’, which is followed by the lexical token *ya* ‘okay’ and the assessment *bacán* ‘cool’. In line 13, at the end of the supervisee’s turn, the supervisor comes in in overlap to provide agreement with the lexical token *sí* ‘yes’, and also to provide an alternative candidate to the supervisee’s formulation of understanding. This turn extends until line 15, and is followed by a 0.3-second pause which is followed by the supervisee’s claim of understanding *ah bacán no tenía idea ya* ‘oh cool I had no idea okay’, which is another formulation with a non-lexical token + lexical token, but that is continued with an account and followed by the lexical token *ya* ‘okay’, indicating once more that these tokens have a great capacity for combination with other elements of the conversation. The supervisor in line 18 produces an agreement and confirmation of the supervisee’s assessment with *sí es bacán* ‘yes it’s cool’ which closes the sequence.

It is interesting how non-lexical tokens can be found in several combinations. This example suggests that the structures can be interrupted by other elements such as accounts, and keep the rest of the interactional work intact. In this sense, this mentioned account done by the supervisee in between a non-lexical token and a lexical token points to a Non-lexical token + Lexical token + Assessment structure, which might have been interrupted and resumed after the account. This will continue to be addressed further in the next subsection.

Non-lexical token + Lexical token + Assessment

Non-lexical token + Lexical token + Assessment is a complex combination of particles that can be used in an array to claim understanding. This structure can be seen in supervision meetings, in which it is used to provide upgraded displays of understanding that surpass the

complexity of other similar structures. This section will analyze examples where this structure is used as a way to claim understanding in the context of supervision meetings.

Before this excerpt, the supervisor told the supervisee that the proposal presented was flawed and could not work, which was initially resisted by the supervisee, leading to a further explanation from the supervisor.

Example 18. VGT_2022_S1_V2_19:49_Arbitrario.

01 S: Si tuvieras varias ciudades como Linares o si tuvieras como un
If you had several cities like Linares or if you had like a
02 corte transversal de como
cross-cut of like
03 (0.5)
04 S: ru↑ral ru↑ral ru↑ra:l Linares metropolitano
rural rural rural Linares metropolitan
05 y como una escala o algo tuvieras- pero- como para dimensionarlo
and like a scale or you had something- but- like to dimension it
06 pero si no lo tienes queda muy arbitrario.
but if you don't have it it's left as very arbitrary
07 (1.3)
08 Sel:→a:h ya pe[r f e c t o]
Oh okay perfect
09 S: [lo cuál es lamen]table:
which is regrettable
10 (0.5)
11 Sel: Sípo porque [era una] alternativa:
yes because it was an alternative
12 S: [°>claro<°]
right
13 (0.5)
14 claro
right

From lines 1 through 6, the supervisor (S) elaborates on the advice against the supervisee's (Se1) proposal, indicating that the measurements would be arbitrary with regard to the context in which the participants of the study develop. After a long pause of 1.3 seconds, the supervisee provides a reply in line 8, using *ah* 'oh' in turn initial position, followed by the lexical token *ya* 'okay' and also by the assessment *perfecto* 'perfect'. The combination and structure results interesting as it is doing a significantly more specific interactional work than the ones revised before. This compound structure seems to address different things, but starts by showing a change in the state of affairs, to move to acceptance by the use of okay, and lastly providing an assessment of the report or informing received. This could be considered a complex claim of understanding which surpasses in complexity any standalone instance of a non-lexical token or even a Non-lexical token + Assessment or Non-lexical token + Lexical token structure.

While this structure is still completed, the supervisor comes in in overlap in line 9, which may be explained by the previous 1.3-second pause, providing an assessment of the whole infeasibility of the proposal that at this point has been explicitly accepted and understood by the supervisee. After a 0.5-second gap, the supervisee shows positive affiliation with the supervisor's assessment, initiating the turn with the lexical token *sipo* similar to the English lexical token 'yes', and then following with *porque era una alternativa* 'because it was an alternative', trying to backlink a previous idea showing that the topic is of importance and relevance to the conversation at this point. The most important element in this extract is that after having deployed the claim of understanding, the supervisee provides talks about the alternative, which in the first place was spoken about as *está esta alternativa* 'there is this alternative' (see Example 4), and now the upgraded version treats it in the past tense as *era una alternativa* 'it was an alternative', providing clear evidence of the change in the state of affairs. This may also indicate

that despite having agreed on the infeasibility of the proposal, the supervisee considers it relevant to treat it as an alternative, even though the supervisor explained thoroughly that the methods were not adequate.

In line 12, the supervisor shows affiliation with this claim, by producing *claro* ‘right’ in interjacent overlap, to then after a gap of 0.5 seconds, produce it again in line 13. The repetition addresses any problem that may have been caused by the overlap situation, indicating that showing agreement was apparently relevant for the supervisor.

In excerpt number 19, the supervisor has been answering questions. The supervisor explicitly enables this doubt-clearing sequence, mediating the meeting.

Example 19. VGT_2022_S3_V1_26:36_Arroba.

01 S: Amanda
02 (2.3)
03 Se1: yo tenía una pregunta bastante parecida a la que hizo la Mariela pero
 I had a question quite similar to the one that Mariela did but
04 más más que
 more more than
05 (0.4)
06 Se1: nuestra próxima reunión .h cuándo sería como
 our next meeting when would it be like
07 (0.5)
08 Se1: qué días tú como que
 which days would you like
09 (0.4)
10 Se1: te meterías a leer?
 get in to read?
11 (0.2)
12 e:l: el documento antes de el 29
 the the document before the 29
13 (0.8)

14 S: .H
 15 (0.3)
 16 S: e::h una excelente pregunta
uhm an excellent question
 17 (0.2)
 18 S: yo me imagino que ya se han dado cuenta que me meto .h como
I imagine that you have already noticed that I get in like
 19 día por medio: y voy leyendo y avanzando voy leyendo
every other day and I am reading and moving forward I am reading
 20 (0.9)
 21 Se1: ah ya
Oh okay
 22 (0.7) ((noise in the microphone))
 23 Se1: entonces com[o semi co]nstantemente
so like semi constantly
 24 S: [xxxxXX] s[i]
yes
 25 Se1: [como por si tenemos que
like in case we have to
 26 →dejarte preguntas y cosas así en el doc como que **ah ya bacán**
leave you questions and stuff like that in the doc like oh okay cool
 27 Se1: eso era mi como mi=
that was my like my
 28 S: =de hecho siempre es mejor cuando me arroban en el documento y me
in fact it is always best when you 'at' at me at the document and you
 29 o me responden los comentarios que yo les dejé
or you answer the comments I left to you
 30 (0.6)
 31 S: .h porque e[so hme] llega una notificación.
.h because that I get a notification
 32 Se1: [(oka)]
okay
 33 (0.7)
 34 Se1: ah ya bacán
oh okay cool

35 (2.1) ((loud noise in the microphone))
 36 Se1: lo voy a hacer así entonces como eh ponerte así como arroba: eh y
I am going to do it that way then like uhm put you like at uh and
 37 a ti?
you?
 38 (0.3) ((supervisor nods at the camera))
 39 Se1: ah no sabía que se podía hacer [eso ya bacán]
oh I didn't know that it was possible to do that okay cool
 40 S: [>sí así como<] arroba y empiezan
yes that way like at and begin
 41 a poner mi correo y les va a aparecer probablemente pa
to put my email and it's going to appear probably
 42 que pa que quede ahí como asignada
to to left it there like assigned
 43 (0.3)
 44 Se1: ah bacán no tenía idea ya
Oh cool I had no idea okay
 45 S: sí es bacán
yes it's cool

In line 1, the supervisor(S) grants speakership to a supervisee (Se1) by nomination. From lines 3 to 12, the supervisee, having acknowledged the nomination, asks a question, regarding the remote supervision done by the supervisor and the schedule of said supervision. In line 16, the supervisor provides a positive assessment regarding the question asked, letting the supervisee know that it was a relevant question, to then provide an answer from lines 18 to 19. In line 21, after a pause of 0.9 seconds, the supervisee begins the turn claiming understanding by using the change-of-state token *ah* 'oh'. This token is accompanied by *ya* 'okay'; This *ya* adds specific meaning to this display of understanding, as it is also a demonstration of acknowledgment that there is recognition of epistemic primacy. Despite the projection of acknowledgement produced, this seems not to be sufficient as the supervisee still looks for further confirmation of the

information received. This is accomplished by rephrasing what the supervisor has said, and in doing so, providing demonstration of understanding and seeking further confirmation of it, extending to line 26.

During this supervisee's turn, the supervisor comes in in overlap, agreeing with the supervisee using the token *sí* 'yes'. The supervisee continues to produce their turn despite of the overlapping talk, and gives an account regarding this reporting method in question. There's the possibility that the supervisee orients to the supervisor's nods and therefore gives a positive response to the supervisor, which causes an impact on the trajectory of the supervisee's turn, leading to an abandonment of the upcoming talk in line 26, and producing the tokens of understanding *ah* and *ya* together, similarly to the instance in line 21, but having a particular addition of the assessment *bacán* 'cool' after these tokens of understanding were used, different from the previous claim of understanding, as it must be doing some additional work.

The supervisee quickly initiates another turn in line 27 by projecting completion from the supervisee's behalf with the words *eso era como mi* 'that was like my', which partially establishes a withdrawal intention declaring the doubt as resolved but being interrupted with no overlap by the supervisor in line 28. The supervisor provides an alternative answer indicating what is the best way to proceed regarding the reporting when using the common online working platform, extending until line 31. A supervisee intervenes in overlap in line 32 producing unintelligible talk but causing no interference with communication.

In line 34, the supervisee that produced the question replies to this new alternative, using for the second time in this configuration the non-lexical token *ah*, followed by the token *ya*, and the assessment *bacán*. This is one of the understanding claims encountered in supervision meetings that follow the structure of Non-lexical token + Lexical token + Assessment.

In line 36, the supervisee provides proof of uptake explicitly, by saying that the supervisors' proposed alternative will be used, but also making a reformulation regarding the supervisor's advice, which extends to line 37. This reformulation comes with a rising question intonation, as it proposes a candidate option for how it should be done, but with the features of a question, *eh ponerte así como arroba eh y* 'uhm put you like at uhm and'. This candidate option is presented with hesitations given by the non-lexical token *eh* 'uhm', proving that in spite of earlier claims of understanding, this said understanding has been partial.

There is a 0.3-second gap in line 38, where the supervisor nods but produces no talk. In line 39 the supervisee produces the sentence *ah no sabía que se podía hacer eso, ya bacán* 'oh I didn't know that was possible okay cool' which is composed by a non-lexical token followed by an account that expresses that this possibility was not acknowledged, known or considered beforehand. The supervisee's turn ends with the lexical token *ya* 'okay' plus the assessment *bacán* 'cool', which resembles the structure Lexical token + Assessment seen before. Moreover, the non-lexical token *ah* 'oh' is distanced from this mentioned structure, having an account in between. This combination of elements is similar to the Non-lexical token + Lexical token + Assessment seen before in the same example. This suggests once more that there are some elements that could be placed in apposition without disturbing the overall structure.

In line 40, the supervisor comes in in interjacent overlap to provide confirmation using *sí* 'yes' and providing a reformulation of how it should be done, extending to line 42. After a 0.3-second gap, the supervisee claims understanding by producing the TCU *Ah bacán no tenía idea ya* 'oh cool I had no idea okay', claiming understanding of the situation with this combination of Non-lexical token + Lexical token + Assessment + Lexical token. This similar version of the ones used before by the supervisee differs in function as it is not only displaying

understanding but also claiming it. This interaction is finished in line 41 with a confirmation from the supervisor *sí es bacán* ‘yes it’s cool’ which shows agreement toward the supervisee’s assessment, providing additional proof that this assessment addresses the feasibility of this new alternative rather than the informing sequence inside the question-answer interaction. This also indicates that this particle, the assessment, is working on a different level than the other ones, focusing on something more local than a change-of-state token, which refers to something more global in terms of knowledge in the interaction..

Non-lexical token + Lexical token + Lexical token

Non-lexical token + Lexical token + Lexical token is a compound structure that combines a non-lexical token with two lexical tokens. This is yet another structure that is also used to claim understanding in our data. This section examines the use of this structure in supervision meetings and to illustrate the use of this structure in a supervision meeting we present the following example.

Before this excerpt, the supervisor had been answering a question regarding the use of footnotes to make references. The supervisor also gave the advice of adding a footnote and has been explaining after a supervisee asked.

Example 20. VGT_2022_S2_V2_22:46_Footnote.

01 S: de- déjenme escribirlo qué si- (0.3) qué significa esto que no es
 le- let me write it what it me- what this means that it is not
 02 una traducción oficial por lo tanto nadie va (0.3) a reclamar
 an official translation therefore no one will claim
 03 un derecho de autor
 a copyright
 04 (0.2)
 05 S: se entiende?
 Is it clear?

06 (1.2) ((typing sounds))

07 S: y e:so así
and that like this

08 (2.0) ((typing sounds))

09 S: loosely trans la: ted (0.9) by the re:(0.7) search team
 10 no es por genesis (0.3) es the research team
it is not by genesis it's the research team

11 (0.2)

12 S: ya?
okay?

13 (1.3)

14 S: perfect

15 St1: a:h ya profe
oh okay prof

16 y eso ese numerito iría después de cada
and that that little number would go after each

17 ci[ta o después de cada parafraseo]
citation or after each paraphrasing

18 S: [después de cada cosa]
after each thing

19 (0.2)

20 S: uno footnote y va ese footnote
one footnote and it goes that footnote

21 (0.2)

22 S: ya?
okay?

23 St1:→a:h ya: okey
oh okay okey

24 (0.2)

25 St1: ya
okay

26 (0.2)

27 St1: y dónde lo escribió eso? que no lo veo [H.]
and where did you write that? it's just I don't see it

28 S: [ay] perdón
oh sorry

29 (0.8)

30 S: ahí en el chat
there in the chat

31 St1: a:h[ya]
oh okay

32 S: [>ahí está<]
there it is

33 (0.7)

34 St1: ya okey mu:chas gracias profe
okay okay thank you very much prof

35 (0.3)

36 S: ya
okay

37 (0.3)

38 S: sigamos entonces
let's continue then

From lines 1 to 10, the teacher specifies the use of the loosely translated label for quoting in their research. In doing so, the supervisor (S) makes use of the chat box along with the screen to interact, making this element relevant to comprehend the meaning of certain aspects of the conversation. Typing can be heard as the supervisor goes along with the explanation, making it clear for participants, even with specific prosody, that typing is going on. Some long pauses can be seen, which is to say that several TRPs were available and not used by supervisees. The supervisee (Se1), who participates in this dyadic interaction, recognized that the explanation was not complete as the supervisor had started typing the phrase ‘loosely translated by the research team’.

In line 12, after a 0.2-second pause, the supervisor uses the token *ya?* ‘okay?’ with rising interrogative intonation, looking for confirmation of understanding regarding the information

given. This understanding check corresponds with the ones presented at the beginning of this section. In line 14, after a pause of 1.3 seconds, the supervisor produces the assessment *perfecto*, which comes after not having received a display, claim or demonstration of understanding. Also, this assessment provides an evaluation that addresses the explanation as sufficient and that also tries to project to the participants of the supervision meetings that this matter is treated as resolved, even with no response from the supervisees.

In line 15, the supervisee provides a claim of understanding with the *ah ya profe* ‘oh okay prof’, which indicates by the use of the change-of-state token ‘oh’, that new information has been received and is being considered. This ‘oh’ is followed by the lexical token *ya* ‘okay’ which has been found to display agreement and acknowledgment. Both these elements work together to provide a claim of understanding, and may also be followed by other elements that compose a TCU, as has been found in the previous excerpts. In this case, the claim of understanding is followed by a question in lines 16 and 17, that looks for precision on the matter, providing evidence to assert that the structure used by the supervisee does not display but claims understanding.

In line 18 the supervisor comes in in overlap aiming to repair the problematic situation by repeating part of the supervisee's talk, *después de cada* ‘after each’. This construction is found at the beginning of the supervisor's TCU, changing the supervisee's candidates, *cita* ‘quote’ and *parafraseo* ‘paraphrasing’ which are specific terms, for *cosa* ‘thing’ which is a much more general term. The overlap is acknowledged by the supervisor leading to a pause of 0.2 seconds, to then resume the turn in line 20, completing the initial idea.

In line 22, after a 0.2-second pause, the supervisor begins an understanding check sequence using *ya?* ‘okay?’ mobilizing a response. The supervisee produces in line 23 a turn that

seeks to respond to this understanding check using the Non-lexical token + Lexical token + Lexical token structure. This instance, *ah ya okey* ‘oh okay okey’, begins with the change-of-state token *oh* which indicates that new information has been received. This ‘oh’ is immediately followed by ‘okay’ which projects acknowledgment or acceptance of this apparent change of state of affairs. Finally, after a brief pause comes a variation of the word okay, *okey*, that may be borrowed from the English expression ‘okey dokey’. This last token seems to be directly addressing the understanding check, as the two previous tokens are already addressing the news given by the supervisor and providing acceptance of this news. In consequence, this last variation of okay seems to be responding to the confirmation seeking *ya?* produced by the supervisor. The use of this last token is relevant for us in terms of the interactional work, as it could project closure to the topic.

After a 0.2-second gap, the supervisee produces yet another lexical token in line 25, *ya* ‘okay’, which claims understanding but most importantly is projecting continuation to the interaction, as opposed to what the compound structure suggested. Then after another gap of 0.2 seconds the supervisee produces in line 27 the question *y dónde lo escribió eso?* ‘and where did you write that?’ followed by the account *que no lo veo* ‘it’s just I don’t see it’. This question plus an account construction can be considered as a post-expansion request further explaining on the supervisee's behalf. The fact that the expansion comes after a complex structure to claim understanding, gives us clear evidence that displays or claims of understanding may not always be sufficient, as understanding could be partial or that there could have been some unnoticed problem in the interaction that interfered at some point. In this specific example, the supervisee indicates that they don’t see what the supervisor has written in the chat box. In line 28, the supervisor notices this situation and comes in in overlap to produce the interjection *ay*, which is

similar to the English word ‘oh’, followed by ‘sorry’ initiating a repair sequence. This apology addresses the fact that the indications given by the supervisor, which was evidently typing at the moment of the explanation, were inadvertent by the supervisee who expresses that it has not been possible for them to find what was written (lines 6 to 10).

After a 0.8-second gap, the supervisor indicates that the written part is on the chat box *Ahí en el chat* ‘there in the chat’. The supervisee, acknowledges the new information regarding the location of the written suggestion, claiming understanding by using the Non-lexical token + Lexical token structure *ah ya* ‘oh okay’. This claim of understanding is an upgraded version of the previous displays produced by the supervisee. The non-lexical token *ah* ‘oh’ is lengthened in its production, indicating that something changed since the last instance. It is also accompanied by the lexical token ‘okay’ that displays acceptance and acknowledgment (Betz et al., 2021) of the supervisor’s indication of the location of the requested information. In line 32, the supervisor comes in in overlap at the end of the claim of understanding to restate the location of the requested information. In line 33, after a 0.7-second pause, the supervisee claims speakership to produce one last upgraded claim of understanding with a different formulation than the ones seen before. This formulation starts with the lexical token *ya* ‘okay’ that provides acknowledgment of the supervisor’s claim *ahí está* ‘there it is’. The lexical token *okay* follows *ya* ‘okay’, and projects closure to the sequence. Immediately after these tokens, the supervisee adds *muchas gracias profe* ‘thank you very much prof’, supporting the claim of okay projecting closure to the sequence.

In line 36 and after a 0.3-second gap, the supervisor uses another lexical token, this time *ya* ‘okay’ to state readiness rather than to display understanding or claim it. After a 0.3-second gap, the supervisor provides explicit closure by producing *sigamos entonces* ‘let’s continue then’

in line 38. This phrase is both closure implicative and topic shifting as it indicates that a sequence has ended and there is availability to move to a different subject or topic.

In this last example, we could show the structure Non-lexical token + Lexical token used to display understanding. Also, the data suggest that there are other particles that apparently could be added to the mentioned structure. In this excerpt, there was an example of followed by an addressed term, ‘prof’, which might be doing different interactional work. This structure will be developed further in the next section of deviant phenomena.

Deviant phenomena

Between the data we found, there were also some examples of other structures that appear to be of regular use in the context of supervision meetings. Below two examples of deviant cases will be shown and explained in more detail. The first of them is Non-lexical token + Assessment + Addressed term which is similar to one of the structures shown before (NLT + Assessment) but adding an addressed term such as *profe* ‘prof’, or even their own names, which are references to participants of the conversation. The second example of deviant cases is when we found the structure Assessment + Assessment, which has appeared in some of the examples of the structures reviewed before. This pair of lexical particles work together toward their goal which seems to be related to providing a stronger claim of understanding.

Non-lexical token + Lexical token + Addressed term

The following excerpt is part of example 20 shown before and contains different structures to the one seen in before. In this case, there is an additional element which seems to be doing different interactional work. It is likely that this work is related to the deontic domain and the underlying relationships built previous to the meeting.

Example 21. VGT_2022_S2_V2_22:46_Footnote.

01 S: loosely trans la: ted (0.9) by the re:(0.7) search team
02 no es por Amaya(0.3) es the research team
it is not by Amaya it's the research team
03 (0.2)
04 S: ya?
okay?
05 (1.3)
06 S: perfect
07 Se1:→a:h ya **profe**
oh okay prof
08 y eso ese numerito iría después de cada
and that that number would go after each
09 ci[ta o después de cada parafraseo]
citation or after every paraphrasing
10 S: [después de cada cosa]
after each thing
11 (0.2)
12 S: uno footnote y va ese
one footnote and it goes that
13 footnote
footnote
14 (0.2)
15 S: ya?
okay
16 Se1: a:h ya: oki
oh okay okey

From lines 1 to 4, as explained in example 20, the supervisor (S) indicates how loosely translated text should be put in the thesis, even mobilizing a response with an understanding check sequence. The supervisor in line 6 produces the English evaluative assessment *perfect*, to address the situation as understood. In line 7, the supervisee (Se1) being addressed claims

understanding with *ah ya profe* ‘oh okay prof’, which indicates a change in the state of affairs by using the non-lexical token ‘oh’, followed by the lexical token *ya* ‘okay’, that projects acceptance and acknowledgment of the instructions given. After these tokens, comes the addressed term *profe* ‘prof’, which was produced with falling ending intonation indicating that until this point, the turn has addressed the previous explanation and that understanding of some degree has been achieved. The use of this addressed term shows us that the structures found in the previous examples can accept additional particles that may be different than the lexical and non-lexical particles that we have described throughout the previous pages. The example proposes that the structure Non-lexical token + Lexical token + Addressed term would be one of the combinations possible to find in institutional talk. In Conversation Analysis, the use of addressed terms is often studied to understand the ways in which speakers create and manage social relationships through language, as well as the ways in which they negotiate power and status in conversation. In that sense, the use of formal titles and last names may indicate a more distant or formal relationship between speakers, while the use of first names or terms of endearment may indicate a closer or more intimate relationship. In this case, the informal term used for professor, ‘prof’, is probably working at a deontic level, as the supervisee is addressing the supervisor in a specific way. The fact that this is not treated by the supervisor in any way as problematic indicates that there exists an implicit acceptance of this addressed term. Also, is proof that even when supervisees share the same deontic status, their stance during the interaction may be managed by participants but also influenced by previous experiences. This claim comes from the fact that there was no evidence that this deontic relationship was created during the course of the meeting, which indicates that it must come from previous interactions.

This structure is immediately followed by a further talk in lines 8 and 9, as the supervisee initiates another TCU eliciting precision regarding the explanation with the question *y eso ese numerito iría después de cada cita o después de cada parafraseo* ‘and that that number would go after each citation or after every paraphrasing’. This minimal expansion type of turn, proves that despite having claimed understanding, there was a need for further explanation. In line 10 the supervisor intervenes in overlap to answer the question anticipating the projection of the supervisee’s turn, indicating what had to be done. As the overlap was noticed by both the supervisor and the supervisee, there is a gap of 0.2 seconds before the supervisor resumes the turn in lines 12 and 13. In line 15, after another gap of 0.2 seconds, the supervisor initiates an understanding check sequence with the lexical token *ya* ‘okay’ with rising question intonation. This understanding check is answered in line 16 with the structure to claim understanding Non-lexical token + Lexical token + Lexical token, *ah ya oki* ‘oh okay okey’ ending the sequence.

Assessment + Assessment

Before this excerpt, the supervisor had been listening to all the reports from the supervisees, and now proposes a closing of the meeting by asking if there is anything left to discuss. They had also been proposing dates to have an on-site meeting.

Example 22. VGT_2022_S1_V2_1:01:23_Reunión.

- 01 S: °ya°. uy mi teléfono yah
okay wow my phone okay
- 02 (0.6)
- 03 S: e::h (1.5) este:m (1.0) a ver queda algo más en el tinterou
uhm thism let's see is there something left for discussion
- 04 (1.2)
- 05 S: a mí no

not to me
 06 (2.6)
 07 Se1: .h
 08 (0.5)
 09 Se1: me:: acaban de decir que al final la reunión de la práctica
 I have just been told that in the end the meeting of the orientation
 10 de orientación era el viernes uno: .hh
 placement was friday the 1st
 11 S: [a:::h]
 Oh
 12 Se1: [así que: no habría problema en ese sentido
 so there wouldn't be any problem in that sense
 13 (1.0)
 14 S: →fantástico
 fantastic
 15 (0.3)
 16 S: →fantástico
 17 S: >oye: eh esa reunión es del del peda?<
 fantastic hey uhm that meeting is from the peda(university)?

From lines 1 through 5, the supervisor (S) initiates a sequence to check if there is something left to discuss, allowing any participant in the meeting to intervene, which does not happen, as several gaps occur during these lines. In line 7 after a long gap of 2.6 seconds, the supervisee (Se1) produces a hearable in breath which is followed in line 9, after a 0.5-second gap, by an announcement from a supervisee. The supervisee, who extends until line 10, indicates that this information has just been given to her with *me acaban de decir* ‘I have just been told’, followed by *al final la reunión de la práctica de orientación era el viernes uno* ‘in the end the meeting of the orientation placement was on Friday the 1st’. In line 11 the supervisor acknowledges this as new information with a lengthened version of the change-of-state token *ah* ‘oh’. This is overlapped in line 12 by the supervisee which began to produce an expansion at the

same time. The supervisee's expansion wanted to precise that there was no problem with the date as it would not overlap any of their dissertation meetings using a consequential abrupt joint *así que* 'so', followed by the account *no habría problema en ese sentido* 'there wouldn't be any problem in that sense.

After a long gap of 1 second, the supervisor provides the deontic assessment *fantástico* 'fantastic' in line 14, which is followed after 0.3 seconds by another instance of the same assessment. The supervisor in line 17 quickly shifts to a divergent inquiry, suggesting that this assessment could be working also as the topic shift.

Both of these assessments are treating the supervisee's indication, as a proposal for a future way to proceed, orienting more to a look for approval rather than an evaluation. It is worth mentioning that these two assessments are not close to the change-of-state token 'oh,' that acknowledged the new information, distancing from the possibility of a Non-lexical token + Assessment + Assessment structure. The two deontic assessments seem to be addressing the supervisee's expansion where an account was given regarding the gathering indicating that there would not be a problem, but they are still addressing the whole interaction since the supervisee claimed speakership.

Some questions arise from these examples, as the repetition of particles is something of interest to conversation analysts. In this case, we are inclined to believe that the second repetition is closure implicative, revealing that the repeated particle would be doing specific interactional work toward moving on in the conversation. This use of particles that claim understanding is similar to the one shown in Example 13, where there is a lexical token followed by two assessments, indicating that further studies could help shed more light on the use of assessments in compound structures to claim understanding.

In summary, the examples presented in this section offer a rich insight into the communicational practices of supervisees and supervisors. These practices illustrate how the interaction between the two parties is managed toward successful completion. Our analysis highlights the various combinations of particles and other communicative elements used in specific arrays by both parties, underscoring the importance of structured and purposeful interaction. It is evident from these examples that the structures suggested are not merely theoretical constructs, but are actively used in real-world supervisory interactions.

Discussion

We observed several phenomena in the data we collected, but our research focused on participants' displays of understanding in the form of claims. In that sense, we place special attention on how lexical tokens, non-lexical tokens, and deontic or evaluative assessments were used in institutional interaction and in the process of understanding.

The examples support the idea that there is an inclination to complete these interactions effectively, in order to get to a point where topical shift is possible (Button and Casey (1984). This also explains why advice resistance is not as frequent in comparison with advice acceptance. These particles are part of informings and reporting sequences, and are mostly surrounded by similar sequences in terms of sequentiality.

In the cases of supervision meetings when we mostly deal with informings, proposals, and requests, it is not uncommon to find expressions that acknowledge, accept or agree, for the sake of the success of the meeting. This was illustrated in the examples as the supervisors and supervisees build up, usually starting with continuers and acknowledgments, such as *ya*, *si*, *mm*, *hm*, and *uh huh*, until they reach a point where information is enough, or there is a change in the

state of affairs that could lead to a new understanding or epistemic stance, requiring more effective devices to show it. We found that lexical tokens can be used intertwined or in array with non-lexical tokens to display understanding (uh huh, mm hm, si). These particles are used mostly as continuers and acknowledgements, giving feedback in real time to speakers about the reception of the ongoing turn.

In our research we found considerably more cases of claims than demonstrations of understanding, leading us to believe that claims are more efficient and require less elaboration than providing explicit proof of having understood previous information.

In the extracts, we analyzed these particles, or tokens as we have referred to them throughout this research, and found that they can be used as standalone particles, but also regularly combined in compound structures that allowed us to categorize them in the analysis section. We could identify the use of several compound structures to display and claim understanding, each of them having its own complexity and apparent hierarchy in terms of the additional work done by the particles in them. In this sense, the research revealed that these combinations seem to be working as complex displays or claims of understanding, addressing each of them to a different dimension of the interaction: Lexical token + Lexical token, Lexical token + Assessment, Lexical token + Assessment + Lexical token, Lexical token + Assessment + Assessment, Non-lexical token + Lexical token, Non-lexical token + Assessment, Non-lexical token + Lexical token + Assessment, Non-lexical token + Lexical token + Lexical token.

Also, we found two deviant cases, that may be helpful to inspire further research: Non-lexical token + Lexical token + Addressed term and Assessment + Assessment.

There are two main functions to the use of compound structures. The first one is the function of acting as an elaborated claim of understanding that has the ability to address different

elements of the interaction. The second one would be that of upgrading previous displays or claims of understanding even when elements have already been addressed. In the cases where elements were already addressed, they may be repeated in the upgraded claim of understanding. We found evidence that they may address dimensions such as the epistemic domain, signaling the process of contrasting old and new information, or the deontic domain, where acceptance or evaluations may appear.

In the examples shown in our analysis section, we found that *ah* ‘oh’ instances, and non-lexical tokens *mm* with a rise-fall intonation, mostly serve the purpose of displaying a change-of-state (*mm* and *ah*). There was an exception of an instance where the supervisor’s epistemic authority was questioned regarding the knowing of a location. The instances we found regarding this kind of token are included in the table below.

Table 1

Use of Non-lexical tokens

Function	Token	Example Number	Speaker	Prosodic features	Position/TCU	Line	Expression
Display a change in state of affairs, and also understanding of the information received.	<i>ah</i>	3	Supervisor	Lengthened	Standalone	11	[a::h]
		4	Supervisor	Lengthened, creaky voice	Standalone	12	[°a:::h°]
		13	Supervisor	Modal	Standalone	6	[ah]
		14	Supervisee	Fast	Turn-initial	19	[>ah ya<]
		14	Supervisee	Lengthened	Turn-initial	22	[a::h ya]
		15	Supervisee	Modal	Turn-initial	18	[ah ya]
		16	Supervisor	Lengthened	Standalone	10	[a::h]
		16	Supervisor	Lengthened	Turn-initial	21	[a:h interesante]
		17	Supervisee	Modal	Turn-initial	7	ah ya bacan
		17	Supervisee	Modal	Turn-initial	12	ah no sabía que se podía hacer [eso ya bacan]
		17	Supervisee	Modal	Turn-initial	17	ah bacán no tenía idea ya
		18	Supervisee	Lengthened	Turn-initial	8	a:h ya pe[rfecto]
		19	Supervisee	Modal	Turn-initial	21	ah ya

		19	Supervisee	Modal	Midturn	26	dejarte preguntas y cosas así en el doc como que ah ya bacán eso
		19	Supervisee	Modal	Turn-initial	34	ah ya bacan
		19	Supervisee	Modal	Turn-initial	39	ah no sabía que se podía hacer [eso ya bacan]
		19	Supervisee	Modal	Turn-initial	44	ah bacán no tenía idea ya
		20	Supervisee	Lengthened	Turn-initial	15	a:h ya profe
		20	Supervisee	Lengthened	Turn-initial	23	a:h ya: okey
		20	Supervisee	Lengthened	Turn-initial	31	a:h[ya]
		21	Supervisee	Lengthened	Turn-initial	7	a:h ya profe
		21	Supervisee	Lengthened	Turn-initial	16	a:h ya: okey
	<i>mm</i>	4	Supervisor	Lengthened, rise-fall	Standalone	18	[^mm::]
		5	Supervisee	Lengthened, rise-fall	Standalone	7	^mm::
		16	Supervisor	Lengthened, rise-fall	Standalone	13	^m[m::]
Preface a confirmation of epistemic access	<i>ah</i>	15	Supervisee	Modal	Turn-initial	13	[ah si?]

The table shows that the change-of-state token *ah* ‘oh’ and *mm*, occupied turn initial, mid turn, or standalone positions. In the latter case, the non-lexical token is regularly followed in the speaker’s next turn, by a lexical token or a compound structure with particles that address other elements of the interaction (Table 3), or that provide a claim or demonstration of understanding. We could identify, aside from the main function of projecting a change in the state of affairs, a function which acts also at an epistemic level. It is used at the beginning of a question, and perfaces a confirmation of epistemic rights in the form of Non-lexical token + Lexical token, but with the particularity that it is produced as a question with rising intonation.

It is relevant to notice that the instances of non-lexical tokens were different in terms of prosodic production. Lengthening was a feature that was present in half of the examples, while the other half were produced with regular prosodic features. The only different one, was one of them that was fast in its production, and it is explained as they were trying to solve a problem of epistemic access during a supervisor's rejection of a proposal, making sense to speed up the process of accepting epistemic rights.

Furthermore, the most common particles used in these institutional interactions, were lexical tokens, that proved to be more versatile in terms of the diverse functions they serve. In the case of *si* 'yes' we have found that it can be used to provide continuation to other speakers' ongoing turns, provide confirmation of understanding, display agreement, provide acceptance to turns treated as proposals, and to reaffirm the speaker's own trajectory. In the case of *claro* 'right', we found that it is used by speakers to signal agreement, and also when speakers need to reaffirm their own trajectory. With *ya* 'okay', and the Spanish expressions *okey*, *oka*, and *oki*, we found that speakers would use them to express acknowledgement or acceptance to received information, to display affiliation with new epistemic stances, to provide and elicit confirmation of understanding, to being closure implicative when used as sequence closing thirds, to act as continuers, and as some literature has suggested (Betz et al., 2021) to halt other speaker's trajectories.

The next table shows the use of lexical tokens in terms of the functions used in the examples we presented in the analysis section.

Table 2

Use of Lexical tokens.

Function	Token	Example Number	Speaker	Position/TCU	Line
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Provide acknowledgement or continuation	<i>sí</i>	1	Supervisor	Standalone	7
		13	Supervisor	Midturn	11
	<i>ya</i>	2	Supervisor	Standalone	7
		4	Supervisee	Standalone	23
		12	Supervisor	Standalone	10
Claim and confirmations of understanding	<i>sí</i>	7	Supervisee	Midturn	33
		19	Supervisor	Standalone	24
	<i>ya</i>	5	Supervisee	Turn-initial	12
		6	Supervisee	Standalone	14
		10	Supervisee	Turn-initial	19
		12	Supervisor	Standalone	10
Elicit/seek confirmation of understanding	<i>okey</i>	5	Supervisor	Turn-final	11
	<i>cierto</i>	16	Supervisor	Turn-final	24
	<i>ya</i>	8	Supervisor	Turn-final	10
		7	Supervisor	Standalone	14
		10	Supervisor	Standalone	17
		20	Supervisor	Standalone	12
		21	Supervisor	Standalone	15
Elicit confirmation of epistemic access	<i>sí</i>	15	Supervisee	Turn-final	13
	<i>cierto</i>	7	Supervisor	Midturn	7
Display agreement	<i>sí</i>	2	Supervisee	Standalone	18
		16	Supervisee	Standalone	32
		17	Supervisor	Turn-initial	18
	<i>claro</i>	2	Supervisor	Turn-initial	15
		6	Supervisor	Standalone	8
		6	Supervisee	Turn-final	14
		14	Supervisee	Turn-final	5
		15	Supervisor	Turn-initial	22
		15	Supervisee	Turn-initial	28
		18	Supervisor	Standalone	12
Display acceptance (proposals, plans or steps to follow)	<i>sí</i>	13	Supervisor	Turn-initial	11
	<i>ya</i>	5	Supervisee	Turn initial	9
		10	Supervisee	Standalone	15
		12	Supervisor	Turn-initial	22
		15	Supervisee	Turn-final	18
		17	Supervisee	Turn-final	17
		19	Supervisee	Turn-final	44
	<i>oka</i>	17	Supervisee	Standalone	5
	<i>oki</i>	21	Supervisee	Turn-final	16
Reaffirm speaker's own trajectory	<i>sí</i>	15	Supervisee	Midturn	22
		16	Supervisee	Midturn	14
	<i>claro</i>	1	Supervisee	Midturn	12
		4	Supervisee	Midturn	14

		7	Supervisor	Turn-final	7
		11	Supervisor	Midturn	10
		14	Supervisor	Turn-final	21
		15	Supervisor	Midturn	12
Closure implicative (used similarly as sequence closing thirds)	<i>ya</i>	5	Supervisor	Turn-initial	14
		17	Supervisor	Turn-initial	18
		20	Supervisor	Turn-initial	36
Halt other speakers' trajectories	<i>okey</i>	1	Supervisor	Turn-initial	2
	<i>ya</i>	11	Supervisor	Turn-initial	7

As this table shows, there are several uses for these particles in supervision meetings, indicating that they are highly dynamic and helpful in institutional interactions. We also found that of all functions, three of them were implemented exclusively by the supervisors. The first and most common of them is seeking or eliciting confirmation of understanding. This is usually done using formulations of PG/R tags (Bowker, 2012), with the tokens *okey*, *cierto* and *ya*, with a rising question intonation as turn-final or standalone after a turn.

There were other constructions not included in these tables that mostly deal with tokens. Some examples of these constructions are phrases that seek confirmation of understanding, such as *se entiende?* 'is it clear?', and *no sé si me explico* 'I don't know if I make myself clear', which are usually replied with lexical tokens, as it happens with *ya* and *okey* when they are used to pursue confirmation of understanding. The lexical tokens 'yes' and 'okay' were predominant when replying to understanding checks, as non-lexical tokens were never used alone to provide confirmation of understanding. This preference for the use of lexical tokens, is due to the formulations of PG/R tags such as *ya?*, and *okey?*, which are in most cases replied with standalone lexical tokens or compound structures.

In the case of the second function, it is to signal completion of a sequence with a minimal expansion, namely, the use of closure implicative terms. This is a frequent practice in our data, as

supervisors seem to have the duty of explicitly signaling the ending of informing or reporting sequences, and also to project readiness to move forward to another sequence.

The last function is the one of halting other speakers' trajectories when there has been enough information, or the projection of the current speaker's trajectory has been anticipated. This serves the purpose of ascribing an action in an anticipated manner, and also to indicate that the informing or reporting sequence has brought relevant information that needs to be addressed before continuing.

The last relevant element to mention as part of our findings is the use of upgrades to previous displays or claims of understanding. In the following table we have all the instances in which an upgrade to a display of understanding has been implemented, and how upgraded expressions were deployed by both supervisors and supervisees.

Table 3

Use of upgrades

Example Number	Speaker	Line	Original expression	Particle(s)	Line	Upgraded Expression	Particle(s)	Upgrade feature(s)
1	Supervisor	13	[ya:h]	LT	17	[ya está bienh- .h]	LT + Assessment	Particle addition
5	Supervisee	9	[ya ya]	LT + LT	12	ya súper ni un problema	LT + Assessment + Account	Particle addition
10	Supervisee	15	ya	LT	19	ya perfecto.	LT + Assessment	Particle addition
12	Supervisor	22	ya.	LT	22	ya. muy bien okey	LT + Assessment + LT	Particle addition
13	Supervisor	6	[ah]	NLT	8	ya: (0.2) bueNI[: simo bueNI:simo <]	LT + Assessment + Assessment	Particle elision
14	Supervisee	19	[>ah ya<]	NLT + LT	22	[a::h ya]	NLT + LT	Prosody change
16	Supervisor	10	[a::h]	NLT	21	[a:h	NLT +	Particle

						interesante]	Assessment	addition
17	Supervisee	7	ah ya bacan	NLT + LT + Assessment	12	ah no sabía que se podía hacer [eso ya bacan]	NLT + Account + LT + Assessment	Account addition, reformulation
	Supervisee	12	ah no sabía que se podía hacer [eso ya bacan]	NLT + Account + LT + Assessment	17	ah bacán no tenía idea ya	NLT + Assessment + Account + LT	Reformulation
19	Supervisee	21	ah ya	NLT + LT	26	dejarte preguntas y cosas así en el doc como que ah ya bacán eso	NLT + LT + Assessment + Closure implicative term	Interturn position, Particle addition
20	Supervisee	15	a:h ya profe	NLT + LT + Addressed term	23	a:h ya: okey	NLT + LT + LT	Prosody change, reformulation
	Supervisee	31	a:h [ya]	NLT + LT	34	ya okey mu:chas gracias profe	LT + LT + Thanking expression + Addressed term	Particle addition, Particle elision

This table also shows the kind of upgrade to what these expressions were subjected. We found that these upgrades can happen by particle addition, particle elision, account addition, reformulation, and prosodic change. The supervisees were the ones that upgraded understanding expressions the most in all of the extracts we analyzed. Also, we can assert that expressions that use at least one non-lexical token or lexical token, can be subjected to upgrades. It is interesting to notice that these structures seem to work even when they are separated by elements such as accounts, or thanking expressions, which can be used as a type of apposition.

We found that these upgrades can have different contextual cues as different combinations of particles help to provide more complex replies. The compound structures we encountered can include non-lexical tokens, lexical tokens, assessments (deontic or evaluative),

or addressed terms. There were several cases in which they were used after having already used a non-lexical token or a lexical token to claim or signal understanding, supporting even further that they are working as upgrades to previous displays of understanding. We also found that the use of lexical and non-lexical tokens tend to be progressive as some seem to have preference in terms of implementation. That is, in our data, we found priority in the use of the standalone particles *ah* ‘oh’ and *ya* ‘okay’, to display understanding, instead of the use of complex structures. In most cases, these complex or compound formulations come after a standalone particle, or after a less complex expression.

Conclusion

In the context of supervision meetings, it is crucial for the participants involved to achieve understanding. On the one hand, we found a figure of experience and knowledge represented by the supervisor. Through the data we observed, the supervisor incarnated a guide in charge of encouraging the students to achieve their goal during their last stage of their programs. On the other hand, we have the supervisees, who are expected to conduct research and be prepared for their dissertations. That is how we were able to observe how to claim understanding during this process is vital to demonstrate understanding and go further in interactions within the process of creating a thesis.

Regarding the first question that guided our research, that is to say, how the participants in a supervision meeting manage understanding in terms of the progressivity of interaction, we must highlight that our research unveiled that participants may use various lexical and non-lexical cues to signal their understanding of the progressivity of the interaction. For example, they may use different combinations of particles, to indicate that they understand the progress of the discussion. The use of elaborated claims of understanding that upgrade previous

ones, is an indication that the participants try to move on in terms of mutual understanding. There is collaborative work between speakers that suggest that they are inclined to achieve successful completion. In this regard, the fact that these supervision meetings have more than two participants, is relevant for speakers as they are sharing the supervision meetings space for reporting, informing, or asking for advice.

In relation to the second research question, regarding what are the different sequential markers used to claim and display understanding in supervision meetings, we aimed to identify the different sequential markers used to display and claim understanding in supervision meetings. We found lexical (*si, ya, cierto, okey, oki, oka, and claro*), and non-lexical tokens (*mm and ah*) that could work by themselves, but also be part of different combinations. Primarily combinations of tokens plus assessments. There were other elements such as addressed terms that could be part of compound structures. These compound structures served participants to display, claim and demonstrate understanding in institutional settings, helping the interaction to be more effective. Associated with these particles, there were different functions. Non-lexical tokens were usually used as continuers but mostly as change-of.state tokens. Whereas, lexical tokens had many functions linked to their use. Provide acknowledgement or continuation, claim and confirm understanding, elicit or seek confirmation of understanding, display agreement, display acceptance, reaffirm speaker's own trajectory, being closure implicative, and halting other speaker's trajectories. Its many functions make this category of tokens, especially essential to institutional interaction.

The answer to the last question, which referred to identify what are the particular linguistic and sequential characteristics of such markers, was illustrated in tables 1, 2 and 3. Non-lexical tokens can be produced with different features such as lengthening, with creaky

voice, in a modal manner, and also with rise-fall intonation. They are also found, in terms of the position within the TCU, in standalone position, as turn-initial, and also midturn in a few occasions. Supervisees were the ones that implemented them the most, producing 73% of the total instances when a display of change in state of affairs was needed. When we talk about lexical tokens, both supervisors and supervisees, used them with a similar rate, as they do not show much inclination in terms of use. It is relevant to mention that lexical tokens were the most common particles found in our data, and were used in standalone, midturn, turn-initial, and turn-final, demonstrating their versatility and importance to conversations. Claims were the most frequent displays of understanding, as demonstrations require more elaboration and seem to be rare in contrast with claims, using both types of tokens. Also, the displays of understanding referred to in this dissertation, can be subjected to upgrades, which would come when more interactional work occurs after a display has already been used.

Lastly, we have found that while a display or claims of understanding may suggest a certain level of comprehension, it is important to recognize that they are not always indicative of a complete or comprehensive understanding of the situation or information at hand. In fact, it is common for displays of understanding to be revisited and updated as new information becomes available or as one's perspective shifts. We believe providing additional particles, such as the aforementioned, can be a way to demonstrate more active engagement with the conversation and build a stronger rapport with the speaker.

In relation to the limitations we faced during the course of this research, we would like to highlight the setting of the supervision meetings. The online setting has specific features in terms of multimodal interaction, as it has adapted and evolved as needs arose, trying to make it more interactive. In the same way, a face-to-face interaction has its own features, that allow other kind

of input to be part of the interaction. Therefore, one of the questions that still remains unanswered is connected to how interactions unfold when participants are sharing a classroom or a meeting room. How different would have been if we would have observed this dissertation meetings on-site? Is something that is yet to be discovered. Finally, it is worth noting that our research could be conducted only with participants from UMCE. We believe that it might be helpful to consider more institutions with similar settings in future investigations.

For further research, we suggest a more in-depth study of these structures and their possible location in relation to the speaker's TCU and the complexity of their use. Also, research about how structures could be delayed in their production, as some particles follow a structure even when pauses or gaps occur, and when other elements, such as accounts, are in between. This is similar to what happens with grammatical structures, supporting the idea that particles can work when they are placed in apposition. Also, in our data, we found indications that when new information is signaled as received, the process of contrasting previous information with a new one may take an undetermined amount of time, delaying claims or demonstrations of understanding, which might be a topic to explore in more depth. This is supported by the fact that in some cases, the structures were completed in more than one turn.

Furthermore, the study presented focused on a particular group of participants in a specific context, and it would be interesting to investigate whether the findings hold true across different cultures and languages different than English and Spanish, which were the languages referenced to in this document. This could involve comparing the use of upgrades in different contexts and analyzing the role that cultural norms and expectations play in shaping institutional conversational behavior.

Overall, our study provides preliminary insights into the use and functions of compound

structures in supervision meetings. While further research is needed to fully understand their complexity and the social and interactional factors that influence their use, our findings suggest that they serve important functions in managing the flow and coordination of conversation, expressing stances and attitudes toward previous sequences, and conveying complex understandings of information and social relations. We hope that our study will inspire future research on this topic and contribute to a better understanding of how language can help improve institutional interactions toward more efficient ways of producing knowledge.

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Appendix

Jeffersonian Transcription System. (UniversityTranscriptions.co.uk, 2022).

Symbol	Definition And Use
[yeah] [okay]	Overlapping talk
=	End of one TCU and beginning of next begin with no gap/pause in between (sometimes a slight overlap if there is speaker change). Can also be used when TCU continues on a new line in transcript.
(.)	Brief interval, usually between 0.08 and 0.2 seconds

(1.4)	Time (in absolute seconds) between end of a word and beginning of next. Alternative method: “none-one-thousand-two-one-thousand...”: 0.2, 0.5, 0.7, 1.0 seconds, etc.
Word [first letter underlined]	Underlining indicates emphasis. Placement indicates which syllable(s) are emphasized.
Wo:rd [colon underlined]	Placement within word may also indicate timing/direction of pitch movement (later underlining may indicate location of pitch movement)
wo::rd	Colon indicates prolonged vowel or consonant. One or two colons are common, three or more colons only in extreme cases.
↑word ↓word	Marked shift in pitch, up (↑) or down (↓). Double arrows can be used with extreme pitch shifts.
↗_ι?	Markers of final pitch direction at TCU boundary: Final falling intonation (.) Slight rising intonation (.) Level/flat intonation (_) Medium (falling-)rising intonation (ι) (a dip and a rise) Sharp rising intonation (?)
WORD	Upper case indicates syllables or words louder than surrounding speech by the same speaker
°word°	Degree sign indicate syllables or words distinctly quieter than surrounding speech by the same speaker
	Pre-positioned left carat indicates a hurried start of a word, typically at TCU beginning
word-	A dash indicates a cut-off. In phonetic terms this is typically a glottal stop
>word<	Right/left carats indicate increased speaking rate (speeding up)
	Left/right carats indicate decreased speaking rate (slowing down)
.hhh	Inbreath. Three letters indicate ‘normal’ duration. Longer or shorter inbreaths indicated with fewer or more letters.

hhh	Outbreath. Three letters indicate ‘normal’ duration. Longer or shorter inbreaths indicated with fewer or more letters.
whhord	Can also indicate aspiration/breathiness if within a word (not laughter)
w(h)ord	Indicates abrupt spurts of breathiness, as in laughing while talking
£word£	Pound sign indicates smiley voice, or suppressed laughter
#word#	Hash sign indicates creaky voice
~word~	Tilde sign indicates shaky voice (as in crying)
(word)	Parentheses indicate uncertain word; no plausible candidate if empty
(())	Double parentheses contain analyst comments or descriptions