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Master's Research Report

Tutor-student interaction: how advice is requested, offered, and responded to in an online consultation.

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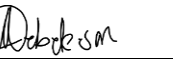
Declaration

"I, Sharon Maphokolo Tebele, declare that this research project, which is submitted for the partial fulfillment of the requirements for a Master's Degree in Psychology, is my own unaided work. It has not been submitted for any other degree or examination at this or any other university. I am aware of the university's requirements for academic integrity and the consequences of academic misconduct.

Signed: 

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Abstract

In many university courses, tutors and students engage in online consultations for tutors providing students with academic support. Part of a tutor's responsibility in such an interaction is to give the student academic advice. Previous studies have been done on how students accept or resist advice in in-person interactions, but the online tutor-student consultation has not been investigated. I focus on advice giving and explore how advice is requested, offered, and responded to in an online tutor-student consultation using an ethnomethodologically informed conversation analytic approach. To do this, I examine a single 27-minute audio recording of an online tutor-student consultation. The session was voluntarily recorded on the online meeting platform and both the tutor and student consented to sharing it with me. Through a tutor-led interrogative sequence, the tutor builds a common ground and establishes an epistemic equilibrium where both tutor and student are knowledgeable about the student's experiences. Thereafter, the student may issue a troubles telling that shifts the epistemic gradient so that the tutor is in a more knowledgeable position and able to offer advice regarding the trouble. I also investigate an instance where the student does not issue a troubleshooting, and the tutor does not offer advice. My findings align with the recommendations by a previous study that advice-giving can be evaluative: as the tutor only advised after the student had shared their thoughts and knowledge about the topic to determine if there was a need for advice. The findings contribute to the literature on advice sequences in institutional settings by reinforcing prior findings and demonstrating how the tutor used a series of techniques to build common ground and epistemic equilibrium and how the student used a troubles telling to shift the epistemic gradient so the tutor could move into a more knowledgeable position necessary for giving advice. While there has been limited research conducted on advice-giving in face-to-face T-S interactions to my knowledge, there has been no investigation of how advice is accomplished in online T-S consultations to highlight the originality of the current study.

Keywords: Conversation analysis, tutor-student interaction, online consultation, epistemics, advice-giving

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Tutor-student interaction: how advice is requested, offered, and responded to in an online consultation.

The impact of the COVID-19 pandemic has resulted in the largest disruption to educational systems in human history, with nearly 1.6 billion learners in more than 200 countries across the globe rapidly moving from face-to-face to online learning (Pokhrel & Chhetri, 2021). Like many other higher education institutions, academic support services for students are currently provided online at the University of the Witwatersrand. For example, first-year psychology students currently receive support through tutor-student (T-S) interactions in online consultations. Research suggests that ethnomethodological conversation analysis (EMCA) can offer unique insights into educational practices (Hardman, 2016; Koole, 2013; Mori & Zenger, 2008) such as T-S interactions (Waring, 2005, 2007) involving advice-giving (Couture, 2006; Waring, 2007). And how, technology mediates interactional practices (Meredith, 2019). While there has been limited research conducted on advice-giving in face-to-face T-S interactions (Couture, 2006; Heritage & Drew, 1992; Poulios, 2010; Waring, 2007). To my knowledge, there has been no investigation of how advice is accomplished in online T-S consultations. Since "future research should investigate in more depth how specific fields, most notably counseling, education, the workplace" engage in online interaction (Paulus et al., 2016, p. 8). My study contributes to the growing body of EMCA studies of online interaction in educational settings. In this study, I employed an EMCA approach to studying a T-S interaction with a focus on how advice is requested, offered, and responded to in the online T-S consultation session. To better understand how the educational task of advice-giving is accomplished in online T-S interaction, I collected and analyzed an audio recording of an online T-S consultation in the first-year psychology course at the University of the Witwatersrand.

Interaction in Educational Settings

Interaction in educational activities is an imperative for student's learning and academic success (Joseph & Lennox, 2021; Yang et al., 2023). This could be face-to-face or online interaction. During the COVID-19 pandemic, the latter mode of engagement became the new educational reality at universities, and other institutions. Researchers highlighted several challenges in online internet-dependent communication (Seuren et al., 2020). In South Africa, resource constraints negatively impacted the quality and duration of online engagements, with reports of high data costs, inadequate devices and limited access to electricity (Moonasamy et al., 2022). These challenges highlight the need to study effective online interactional practices, and to provide training in online engagement strategies (Van Braak et al., 2021).

EMCA studies have established that talk-in-interaction is the "primordial site of human sociality" (Schegloff, 1991a, p. 154), and it is the fundamental resource through which the business of society is managed (Heritage et al., 2001). By studying talk-in-interaction, conversation analysts uncover how people maintain social order in conversations, and interactions (Heritage et al., 2001; Heritage & Sefi, 1992; Maynard & Clayman, 2003; Sidnell & Stivers, 2013). EMCA can be used to analyze talk in a broad range of institutional settings, from news media to educational settings (Baker, 1997; Heritage & Clayman, 2010). Language as a tool is crucial for accomplishing learning that occurs during educational interactions (Waring, 2016). The literature on EMCA has highlighted several aspects regarding the role of language in education. Thus, signifying the importance of language in pedagogical practices, and education (Gardner, 2012). Consequently, in this study, I have adopted an EMCA approach to investigate the pedagogical interactional sequences related to advice-giving in T-S online consultations by examining the language used between tutor and student.

A study by McHoul (1978) investigated how turn-taking (involving one, two, or more people) is managed in classrooms. McHoul's (1978; 1982) work builds on conversation analytic studies (e.g. Schegloff, Sacks, and Jefferson, 1974), which outlined turn-talking and repair practices. McHoul (1978; 211) found that, "the social identity contrast 'Teacher/Student' was expressed in the system in terms of differential participation rights and obligation" when taking part in conversations. In other words, the relationship between the teacher and student was unbalanced in terms of their rights to speak: "This differential was found to depend largely on teacher's exclusive access to the use of creative 'current speaker selects next speaker' techniques" (McHoul, 1978, p. 211). This means that the teacher was dominant in the interaction, and selection of the next speaker, and an investigation of turn-taking practices can shed light on how pedagogical sequences of action in an educational setting work. In addition to McHoul's findings, Heritage (2012) adds that the relationship between the teacher, and student was asymmetrical in terms of the right to speak (also see Heritage, 2012), the right to speak is based on the structural or institutional environment, in this context, the teacher has more rights to speak as they assume that they are experts in that particular context. In this study, I have explored a potentially asymmetrical relationship between tutor, and student and how they establish the right to speak on a topic.

Tutor-student interaction

Tutoring programs play an essential role in academic institutions by facilitating student engagement with course content (Faroa, 2017). For example, the tutorial program for the first-year psychology students at the University of Witwatersrand is primarily aimed at supporting them in their development of academic skills necessary for success in the field of psychology. This is achieved through online tutorial classes and tutorial consultations offered to students about the academic support they require (C. Tam, personal communication, June 28, 2021).

Tutors are postgraduate students who complete tutoring duties as part of their merit bursary service requirements. They are also required to attend compulsory tutor training, consult with lecturers, and attend support meetings with the tutorial program coordinator (PSYC1009, 2021). According to the PSYC1009 Course Outline (2021), tutoring forms an integral part of a university's teaching, and learning process and can be interpreted as the key strategy for improving students' academic success. While tutors guide students through tutorial tasks, they also offer students one-on-one online consultations that students can arrange when they need assistance with completing course tasks (C. Tam, personal communication, June 28, 2021).

Kahu and Picton (2019) studied the benefits of the relationship between a tutor, and a student. They found that tutors can contribute positively to the student's well-being by increasing student engagement, participation, and learning (Kahu & Picton, 2019). Kahu and Picton's extensive work focuses particularly on students' perceptions of the T-S relationship, and how it benefits them without examining how the interactions achieve the outcomes described. Their study does not engage with how the interactions occur, the practices involved, or how the T-S interactions unfold from moment to moment (2019). EMCA (Baker,1997; Heritage & Clayman, 2010; Maynard & Clayman, 2003) scholars have examined these interactions, and my study will contribute to this limited but growing body of knowledge.

Hardman (2016) used a systematic interactive schedule, and lesson transcripts to analyze video, and audio recordings of T-S interactions in face-to-face T-S groups or one-on-one consultations to ascertain the quality of these interactions. Hardman looked at how tutors can improve the way they engage in what he refers to as "dialogic interactions with their students in whole class, group-based, and one-to-one interactions to ensure they are allowed to engage in intellectually stimulating classroom talk, and deep learning" (2016; 63) since T-S interactions were mostly tutor dominated, and students hardly initiated ideas. Although the tutor would use

questions to probe participation amongst students, this often failed to stimulate student engagement in critical thinking, and student's responses indicated low cognitive order (Bhakta & Dutta, 2016; Hardman, 2016). Like Hardman (2016), my study looks at recordings of T-S interactions with interesting interactive practices. However, I have used EMCA to examine these recordings to uncover how advice-giving is accomplished from moment to moment in these interactions.

Advice-Giving

Advice-giving is an explicit communicative way that allows advice-givers to assume their optimal roles, and give advice (Couture, 2006). Advice-giving involves a prescribed course of action that the recipient should follow (Corey et al., 2024). Researchers agree that advice-giving is delicate and establishes knowledge asymmetries between the advice-giver, and recipient (Linell & Luckmann, 1991) and determines how the conversation will be structured. The presumed position of the advice-giver is knowledgeable, and the recipient lacks some knowledge. While this study focuses on interactions involving advice-giving, and advice recipiency, it centers on tutors giving advice and how students respond to this advice.

Tutoring is mainly about advice-giving; this can occur in either group or one-on-one interactions (Waring, 2005). A prior EMCA study by Waring (2007) focused on using accounts in advice-giving in face-to-face peer tutoring one-on-one sessions. Waring (2007) aimed to explore the nature of peer tutoring (tutor and student) interaction at a graduate writing center. Waring (2007) discovered that students tend to resist advice when they are aware that the tutor is not an expert in their field of study. Furthermore, she found that advice is delivered in a stepwise manner - a stepwise entry is where the patient or client is asked questions on their perspective on the matter before advice is given (Heritage & Sefi, 1992; Waring, 2005). Similarly, I wanted to observe how advice-giving is responded to, offered by tutors, and requested by students during a

consultation. Limited research has been done on tutor-student interaction, and the research that has been done was on face-to-face interactions. I have examined how advice is solicited, offered, and responded to in an online T-S individual consultation.

There are several studies from the medical context that have reported on advice-giving and concluded that advice-giving is a two-way street that allows both the advisee, and the advisor to share their knowledge on the topic of discussion (Couture, 2006; Heritage & Sefi, 1992). Heritage and Sefi (1992) used EMCA to study the organization of advice-giving in communications between health visitors (HV), and first-time mothers during visits to the mothers' homes, and they describe the basic aspects of the advice-giving sequences that occur in these first visits. The study found that the HV can act on the presumption that new mothers have no knowledge or competencies when it comes to the ability to be a mother (Heritage& Sefi, 1992). They found that for advice-giving to work, there should be a shared understanding between the advisor and the advisee regarding the distribution of knowledge, and who has what rights (Heritage, 2012). Although the receiver may be less knowledgeable than the advice-giver, this is not always the case that the receiver or respondent is clueless or is just an empty vessel. They defined advice-giving as a two-way conversation, wherein the adviser, and advisee actively engage in conversation. The advisor can build on existing knowledge, when, and if the receiver knows the phenomenon discussed. My study builds on these findings by exploring how advice-giving is a mutual accomplishment in a different context. While their study looked at health visitors advising mothers. My study looks at tutors advising students with the understanding that when two speakers are involved in the interaction, they negotiate their epistemic rights (Heritage, 2012; Park, 2012), their rights to knowledge (Sidnell & Stivers, 2013), and may occupy different knowledgeable positions from one moment to the next (knowledgeable being K+ or less knowledgeable being K-) (Sidnell& Stivers, 2013). Butler et al.'s (2010) study on counselor-

client interaction focused on the dimensions of advice-giving, and how these dimensions are softened by counselors through the use of questions. Butler et al., (2010) found that a good way of advising a client is through delivering advice in a way that is in line with the client's experiences and capacities. This can be done through orienting to the recipient's epistemic authority, which occurred in this interaction when the student shared his experience concerning online learning (data excerpt 6, lines 07-16), and his academic experience with course content (data excerpt 3, lines 04-10). In addition, Butler et al. mentioned that the use of questions in advice-giving sequences leads to client-centered support (2010). Like Butler et al., (2010), I am focusing on how a tutor asks questions that build up to an advice-giving sequence but in tutor-student consultations.

An EMCA study by Vehvilainen (2001) explored a stepwise entry method to advice-giving in counseling sessions. Vehvilainen's (2001) work builds on the work of Heritage, and Drew (2012) on the use of a stepwise entry approach by health visitors. In addition, focusing on the use of the advisee's perspective before giving advice. She found that questioning is the foundation of giving appropriate advice, so the advice is situated in relation to the advisee's perspective. In my study, I focused on how the tutor asks questions that can lead to appropriate advice-giving.

Another EMCA study by Poulios (2010), explored how interlocutors accept or reject advice given during a Greek reality television show wherein people visit the show to find solutions to their problems. He found that guests reject advice if it does not align with their troubles especially if it contains criticism (Poulios, 2010). My study built on these findings to see how the student implicitly requests advice through troubles telling.

Advice-resistance

Advice resistance can be managed through the use of a tag question (Hepburn & Potter, 2011). Hepburn and Potter (2011a) explored ways in which advice resistance can be managed in institutional settings focusing on telephone calls to a children's helpline in the United Kingdom. They discovered that the use of a tag question combined with advice allows the client to confirm the information even if they previously resisted the advice. However, my study demonstrates a different use of tag questions in advice-giving to Hepburn and Potter (2011) where the tutor seeks information through a tag question to establish a right to give advice.

Knowledge asymmetries in advice-giving

A study by Linell and Luckman (1991) focused on asymmetries in dialogue concerning participant epistemic status. Linell and Luckman mention that there are inequalities of knowledge that play a role in institutional dialogue. The study found that participants orientate themselves towards the actions they can engage in, and to what extent institutional identity plays a significant role in this. Drew's study (1991) focused on asymmetries of knowledge in naturally occurring interactions and found that when participants orient to their asymmetrical positions according to knowledge, they orient to the normatively organized authoritative access to types of knowledge. In support of Drew (1991), Heritage's (2012) study focused on territories of knowledge, and the epistemic engine within sequence organization. Heritage found that participants actions allow them to take knowledge positions reflecting epistemic access, and primacy.

Online Interaction

The study of online interaction by EMCA scholars is a rapidly growing field, particularly online interaction in educational contexts (Browne, 2003; Meredith, 2019; Paulus et al., 2016). Mlynář et al., (2018) used a conversation analytic approach to investigate how people

talk and behave during synchronous (occurring in real-time) online video-mediated interactions at a conference. They concluded that the use of EMCA to study video-mediated interactions has demonstrated and provided valuable insights into the field of human communication interaction (HCI) (Mlynář et al.,2018, p. 9). In addition, Mlynář et al. (2018) highlighted that more research in this area is still required to explore how EMCA can be used to examine other forms of interactional involvement. Taking into account this recommendation by Mlynář et al. (2018), my study examines synchronous online interactions to see how advice-giving was accomplished in an educational setting.

Online teaching and learning

Online teaching has been studied across disciplines (Curran, 2001; Gibson, 2009) even before the Covid-19 pandemic. A study by Curran (2001) on online teaching found that "from a pedagogic perspective, the potential advantages of online learning are impressive" (2001, p. 128) and even cost-effective. There was a study done by Allen and Seaman (2017) which indicated that there was an increase in online teaching even before the Covid-19 pandemic. The need to study the online learning offered by universities to students became necessary when the drastic shift in the educational sector occurred due to the pandemic (Jacob et al., 2020; Pokhrel & Chhetri, 2021). With the onset of the COVID-19 pandemic in 2020, institutions of higher learning had to move teaching and learning to online platforms (Aristovnik et al., 2020). When the COVID-19 pandemic struck, the University of the Witwatersrand (Wits), along with other South African universities, ceased all contact teaching (Wits University, 2021). For this reason, Wits implemented what is referred to as emergency remote teaching (ERT) in April 2020. During this time, "various forms of support for students were provided, including devices, data and electronic, and telephonic advising, counseling, tutoring, and mentoring" (Wits University, 2021, p.1). ERT was a reactive response to allow the academic year to proceed but it was not

necessarily “online teaching”. Online teaching as a pedagogy requires a substantive amount of preparation, designing and planning, resources, and knowledge (Wits University, 2021). The university’s 2021 teaching, and learning plan aims to shift from a state of ERT to a more pedagogically informed approach to teaching and learning. In this plan, the role of online tutor support is repeatedly mentioned as a critical part of the university plan (Wits University, 2021). This being the current state of interaction in higher education institutions (Pokhrel & Chhetri, 2021) there is a need to know, and understand how these online support interactions are unfolding. In South Africa, a considerable proportion of the student population has limited resources (Dube, 2020). They use their resources to have these online consultations even when the university provides data, it is either insufficient or some students just do not receive it, and they resort to buying data, and data in South Africa is costly (Dube, 2020). For these reasons, data-heavy online sessions must be efficient to ensure that their limited data is used productively in tutor-student consultations. I am addressing the call by Jacob et al. (2020; mentioned above) by focusing on understanding how online interactions in institutional settings unfold. Effective online T-S interaction is crucial since it is about academic support to students during adverse times. My study focused on the need to understand T-S online interaction as one of the ways students receive support, specifically advice during ERT. The conducted study aimed to contribute to the growing bodies of EMCA studies on advice-giving, online interaction, and classroom interaction, specifically advice-giving in online T-S interactions with a secondary aim of providing tutors with guidance on enhancing advice-giving practices in consultations.

Method

Research Questions

In line with conversation analytic principles, this research adopted an inductive orientation to studying the data to avoid "*a priori* speculation of idealizations and premature theory construction" (Rogers, 2014; p.28), and instead, the analysis looked to the data to uncover emerging phenomena within the interactions between tutors and students (Heritage, 1984).

The main research question I address is: how was advice-giving accomplished in an online tutor-student consultation? In answering the main question, I address these additional questions. Within a tutor-student consultation, how does the:

1. student ask for advice?
2. tutor respond to requests for advice?
3. tutor offer advice?
4. student respond to offers and advice from tutors?

Analytic approach

This qualitative study has adopted an ethnomethodological conversation analytic approach (EMCA) to the study of tutor-student interaction. This approach to studying social life investigates the order underlying interaction, and as an analyst, I have studied that order to explain how tutors and students do things from moment to moment in interaction (Sacks, 1984). EMCA is the study of the orderliness of naturally occurring talk-in-interaction (Atkinson et al., 1984). One of the founders of EMCA, Emmanuel Schegloff, (1991) mentions that conversation analysis is concerned with socially produced activities through linguistic interaction; people create meaning through communication, and meaning is found by closely analyzing ordinary activities in context: it could be at a law firm, institution, market or medical center (Schegloff, 1991b) or in the case of this study, the online classroom. Prior research employing the systematic and rigorous method of conversation analysis to uncover the interactional details involved in T-S

interaction demonstrates the value of adopting such an approach (Clarence, 2016; Hardman, 2016; Kahu & Picton, 2019; Waring, 2005, 2007). Similarly, EMCA research has been done on advice-giving and online interaction (Couture, 2006; Heritage & Sefi, 1992; Waring, 2005, 2007). In this study, I have investigated how tutors and students do things in educational consultations online, specifically how they manage advice-giving.

Conversation analysis does not have a "how-to" guide (Sidnell, 2010) however, it is the forensic study of how people interact *in situ* (Maynard & Clayman, 2003). It is an inductive approach, and I look at the structures of social interaction such as turn-taking and sequence organization which are the practices that people use in interaction to produce meaning (Schegloff, 2007). The turn-talking system is a fundamental feature of talk (and focus of EMCA) as people take turns when having a conversation (Sacks et al., 1978a). I have looked at how the tutor, and student take turns to talk during the consultation. Specifically, how the student asks for advice and the tutor responds to these requests as well as how the tutor offers advice, and the student receives these offers thus uncovering how advice is accomplished in this interaction.

Data

In line with conversation analytic practices, the data for this study is a single 27-minute audio recording (Heritage & Clayman, 2010) of an online tutor-student consultation. The session was voluntarily recorded on the Microsoft Teams application. This is an interaction between a tutor, and a student during a one-on-one online consultation session. In the first-year psychology program at the University of the Witwatersrand, tutors are assigned to groups of students, and part of the tutoring program is the provision of voluntary individual consultation sessions aimed at providing students with personalized support. These sessions were taking place online using conferencing software - Microsoft Teams - as and when students requested them. The student,

and tutor who volunteered to participate in my study were asked to record their sessions, and to share the link to the recording with me.

The recording used in this study was obtained using convenience sampling (Wagner et al., 2012). All the students, and tutors in the first-year psychology class were approached and asked to participate in the study. Students were recruited through the University online system. I sent out a request to the tutorial coordinator of the first-year psychology course to send out an announcement to all students. The announcement was to invite all students to voluntarily participate in a research study which also included participant information sheet (see Appendix A). The tutors were invited differently to participate, I directly emailed all of them including their information sheet and instructions (see Appendix B) The aim was to collect between 5-10 recordings of sessions of tutor-student consultations but only one was volunteered. Interestingly, within this single consultation the tutor mentions that other than this consultation, she had not conducted any other consultations during the year. One student had requested one but then canceled. It appears that this potential support offering was not being utilized by students, for reasons not investigated by this study. In the recording that I analyse, the conversational opening suggests that there is a preceding acquaintance between the tutor, and student (Data excerpt 1 line 7) which implies that this particular participant has engaged in online tutoring sessions with this tutor in the past. A single audio recording of a first-year psychology student, and their tutor participating in a one-on-one online consultation session constituted my sample of recordings. However, the single consultation consisted of six advice-giving sequences which were analyzed.

While the aim was to collect naturally occurring consultations that took place for educational purposes, and not contrived for research purposes (Potter, 2002; Speer, 2002). The recording that was submitted was of a consultation that was arranged by the student at the end of the term to get research participation points. Nonetheless, as you will see in the analysis, the

intricacies that are accomplished in this interaction are still worthy of study and considered uncontrived ways of doing things by talking. As Peräkylä (2011) mentions studies are interested in what can happen in interaction, and not about the frequency of the interactions and this single case analysis provides us with insight into what can happen with advice given in a consultation.

During the consultation, the student and tutor chose to communicate using microphones (resulting in audio recordings) without enabling cameras (resulting in audio and not video recordings). There have been claims, and assumptions that when people are aware that they are being recorded, they alter their behavior. However, Jones and Raymond (2012) found that when people are recorded, they tend to forget that the camera or recording is present (Jones & Raymond,2012, p. 113). Consequently, I did not foresee the recording as adversely impacting the turn-taking and sequential matters of interest in the recording.

I have transcribed the data using Jeffersonian transcription conventions (Hepburn, 2017; Jefferson, 2004) which were developed by Gail Jefferson (Sacks et al., 1978b) (see Appendix E), and have been adopted by EMCA scholars (Ayaß, 2015). The transcription convention is a means of capturing the actions in talk (Davidson, 2010; Sacks et al., 1978b; Sidnell, 2010). Transcription for audio recording includes verbal conduct of an interaction that was recorded (Davidson, 2010) on MS Teams. This was done without videos being enabled (which was common practice to reduce data consumption and improve the stability of the internet connection). I have only transcribed the interrogative sequences building up to the advice-giving, offering, and requesting sequences of the interactions. Upon completion of the initial data analysis, it came to my attention that the core foundation of interaction is centered on three components; advice-giving, offering and requesting, which makes the components a suitable focus for the investigation. To disguise the identity of the participants, they are referred to

according to their role and where the tutor speaks the name of the student a pseudonym is used – Ivyn.

Procedure and Ethical Considerations

Ethics must be considered when planning and implementing a research study (Wagner et al., 2012). For this reason, in my research study, I have considered the following codes of ethics, informed consent, accuracy, privacy, confidentiality, deception, and protection of respondents. Privacy and confidentiality meant that I had to hide my participant's identities, and information. I did be transparent and not deceive my respondents in any way (Wagner et al., 2012).

Ethics approval from the internal University Human Research Ethics Committee (Non-Medical) was granted before conducting my study (see Appendix F). Thereafter, the tutorial coordinator of the first-year psychology course sent out an announcement to all students. The announcement was an invitation to students to participate in the study voluntarily and included a participant information sheet (see Appendix A). Which explained the purpose of the study, and what voluntary participation involved (including that they would get research participation marks for their course) along with an informed consent form (see appendix C). The online consultations were already part of the program and voluntary (i.e. tutors were expected to be available for consultations as requested by students), and the announcement stated that tutors who were willing to participate could communicate through a group announcement to their students, who could then approach the tutor only if they wanted to also participate. If both chose to participate, then the next time they had a session they could record it (see Appendix A), alternatively if there was an existing recorded session. They could both consent to share it. The students receive numerous opportunities to participate in research to get participation marks during the year, and so they would not have had to participate in this study to meet course

requirements. I had five students show interest but later change their minds without consequence.

The informed consent form requested their consent to participate in the study where participation involved arranging a consultation with their tutor. In addition, consenting to this being recorded and the recording being shared with me for the study or providing me with consent to use a previously recorded session.

I approached tutors differently by directly emailing all of them as there are different participant information sheets for tutors and students. The tutors were given their participant information sheets (including instructions for recording the session, with a request to invite me to the consultation but not to attend so that I could download the recording) (see Appendix B), and an informed consent form (see Appendix D). When tutors volunteered to participate, they were required to inform their students that they were volunteering to participate. In addition, should their students wish to voluntarily participate in the study then they should sign and share the consent form with them and myself when arranging a consultation. The only shared recording was the sessions where both the tutor, and student consented to share with me. Upon receipt of the recording link and consent forms, I downloaded the recording and stored it in a password-protected file. Then I informed them to delete it thereafter should they wish to, alternatively, Microsoft Teams deletes all recordings after 21 days. I have stored the recording in a password-protected file on my laptop and have and will not share the recordings with anyone except my supervisor.

Anonymous participation was not possible due to the nature of the consultation sessions, but when reporting on the findings, I ensured that the participants' identities were disguised. Their real names were replaced with pseudonyms while referring to them by role. In cases where I wish to play recordings for data analysis sessions or conference presentations, their

identities have been and will be disguised by hiding identifying information such as screen names in the online meeting or removing names from the audio file.

The research did not involve any vulnerable groups as all participants were consenting adults. The consultations took place for educational purposes and participation required recording these sessions and sharing the recordings thus, I did not foresee any adverse risks to participation. Tutors and students could choose not to share recordings, request parts of recordings to be excluded from the study and could withdraw their participation in the study at any time before submission of my dissertation or publication of the findings.

Analysis

This consultation between the tutor and student is taking place at the end of the term, before the examination period. I am examining 6 interrogation sequences led by the tutor, 5 lead to advice-giving (though there is one case in which advice is resisted, and treated as unwarranted), and a deviant case where no advice is offered. In this excerpt which takes place at the start of the online consultation, and after an initial greeting sequence (Sidnell & Stivers, 2013). The tutor sets the ground rules for the upcoming interaction. Please see Appendix E for transcription conventions.

Excerpt 1

```
01  Tut:  ↑So,ahh::, since you don't have anything, you don't have
02        any tutorial, nothing. I'm just g'nna ask you like a few
03        thing:s,ok just lik::e (.) to see ho::w, ↑how your ye:ar
04        was in gen'ral?
05  Stu:  (laughs).hh my year based on psycho:lo:gy or everythi:ng?
06  Tut:  ↑On everythi:ng, on <everyth:ing>. ↑Obviously incl'ding
07        psychology but <like on everythi:ng>. And you know I I
```

```
08          really like asking such questions just to check up on::
09          everyone and how everyone is coping.
10  Stu:    O:H::kay
11  Tut:    okay.
```

The tutor begins with “so” as she launches a new topic of conversation after the greeting (Bolden, 2006). She then states that “since” the student does not have “anything” or any tutorials (presumably because it is the study break), she is going to ask him questions about his year (lines 1 to 4). By reference to her knowledge of his circumstances within the course, she positions herself as the knowledgeable tutor – she is an authority on what is happening at this stage of the course. By accounting for her future actions in this way, she also indicates that the consultation is not following the usual/expected path of dealing with tutorial (or semester) matters while also positioning herself in the tutor role as the one steering the conversation (“I’m gonna ask you”). Just as Lehtimaja, (2011) highlighted about the teacher roles, it is evident that the tutor positions herself in terms of her institutional role. She indicates she will be asking him about his year in general thus positioning the student as the one most knowledgeable about his own experiences throughout the year (Heritage, 2013). The student responds by asking the tutor to clarify the parameters of their upcoming conversation and this orients to the tutor’s authority to determine the topic of conversation. She clarifies the parameters that the student confirms (“oh kay”, line 10).

In the next excerpt (that follows excerpt 1), the tutor and student engage with a tutor-led interrogative sequence (a series of question-answer adjacency pairs) (Schegloff, 2007). This is to establish the common ground (MacWhinney, 2015) necessary for advice-seeking, and offering that brings the sequence to a close. Please see Appendix E for transcription conventions.

Excerpt 2

```
01  Tut:  So you-you also part of:-you do::ing: like
02        your degree right now >which's< three years neh.?=
03  Stu:  =Yah its three year degree.=
04  Tut:  =and then you: you after that you: after graduating
05        you want to like:-join medicine right?=
06  Stu:  =Yah↑, I will join medicine through:: <Wi::ts (.)
07        Wi:ts gra:duat:e pro:gram:>. I [think:.
08  Tut:                                 [O-
09  Stu:  Its called. ↑Gemp.
10  Tut:  ↑GAMP >yes!yes<-I've heard= I've had a friend who:
11        who also took that route.=
12        [Als-
13  Stu:  [=↑Yeah, so I am hoping to get to medicine through
14        Gemp:((laugh)) $I'm hoping: .hhh everything will work
15        out$.
16  Tut:  >Ah<↑if-↑if you focus and dedicate (then)
17        trust it will happen
18  Stu:  [((laughs)).hhh yeah!.
```

The tutor drives the interrogation sequence with two consecutive declarations of knowledge about the student's academic circumstances ("So you also part of you doing like your degree right now" and "which's three years"), and then requests confirmation with the tag question "neh" (lines 01-02) (Stivers et al., 2011). The inclusion of the request for clarification indicates some degree of uncertainty (see Thompson et al., 2015), and that her statement is more of a supposition than a strong claim of knowledge, thus orienting the student more knowledgeable on the topic of his circumstances than herself (Park, 2012). Through this information-confirmation sequence, the tutor is setting up an epistemic gradient (the tutor is in a K- position) (Heritage, 2012; Thompson et al., 2015). The student provides a preferred response

at line 03 with ‘Yah’(Schegloff, 2007; Sidnell & Stivers, 2013), and then offers further insights about his circumstances with a statement that it is a three-year degree, thus providing the tutor with further access to information about his circumstances.

The tutor then continues her pursuit for more information about the student’s academic circumstances with another statement, and tag question utterance “And then you after that you after graduating you want to like to join medicine right?”. Again, the student responds with an affirming “yah” and additional information about his studies by explaining that he plans to do a medical degree through a graduate program thereafter. The student and tutor are aligned (Steensig, 2019) in this task of knowledge confirmation seeking which involves the tutor seeking confirmation and the student providing this along with additional information. The tutor’s requests (Curl & Drew, 2008) for more access to information about the student’s studies orients to her as being in a less knowledgeable position (K-), and the student as occupying a more knowledgeable position (K+) displaying the occupation of different epistemic positions (Heritage, 2012).

Both parties then begin to speak (see lines 07 and 08), though the student starts just before the tutor, with the student securing the turn as the tutor stops speaking (Sacks et al., 1978; Schegloff, 2007). The student makes a statement of uncertainty with “I think it’s called gemp” which reduces the epistemic gradient (Linell & Luckmann,1991; Park, 2012) that has been present throughout the interrogative sequence up until this point. By starting his utterance with epistemic mitigation ‘I think’ (Stivers et al., 2011), he is displaying a lack of certainty about his knowledge regarding the program he wants to apply for. Which places him in a less knowledgeable position (Park, 2012; Stivers et al., 2011). Setting up the gradient to be on equilibrium or balance of knowledge with both participants having a negative epistemic status

(Heritage, 2012). The tutor quickly responds by excitedly naming the program and repeatedly saying “yes” thus demonstrating confidence in her knowledge of the program.

By pronouncing the program “gamp” instead of the student’s “gemp”, she corrects him and reverses the epistemic gradient by displaying more knowledge of the program. This process of clarifying a referent is described by Tam (2021), Keel (2020), and Tarplee (2010) as a pedagogical sequence aimed at rectifying language, where the person doing the clarification takes on a teaching role. The tutor then accounts for this knowledge with an explanation that her friend “took that route”. In this turn, the tutor has been positioned as more knowledgeable than the student on this topic, with insights on the program due to her friendship with someone else who has taken it. The tutor begins to elaborate further with what sounds like the beginning of “also” before she relinquishes the turn to the student. The student, in overlap, makes a statement about “hoping” to get into medicine through this program, and then laughs before making another statement about “hoping everything will work out” (lines 13 -14).

In line 13, the student displays uncertainty (or troubles talk) by repeatedly saying that ‘I’m hoping’ interspersed by an uncomfortable laugh, which could be indicative of the preference for avoiding bragging, and criticism by others (Speer, 2019), and in so doing opens up space for reassurance from the tutor that there is hope of admission to the program (that diminishes the discomfort displayed in the laugh). In seeking reassurance, the space is also opened up for advice giving, which the tutor takes up in line 16 and 17. The student is tacitly seeking a compliment, acknowledging the tutor’s possession of knowledge and ability to give that reassurance (Chen, 2010).

On lines 16-17, the tutor acknowledges the request for reassurance/advice by saying ‘*Ah*’ and then offers him advice that ‘If you focus and dedicate then trust it will happen’. Her response indicates that she has taken his hoping statements as both a lack of trust that he will get into the

program, and an implicit request for reassuring advice about it. Please see Appendix E for transcription conventions.

The changes in epistemic claims found across data excerpt two illustrated in Figure 1.

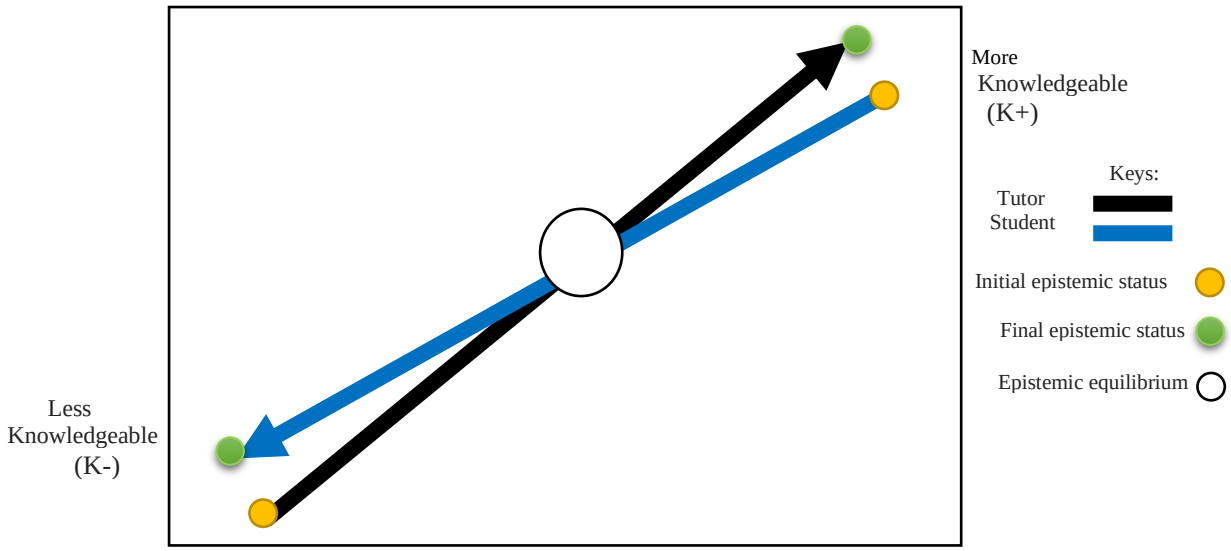


Figure 1: The epistemic gradient of Data excerpt 1

In the excerpts above, the tutor and student position themselves in terms of knowledge before seeking reassurance/advice and offering reassurance/advice during the interrogative sequence. The interactants started by negotiating their knowledge positions epistemic status since they know little about each other, and they are establishing a common ground. The student started by being knowledgeable about his circumstances while the tutor was less so on this topic. Focusing on Figure 1, the student's initial epistemic position appears to be on the yellow dot on the blue bolded line across the graph. Which represents that he occupies the K+ position (more knowledgeable) with the tutor's initial epistemic status being the yellow dot on the black bolded line that runs across the graph, indicating that she occupies the K- (less knowledgeable) position.

As the conversation continues, they reach an epistemic equilibrium, wherein the tutor has more access to information about the student and the student indicates a lack of information about the program, and therefore there is a balance of knowledge. Further into the conversation, the tutor becomes the one with epistemic access, and primacy about the program, shifting her into a K+ position. The tutor goes through a process of becoming sufficiently informed about the student and displays knowledge about the program to advise the student (Poulios, 2010). Moreover, this interaction demonstrates that for the advice to be interactionally relevant, the tutor must have epistemic access to the student's situation and be in a K+ position (displayed through her statements of certainty and her accounting of her reasons for knowing) while the student must show uncertainty (K- position), and a need for advice. On lines 07, 13, and 14, the student shows himself to be less knowledgeable about the state of affairs being discussed in all instances.

The next data excerpt provides another example of how the tutor is looking for topics in which she may offer advice to the student and the student implicitly seeks advice or, at least opens up room for receiving advice, by positioning himself as having trouble or being inadequate in his referencing abilities. Before this excerpt, the tutor asked the students about their experiences with writing essays in psychology. The student responded by discussing his performance in all of the different course assessments, which led to a sequence on consultation use of students in the course (mentioned in the data section of this report). The tutor then returns to the essay performance topic in the first line of the next excerpt. Please see Appendix E for transcription conventions.

Excerpt 3

01 Tut: ↑So, in terms of referencing: in terms of struc:ture!
02 in terms of every:thing: lik': your essays, like did
03 you understand that clearly?.
04 Stu: (0.6) Ye:ah, the struc:ture: I do understand. ↑The only
05 thing that was giving me some problems was:: this <A::P::A::
06 seve:nth edi:tion referencing> ca's (.) I don't know::I
07 just can't get it. Ca's every time I-every time I:-I:
08 write my essays, I should go back to:, to the document
09 to revise and see how she ahh reference (.) but I cannot
10 just reference
11 Tut: hhm:=
12 Stu: =from my head, I I have to check the
13 document first and see h'w we reference things: (.) but
14 everything, the struc:ture and how we go about the
15 essay.hhh ah:.I am on good track.
16 (1.25)
17 Tut: ↑Yes,okay: With refencing I agree t'does take a: lot of
18 practice(.) [I I=
19 Stu: [((laugh))
20 Tut: = and I am glad that you are referring
21 back to your document and not just: like writing
22 without referencing you know:.=
23 Stu: =Ya.h[h.
24 Tut: [↑Ya.hh: but it rea:lly does take a lot of
25 practice, but you ↑g'na g't used to it if you like
26 continue with psychology, like you gonna get used to
27 the structure. Of: like the referencing and everything
28 ↑so, tru:st its gonna get better, you gonna get be'da.
29 (0.25)
29 Stu: E:ya:.oka:y.↑eish:I'm not sure if I will continue

30 with psychology: next year but I will see:[((laughs)) I
31 Tut: [((laughs))]
32 Stu: will see if I do psychology two or I just focus on my
33 science modules.hh((laughs)).
34 Tut: Ohh::kay but yah like, <psycho:logy> you right,
35 in terms of studyi:ng like we all have different ways
36 of studying ↑but one thing I think you picked up with
37 that course is that it just have a lot of work, like
38 ↑lot of things to try and remember:. You know.=
39 Stu: =Ya.
40 Tut: I was also emphasising that, like whenever you guys
41 like:.whenever you write tests, don':t like don't
42 cram,=
43 Stu: =((laugh))]hh
44 Tut: Lik:e[((laughs)).)study to understand because,
45 sometimes the way
46 they structure questions they don':t wa'na see: if you
47 know who the theo:rist a-sorry who the theo::rist is?
48 They want to see if you can apply the theory to the
49 certain .ahh:: scenario that they gave [you.]And I am
50 Stu: [.hhm]
51 Tut: sure you noticed that right.?=
52 Stu: =Yah, I've seen: questions like that.
53 Tut: ↑Oh::okay okay,

The tutor reinitiates the essay performance discussion with "so", which in conjunction with the question (about how well the student understands the specific essay writing related matters of referencing and structuring) advances her interactional agenda of interrogating the student's writing skills (Bolden, 2006). One of the main responsibilities of tutors in this course is to assist students with referencing, and structuring their essays and the tutor is aligning with this expectation by asking this question. While this question places the tutor in a less knowledgeable

position about student experiences with referencing, and structuring an essay, it also orients to her tutoring role, and being the authority on referencing, and structuring essays. The student gives a preferred response "Yah" (Schegloff, 2007) and explains that he understands the structure but has had problems with referencing (lines 04-10). During this explanation, the student occasionally pauses very briefly between turns, and, in one instance, the tutor indicates she is listening and prompts him to continue his explanation with "hmm" in line 11 (Schegloff, 2007). After a much longer pause (line 16), where it is clear the student has no more to contribute, the tutor moves to a position of knowing what the student has and has not had troubles with, and thus what she could give advice about. By indicating he has trouble with referencing but not with structuring the essay, he opens up an opportunity for the tutor to provide advice on referencing which the tutor takes up. The tutor responds with confirmation that she understands with "yes okay" indicating an acknowledgement of his explanation. She then declares that "referencing, I agree, it does take a lot of practice". By making this statement she aligns with his explanation and demonstrates her knowledge of what it takes to learn referencing. The student responds, in overlap with her continuing talk, with a short laugh of acknowledgment and exhale, which according to Jefferson et al. (1977) displays relief (line 19). As the tutor continues to reposition what the student is oriented to as troubles in referencing (lines 20 – 22). Through this interaction, the tutor is positioned as the knowledgeable party on what it takes to learn how to reference. In this institutional environment, this laughter could be seen as a hierarchical organization (Holt, 2019) with an attempt to tone down a prior assumed epistemic status (Heritage, 2012; Sidnell & Stivers, 2013) which the student is doing online 43. On line 43, the laughter is a response (Holt, 2019) by the student showing affiliation or acknowledgment (Steensig, 2019) with the tutor's conveyed stance (Holt, 2019) of knowing (Heritage, 2012) and giving advice.

In line 23, the student gives an acknowledgment token (Jefferson, 1984) prompting the tutor to continue talking (Jefferson, 1984). Being well positioned as an authority on learning to reference, the tutor now gives the student advice, and encouragement to follow her advice in lines 24 to 28: he is "going to get better if" he continues, he is "gonna get used to" it, and that he should "trust" it will improve. The student responds with "E:ya:.okay, ↑eish:" which acknowledges her advice (with "eya okay") but also indicates some trouble (with "eish") which delays the dispreferred response (Schegloff, 2007) - an explanation that the tutor's advice may be misplaced as he is undecided as to whether he will continue with psychology next year. On line 30, the student completes his utterance with tagging laughter which indicates an acknowledgment of the awkwardness of the student correcting the tutor (Holt, 2019). While the tutor is in a more knowledgeable position about referencing and psychology, the student brings the relevance of this knowledge into question by being more knowledgeable about his plans (revealing her lack of knowledge about this possibility). Nonetheless, the student's uncertainty about his exact plans leaves room for the tutor to continue to give advice related to psychology which she does.

Through lines 34-38, the tutor reestablishes common ground (MacWhinney, 2015) (and potentially an account for him not wanting to continue with psychology) by agreeing that there are different ways of studying across disciplines and aligns with his previous statements about psychology being a lot of work. She seeks his alignment with "you know" in line 38 to which he responds with "yah". Once common ground has been reestablished, and the tutor has established herself as being knowledgeable of psychology's pitfalls (lines 34-38), she shifts the topic to other advice she has given in the past for studying for psychology tests. Again, aligning with her tutoring role of advising students, she repeats prior advice that "whenever you write tests, don't like don't cram". Then, explains why she gives this advice (that the students need to apply theory

to scenarios) (lines 40-42). Again, the student gives responsive laughter following the tutor's utterance (line 43), laughter is commonly tied up with amusement or humor (Holt,2019). However, in this instance the student uses the laughter as an activity that indicates alignment (Steensig, 2019), with what the tutor just said which contributes to maintaining the advice-giving activity (Steensig, 2019). She then asks the student for confirmation that he has seen these questions thus confirming his understanding of this advice (line 51). The student provides the confirmation and explains he has seen these questions by accepting her advice, but without prompting further engagement on the topic (line 52). In social interaction, giving advice is reliant on the rapport interlocutors have previously built (Poulios, 2010). In his exploration of how advice is accepted, Poulios (2010) found that recipients accept advice that aligns with their troubles. The student opens up a space for advice-giving by the tutor through troubles telling and accepts the advice that aligns with this.

Excerpt 4 follows from excerpt 3 as the tutor initiates another line of questioning and provides unsolicited advice. Please see Appendix E for transcription conventions.

Excerpt 4

```
01  Tut:  ↑Oh::okay okay, and ↑then::.hhmm:: ↑but are you coping
02        though?=
03        0.25)
04  Stu:  <I am coping::> I t'-I'm coping very well ca's I
05        passed .h:h hhm: semester one(0.3)which gave me some
06        confiden:ce and some strength to: go
07        forward((laughs)).hh
08  Tut:                   [(..)]
09  Stu:                   [so:, and I have good ear:r marks, I am
10         just waiting for exams, I think I will pass:(0.4) with
11         good marks.=
```

12 Tut: =Then that's the spirit, as long you: as long as you:
13 fine: and as long as you like doing well: and you
14 ↑proud of yo'self that's all wha- that's… that's all
15 that's important:.=

The tutor poses a direct question to the student "Are you coping", and by doing so orients the student as knowledgeable about his own experience while seeking access to this information. The student responds that he is coping, and then upgrades this statement that he is coping very well, and accounts for why he is saying that concerning passing the first semester (lines 04-09). The student then goes on to say he is waiting for his exam marks and declares that he "thinks" he will pass, and after a brief pause clarifies that he thinks he will get good marks (lines 09-11). While it is not an overt troubles telling, there is some indication of uncertainty with "I think" along with an opportunity for reassurance (as in excerpt 2, line 10) that the tutor takes as an opportunity to provide some reassuring advice as a seasoned student. The tutor who is unable to say if he will pass or not, claims knowledge of what is most "important", and provides unsolicited reassuring advice to the student that he has the right "spirit" (lines 12-15).

In the previous excerpts, the student has indicated troubles of varying degrees while taking on a K- position that opens up an opportunity for the tutor to provide reassurance, and advice. However, in the next excerpt (which takes place after excerpt 4) involving a discussion of the student's readiness for examination, the tutor takes the student's actions as a sign of trouble, and an opportunity for advice giving but the student's response suggests this is a misinterpretation and advice is not warranted. Please see Appendix E for transcription conventions.

Excerpt 5

01 Tut: so:o Yeah man it's basic'l:y, ↑so >when are you
02 starting with yo' exams?<
03 Stu: I am starti:ng with my exam:s this Monday=
04 Tut: =Hmm.
05 Stu: I am writing psychology.
06 Tut: ((sound interrupting))'ting psychology?
07 Stu: Yea:h Monday until Wed'sday, it's: hhh a period of
08 three days. So I will choose the day that (would/will)
09 be su- best and suitable for me to write, and then
10 wi'te.=
11 Tut: =Tht's really wonderful::that is really wonderful, and
12 ↑are you: are you prepared?.((Laughs))=
13 Stu: =Yeh, I am prepared I just want to: wrap up some few(
14 things and I:will be ready [((laughs))
15 Tut: [Then
16 that's::that's good to hear really::you know ca's ah
17 Stu: <↓I'll be ready:> [cos I
18 Tut: [I wouldn't advice studying psychology a
19 day before:.=
20 Stu: =You used t:o?
21 Tut: =I wouldn't advice studying for like a psychology
22 exam a day before, DAY BEFORE, ca's ↑yo' not
23 gon'a know a lot. [((laughs))]
24 Stu: [↑Yeah::you will be
25 overwhelmed::because there is a lot of work to cove:r↑
26 you would be overwhelmed:↓and confused.
27 Tut: True. At least: at least you l'ke: you got
28 that. At least:.]
29 Stu: [((laughs).hh yeah: I got this.

Much like the other sequences analyzed so far, the tutor begins the new interrogation sequence with “so”, and asks a question in pursuit of information about the student, specifically when the student’s examinations are starting (lines 01-02). The student replies by providing information (line 09) that he is writing on Monday. The tutor responds with an acknowledgment token “hmm” (line 04), and the student follows the prompt to continue talking by clarifying the course (“Psychology”) (line 05). The tutor then asks a question that is not possible to hear completely on the recording (line 06), but the student responds to it with further details that the exam takes place over 3 days, and that he will choose which day he will write on (lines 07-10). The tutor provides an assessment of this plan by repeating “That’s wonderful”, and then asks the student if he is prepared followed by a short laugh suggesting the question is of a sensitive nature (lines 11-12). The interlocutors occupy different positionality in terms of epistemics (Heritage, 2012) with the tutor occupying a K- position (less knowledgeable) about the student’s exam schedule, and level of preparation, and the student occupying the K+ position (more knowledgeable) as he was the one with access to knowledge and informing the tutor (lines 01-12). The student initially gives a preferred response ‘yeh I am prepared’ (Atkinson, 1984; Schegloff, 2007), but then provides a dispreferred explanation that clarifies he needs to wrap a few things up, and then he will be ready on line 14. According to Schegloff (2007), dispreferred responses are commonly known to be delayed by an elaboration in the form of accounts, as in extract 5, lines 13 to 14, and followed by a short laugh.

The tutor acknowledges what the student has said with “That’s good to hear really” but starts to make a declaration about something the student needs to know “You know ca’s”. However, the student begins to speak shortly thereafter to restate he is ready (lines 17 – 18). As the tutor continues her advice that she would not study the subject the day before the examination, they speak in overlap. The student indicates trouble in having heard her during their

overlapping talk by asking a question “You used to?”. The tutor then repeats her advice and gives reasons as to why (lines 21-23). The student responds in agreement (“Yeah”) but also adds to his explanation “You will be overwhelmed because there is a lot of work to cover you will be overwhelmed and confused.” By doing so he displays knowledge of what she is saying and adds to her explanation as a knowledgeable party (Jefferson & Lee, 1981). Though he does not reject her unsolicited advice, he is reinforcing his stance that there is no trouble requiring advice from *him* (Poulios, 2010). The student provides contradictory answers where he initially indicates potential trouble since he is wrapping things up but then goes to some lengths to clarify that he is ready thus indicating there is no trouble or need for advice. As the knowledgeable party on his preparedness, he is correcting the prior statements that have misinformed the tutor and positioned him in a potentially negative light of being unprepared and in a position to receive advice and criticize his actions. According to Poulios (2010), advice recipients reject advice that criticizes their actions. While in excerpts 1 to 4, the student solicited advice by reporting uncertainty, in excerpt 5, the student tried to indicate he was not soliciting advice with his comment on wrapping up a few things. Nonetheless, the tutor provides advice possibly indicating her assessment that there is trouble.

In all five excerpts so far, the sequence starts with both the student and the tutor occupying different epistemic positions about knowledge about the specific student’s studies. The tutor’s initial position is less knowledgeable about the student’s position but through the interrogative series she moves to a more knowledgeable position due to the student’s cooperation (he gave preferred answers without deferring any of the questions). In excerpts 1 to 4, it is once the tutor is in a knowledgeable position regarding the student that the student indicates the area in which he is uncertain, and the tutor then provides advice. However, in excerpt 5, though the tutor has moved into a more knowledgeable position about the student, the tutor takes the

student's actions displaying uncertainty and opening up room for advice giving but the student repeatedly attempts to dissolve this concern by repeating he is prepared, and then by acknowledging both her advice and his knowledge thereof.

In the next excerpt, the tutor engages in an interrogative series with the student about which mode of learning is preferred. This excerpt differs from the previous 5 in that the interrogative sequence does not lead to advice-giving. This excerpt takes place early on in the consultation after excerpt 1. Please see Appendix E for transcription conventions.

Excerpt 6

01 Tut: ↑O:kay then, and how was li:ke betwe:en on campus
02 an:d (.) like online learning? So l'ke which one d'd
03 ya' lik- like pr'fer?
04 Stu: Oka::y ((laughs)):: okay based on my:::-I think it was
05 two month:s, we attended for like two month:s=
06 Tut: =Yes.=
07 Stu: =Based on my: two months experience and th:e test I
08 wrote last year on campu:s .hhh I (wo'ld/co'ld) say:,
09 on campus it's mu:ch be:tt:er comp:ared to: online
10 learning because <on campus>hh you get to:: <you get
11 to> ↑attend live if you have a question you just ask
12 it right away, comp:ared to: online where you have
13 to:: to: to ask things through emails if you have more
14 questions sometimes you will just limit yourself t'
15 uk'- ahh:: noh: it's okay, I will just try to figure
16 it out myself b:[ut
17 Tut: [.hhmm.
18 Stu: on campus you can ask until you
19 understand something:. ↑An:d the test that I wrote, my
20 first test, I passed it ver:y we:ll, compared to the:-
21 to my first test online. So, I guess things are much

better when we are attending live and doing things
liv:e,
(2.6)
Tut: I understand(.)ca's like I also feel like I was robbed
off my senior year lu:st [year,
Stu: [((laughs))hhh.=
Tut: =ahh:[Yoh
Stu: ((laughs))[hhh.
Tut: I would actually-ca's I was thinking okay, ca's
↑even like remember first year, it was aw:ready had
ca's we-I was think:-ca's we were al'-we were thrown
with Turnitin, and ↑I have never used Turnitin we were
lik:e- we were told that our assignments are gonna be
done like using:.↑Pee Cees. I was ↑Yoh,-I was very
yoh,I was ve:ry confused and ve:ry nervous but then
0.25) ↑atleast I had some- like some people on campus
that actually like (0.75) had th:e .hhmm frustration
that I had at that time(.)↑So I also think like
meeting people actually does help (.)an:d you actually
get to discuss more-ca's even with assignments wo'd
meet up discuss, share points you know!. Now its hard
because even like the data situation and like even
being online you get distracted because you get to
answer certain mes:sages:¿ that you know that you are
not supposed to answer¿. So, like in terms Of,- like
you know retarus right? .hhmm::]
Stu: [Yeah.]
Tut: [hhh you talk with
pe'ple:: like school stuff but then you get a
message from a fr'end and then you get distracted.[S:o
Stu: [(laughs)
Tut: [There was
also like that adjust- like it was just hard to adjust but I

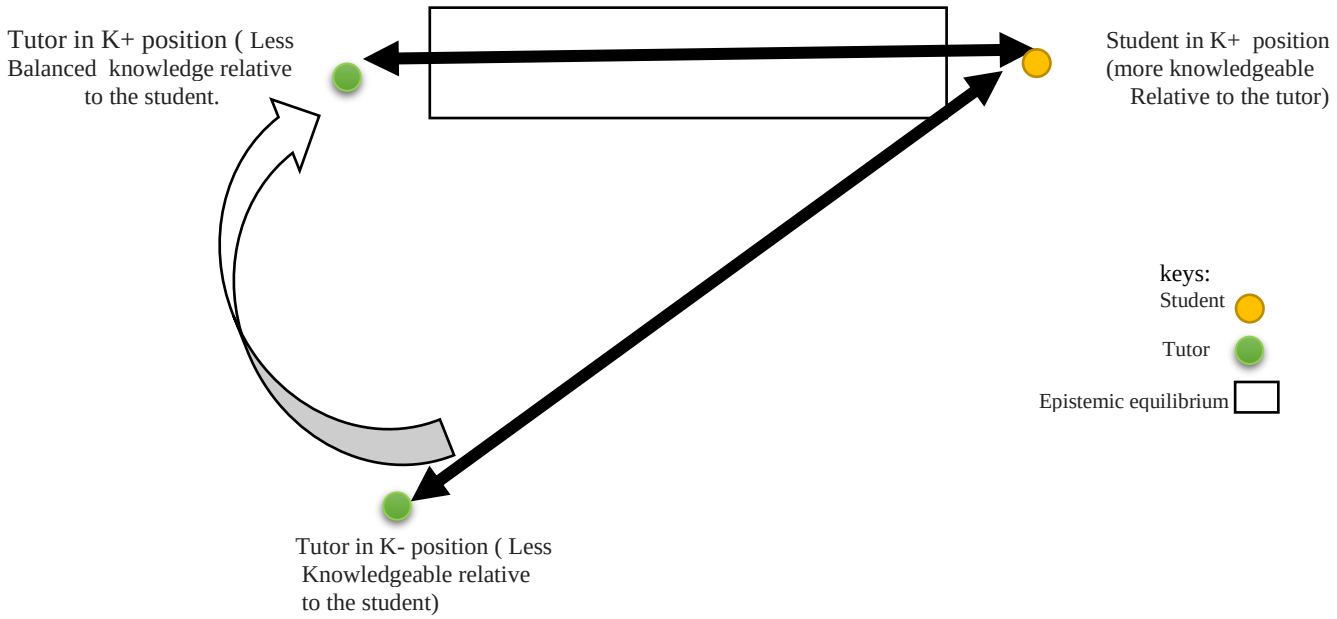
56 did it! but jahh man I mis': I really miss on campus, have
57 you lik- have you be'n- during the lockdown or d'ring
58 li:ke (0.25) no contact classes, have you been to the
59 library?
60 Stu: Y:ah, I have been to li:bra:ry bu:t I started going
61 to li:bra:ry this ye:ar:.=
62 Tut: =O::kay:: okay.
63 Stu: Yah!
64 Tut: O:kay.
65 Stu: S:o: yah. ↑I also think on campus is much better
66 Ca's(1.25).hhh: it has a lot of advantages compared to
67 Online, .hh ca's on campus we get to: inter:reac:t
68 with other Stu[d-
69 Tut: [.hhmm:.

The above conversation is about the student and tutor's preferred modes of receiving education (online or in-person). The tutor begins the conversation with a direct question as to the student's learning preference (lines 01-03). In lines 04-05, the student acknowledges the question, 'laughs' and then, like in excerpt 1, clarifies the parameters of the conversation with "Okay based on my I think it was two months, we attended for like two months". The tutor treats his action as a question seeking clarity on the parameters of the conversation that she confirms. They are engaged in another interrogative sequence where the tutor asks questions, and the student responds to this request, this is a clear indication that the tutor is requesting epistemic access to the information that the student has access to (Heritage, 2012; Park, 2012). Through requesting information, the speaker (tutor) treats the recipient (student) as knowing (Stivers et al., 2011).

On lines 07-16, the student shares his learning experiences comparing the two modes of teaching and learning, he further elaborates after the tutor acknowledges his utterance by

responding with a recognition cue (“hmm”) (line 17). His response reports on his experiences, accounts for them, and brings his story to a close by answering the tutor’s question about which mode of learning he prefers with “So, I guess things are much better when we are attending live and doing things live”. The student claims the knowledgeable position established by the tutor’s question and by accounting for his knowledge shows that he has epistemic primacy (Heritage, 2012), and access to the topic in discussion. In answering her question, the student indicates troubles telling about the difficulties experienced over the last year with online learning.

After answering the question, the student stops speaking. After the pause in line 24, the tutor acknowledges and aligns with what the student has said with “I understand” before sharing her own experiences, and a similar sentiment regarding online learning. The tutor also displays knowledge, and experience of learning in these settings and accounts for the knowledge she possesses while expressing that she too found it problematic to learn online - she also performs a troubles telling. The tutor continues to show epistemic responsibility by providing an in-depth account of her own experience, and retroactively indicating that she had access to the topic more generally but initially did not indicate epistemic access (Stivers et al., 2011). Figure 2 below indicates that the tutor’s initial position was on the K- position (less knowledgeable), and her engagement in the question-answer series provided her with epistemic access (indicated by the vertical black arrow on the graph) moving to the K+ (more knowledgeable) position. This resulted in an epistemic equilibrium due to both parties having epistemic access. The knowledge equilibrium is indicated by the black rectangular box on the black horizontal gradient line. The balance was attained through the tutor’s information-seeking request and the willingness of the student to comply.



After speaking for some time, she asks the student a question in line 48 to ascertain if he knows what she is talking about (Thompson et al., 2015), she is seeking confirmation that the student has epistemic access to her experiences of online learning (Heritage, 2012). The student gives a preferred response (line 49) that he knows about the online messaging platform. Thus, aligning with her, and consequently allowing her to continue speaking (line 49) (Schegloff, 2007), where she describes challenges faced during online learning (Poulios,2010). Upon the completion of this adjacency pair (question-answer), it is clear that both of the speakers are now knowledgeable about both of their experiences of learning online, thus flattening the equilibrium gradient in terms of access to knowledge as indicated in figure 6.

The tutor continues to share her experiences and the student laughs in alignment (line 53). Once they have established a common ground about their learning experiences, and shared troubles, the tutor then returns to the interrogative series by asking the student if he has gone to the library (lines 57 and 59). This question is a pre-expansion sequence that orients to a projected advice-giving sequence (Schegloff, 2007) while suggesting the tutor has knowledge of library use in relation to the reported troubles. If the student has not gone to the library, then the tutor would take up the position and give advice. Since the student confirmed that he had gone to the library, and that he started going this year, he then indicates he does not need advice from the tutor. Hepburn and Potter (2011) mention that resistance is shown through assertions of competence as seen here. The tutor replies with okay confirming receipt of the information. The student again confirms what he has said with "yah" and the sequence comes to a close with a final "okay" from the tutor. As in previous excerpts, the tutor has sought epistemic access to the student's learning experience, and the student has provided it but unlike the other excerpts, the student shows no indication of trouble or uncertainty about the library. By bringing up the topic of the library the tutor has oriented to it as a potential solution to the student's troubles. The student orients to the unnecessary forthcoming advice by demonstrating that he too has knowledge of the benefits of using the library and, in a way, he aligns with her potential advice while indicating it is not necessary as he is in the know (lines 66 to 68).

In this instance, the student implicitly resisted projected advice by applying one of the studied practices by Waring (2005) wherein advice is resisted by asserting either one's agenda or by invoking knowledge entitlement, in support of this practice. There is a pattern that is evident in the above interaction, which is different from the other excerpts 1-5, the tutor was trying to set up an opportunity to give advice (lines 56-59), but the student showed advice was not needed (lines 60-61) by taking up the K+ position making advice from the tutor irrelevant. The above

data excerpt indicates that when there is a balance of knowledge between the advice giver and receiver, there is no opportunity opened up for giving advice. In excerpts 1-5, once common-ground is established, the student's trouble telling places the tutor in a K+ position and opens up an advice-giving opportunity taken up by the tutor but in excerpt 6, both parties remain equally knowledgeable on the topic and consequently there is no room for advice-giving.

Discussion

Although advice-giving sequences are often conceptualized as direct and straight to the point, especially in an institutional context wherein identity roles are identified according to the structural responsibilities (Poulios, 2010; Waring, 2005), the interlocutors' methods of advice-giving and requesting were implicit (there were no direct offers or requests for advice). This was also indicated by Waring (2005), Heritage and Sefi (1992), and Vehvilanen (2001), T-S advice is given in a stepwise fashion where the advisee's perspective is obtained first. The online interaction did not fundamentally alter how the process of advice-giving unfolded thus demonstrating that advice can be offered online, and thus an online consultation can be a part of an online offering. The tutor only offered the advice after the student had shared their thoughts and, knowledge about the topic in discussion to determine his lack of understanding on the topic and give advice or the student implicitly requested reassurance.

As Heritage and Park (2012) mention, advice-giving requires the negotiation of epistemic rights to knowledge (Sidnell & Stivers, 2013). In all the data excerpts (1-6), the tutor starts the engagement in a less knowledgeable position on the student's affairs than the student. The tutor moves into a more knowledgeable position through the interrogative series, and an epistemic equilibrium is established. Once established the student can perform troubles telling (see excerpts 1 to 5) which places him in a less knowledgeable position to the tutor as a result creating an opportunity for the tutor to offer advice on the telling. When there are no troubles telling, and the

tutor has not been moved into a more knowledgeable position than the student, then advice does not materialize (as in excerpt 6 where an epistemic equilibrium was maintained). In excerpt 5, the mistaken troubles telling led to advice-giving that is not accepted by the student. An asymmetry in knowledge is a prerequisite for advice-giving/acceptance where the advice-giver must be more knowledgeable on a topic than the advisee.

Studies on classroom interaction by McHoul (1978), indicated that there are different rights and responsibilities that the individual has in that contextual interaction. The structural roles and institutional identities of the tutor and student (Vehvilainen, 2001; Waring, 2005) contribute to how the interaction unfolded. The tutor, not the student, initiated an interrogative series that led to opportunities for advice-giving indicating that the tutor has certain rights and responsibilities (Stivers et al., 2011) to speak first, guide the consultation direction, and give advice while the students as a respondent and the guided party. The advice given in this consultation was evaluative (Vehvilainen, 2001) as the tutor advised after the student had shared their thoughts and knowledge about the topic in discussion to determine his lack of understanding on the topic and give advice. Furthermore, the tutor's approach might be considered learner-centered (Vehvilainen, 2001) since the advice is based on the student's responses. Waring (2007) mentioned that when it comes to advice-giving, students were resistant towards it if they knew that the giver of advice was not an expert. In this consultation, the tutor does a lot of interactional work to be placed as sufficiently knowledgeable to advise. Perhaps showing that tutors as senior peers must establish their rights to advise through epistemic claims (perhaps more so than a lecturer would have to).

In excerpts 4 (lines 12-15) and 6 (57-59), when the tutor attempts to occupy her institutional role and give unsolicited advice/reassurance, it does not materialize and perhaps does not align with the student's needs. Further exploration of online tutor-student consultations,

beyond pandemic circumstances, and advice-giving in consultations between lecturer and student could reveal more about the role of epistemics in advice giving.

As noted in the literature and evident in my analysis, advice-giving is a two-way process in which participating parties must share their knowledge (Couture, 2006; Heritage & Sefi, 1992). Previous research on advice-giving in different institutional settings indicates how recipients reject advice when it does not align with their troubles on a TV show (Paulios, 2010), the importance of the advisee's perspective prior to advice-giving (Vehvilainen, 2001), the importance of epistemic rights in consultation (Heritage, 2012) and the use of questions in counseling (Butter et al., 2010). Advice-giving practices in this educational setting are also grounded in information seeking sequences (Butler et al., 2010; Vehvilainen, 2001; Heritage, 2012). My study contributes to this body of knowledge by analyzing advice giving in an online T-S interaction involving changing asymmetries in knowledge as students can either resist or accept solicited or unsolicited advice from the tutor.

Limitations and Recommendations

Though this single consultation had a wealth of advice-giving sequences, it would be interesting to gather multiple consultations to see if there are other strategies that tutors might employ in advising their students online. As mentioned, the consultation was somewhat contrived as the student wanted it for research participation marks. If a consultation was arranged to deal with a problem that the student is experiencing in their studies, the trouble, the solution provided, and the process of advice-giving and requesting advice might be different (possibly less of a fishing expedition). Consequently, future studies could look at gathering pre-existing recordings of sessions taking place to get advice outside of pandemic circumstances. It may, however, be difficult to gather these as they do not seem to be recorded regularly and, in the case of this tutor's group, tutorial consultations were not on demand. In addition, online recordings

containing video footage might yield interesting multimodal findings (Jones & Raymond, 2012; Mlynář et al., 2018.

Conclusion

This study of advice-giving practices and patterns in educational settings has come up with results similar to those obtained in prior studies on advice-giving (Butler et al., 2010; Couture, 2006; Heritage & Sefi, 1992; Waring, 2005) where advice is grounded in information seeking sequences allowing the advice-giver to provide appropriate advice which the recipient has provided affirmation for. Moreover, the tutor is "pedagogically correct" (Vehvilainen, 2001) to obtain the student's knowledge capacity in each topic before providing reassurance, encouragement, advice, and recommendations. Students are not empty vessels, possess knowledge of their own, and must be allowed to show their knowledge capacity (Vehvilainen, 2001). This supports the idea that the student should be treated as an expert in their own affairs by the tutor to promote learner or student-centeredness (Vehvilainen, 2001) when in pursuit of advice-giving opportunities.

The findings contribute to the literature on advice sequences in institutional settings by reinforcing prior findings and demonstrating how the tutor used a series of techniques to build common ground and epistemic equilibrium and how the student used a troubles telling to shift the epistemic gradient so the tutor could move into a more knowledgeable position necessary for giving advice. In addition, limited research has been done on tutor-student interactions, and the research that has been done was on face-to-face interactions. Waring (2007) highlighted that tutoring can occur either in a group setting or one-on-one setting. My study tapped on to her idea of one-on-one interaction, specifically tutor-student consultation, and Waring (2007) respectively focused on advice giving on face-to-face interaction. With the University's new mode of learning after COVID-19, online interaction has taken precedence in the educational institutions. Thus,

my study offers a new perspective into the field of CA in digital educational contexts. Findings of my study suggest that since student academic success relies on student interaction, and that advice can be offered online, and thus an online consultation can be a part of an online offering, it is important to analyse these aspects of student's interaction with their tutors. Therefore, the study makes a significant contribution to the body of knowledge in CA. Demonstrating a need for future studies to unpack the use of EMCA in a similar context, perhaps lecturer-student online consultations.

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Appendix A: Student Participation Information Sheet

Good day,

I, Sharon Maphokolo Tebele, am conducting research for my Masters in psychology at the University of the Witwatersrand, under the supervision of Catherine Tam, and I am inviting you to participate in this research.

You have been selected as a potential participant because you are a student in the first-year psychology course. The aim of this research is to investigate tutor-student interaction and I will require audio or video recordings of tutors and students interacting during one-on-one online consultation sessions. The research will contribute to the growing number of real-time studies of online tutor-student interaction.

Participation in this study is voluntary and you will not be penalised in any way for not participating. Participation in the study will not include treatment or payment, however, you will be awarded marks for research participation as outlined in your course guide. Furthermore, you will be required to sign a consent form that indicates you consent to participate and to recording a consultation session.

Should you choose to participate, and your tutor has specified that they are willing to participate in the study as well, then when next you attend a consultation, you can request that it be recorded and the recording shared with me. Alternatively, if you already have a recording of a previous consultation with your tutor and they are willing to participate, then please let me and your tutor know that you wish to share the recording. In either case, please send me your signed informed consent form via email.

Once the recording has been shared with me, I will download it and save it on my personal password encrypted laptop. You and your tutor may then wish to delete the original recording. The recording will only be shared with myself and my supervisor. If at any time during or after the session, prior to or after sharing the recording, you no longer wish to share the recording then you can request, without penalty, the withdrawal of any recordings you have contributed, up until the submission of the research report for examination or publication.

Participation cannot be anonymous. The recordings may be reported on at seminars and conferences, and in academic journals and books, which will be available on the world-wide web. In these cases, your face and name, along with any other identifying information will be disguised by blurring faces, adding sketch filters and hiding other identifying information such as screen names in the online meeting or removing names from the audio file. Furthermore, pseudonyms will be used in transcriptions.

If you have any questions about this research, feel free to contact me on the details listed below. The data collected from this research project will be stored in a password-encrypted folder and will be kept for as long as I have use for it. With your permission the data collected from this research project may be used by other researchers. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecmedical.researchoffice@wits.ac.za

Thank you for your time and your consideration of this invitation.

Yours sincerely,
Sharon Maphokolo Tebele (1926469@students.wits.ac.za ; 0723696752)

Supervisor:
Catherine Tam (catherine.tam@wits.ac.za ; 0117179999)

Appendix B: Tutor Participation Information Sheet

Good day,

I, Sharon Maphokolo Tebele, am conducting research for my Masters in psychology at the University of the Witwatersrand, under the supervision of Catherine Tam, and I am inviting you to participate in this research.

You have been selected as a potential participant because you are a tutor for the first-year psychology course. The aim of this research is to investigate tutor-student interaction and I will require audio or video recordings of tutors and students interacting during one-on-one online consultation sessions. The research will contribute to the growing number of real-time studies of online tutor-student interaction.

Participation in this study is voluntary and you will not be penalised in any way for not participating. Should you consent to taking part in the study, you should keep this information sheet for your own records. Furthermore, you will be required to sign a consent form that indicates both your consent to participate and to recording a consultation session between yourself and a consenting student from your tutorial group. Participation in the study will not include treatment or payment.

Should you choose to participate, then please complete a signed informed consent form which you can share with me via email. Then please let your students in your tutorial group know via an announcement that you will be participating in this study – please include the student participant information sheet and student consent form in this email. Please let them know that should they also wish to participate then when you next have a consultation session with them they can request it be recorded and shared with me. After the session, if both you and the student are still comfortable with sharing the recording with me, then please email it to me or send me a link so I can download the recording. Alternatively, they can let you know if they consent to sharing a video of a previously recorded session with me. Please ask them to share their signed informed consent form with you and me via email.

I will download the recording and save it on my personal password encrypted laptop. Once I have downloaded the recording, I will email you to let you know you can delete the original recording (the recording will automatically be deleted by the software after 21 days). Please do not share the recording with anyone else. I will only share the recording with my supervisor. If at any time during or after the session, prior to or after sharing the recording, you or the participating student no longer wish to share the recording then you or your student can request, without penalty, the withdrawal of any recordings you have contributed, up until the submission of the research report for examination or publication.

Participation cannot be anonymous. The recordings may be reported on at seminars and conferences, and in academic journals and books, which will be available on the world-wide web. In these cases, your face and name, along with any other identifying information will be disguised by blurring faces, adding sketch filters and hiding other identifying information such as screen names in the online meeting or removing names from the audio file. Furthermore, pseudonyms will be used in transcriptions.

If you have any questions about this research, feel free to contact me on the details listed below. The data collected from this research project will be stored in a password encrypted folder and will be kept for as long as I have use for it. With your permission the data collected from this research project may be used by other researchers. If you have any concerns or complaints regarding the ethical procedures of this study, you are welcome to contact the University Human Research Ethics Committee (Non-Medical), telephone +27(0) 11 717 1408, email hrecmedical.researchoffice@wits.ac.za

Thank you for your time and your consideration of this invitation.

Yours sincerely,
Sharon Maphokolo Tebele (1926469@students.wits.ac.za ; 0723696752)

Supervisor:
Catherine Tam (catherine.tam@wits.ac.za ; 0117179999)

Appendix C: Student Informed Consent Form

I, _____, consent to participating in the study on online tutor-student interaction that is being conducted by Sharon Maphokolo Tebele for her Masters in Psychology at the University of the Witwatersrand, under the supervision of Catherine Tam.

Please tick that you understand each condition.
The purpose and nature of the research have been explained to me, and I understand that:

- □ Participation is voluntary and there is no penalty should I choose not to participate,
- □ Participation does not include treatment or payment,
- □ I will be awarded research participation marks for my first-year psychology course as stipulated in the course guide
- □ Participation cannot be anonymous, however my identity will be disguised with the use of a pseudonym in transcriptions and blurring of my name and face in any screenshots and videos
- □ Participation is only possible if my tutor also chooses to participate, and tutor participation is voluntary,
- □ I should keep the participant information sheet for my own records,
- □ The study will be reported on at seminars and conferences and/or in a thesis, academic journals and books, which will be available on the world-wide web,
- □ I can request the withdrawal of any recordings I have contributed at any point in the study up until the submission of the research report for examination/publication without penalty of any kind,

Please tick that you understand each condition. I
understand that participation involves:

- □ Informing my tutor that I wish to participate in the study and booking a consultation session with my tutor or informing my tutor that I consent to sharing a previous recording of a consultation,
- □ Attending an online consultation with my tutor which the tutor will record using Microsoft Teams and that the recording will be shared with the researcher, who will download it and save in a secure password protected file or sharing a previously recorded session with my tutor consent,
- □ Informing the tutor should I wish to turn the recording off or choose not to share the recording for the purposes of the study

I, _____, consent/do not consent to being audio/video recorded during an online consultation session with my tutor and the recording being shared with the researcher.

Signed by _____ at _____ on _____.

Signature

Appendix D: Tutor Informed Consent Form

I, _____, consent to participating in the study on online tutor-student interaction that is being conducted by Sharon Maphokolo Tebele for her Masters in Psychology at the University of the Witwatersrand, under the supervision of Catherine Tam.

Please tick that you understand each condition.
The purpose and nature of the research have been explained to me, and I understand that:

- □ Participation is voluntary and there is no penalty should I choose not to participate,
- □ Participation does not include treatment or payment,
- □ Participation cannot be anonymous, however my identity will be disguised with the use of a pseudonym in transcriptions and blurring of images of my name and face in any screenshots and videos.
- □ I should keep the participant information sheet for my own records,
- □ Participation is only possible if my student(s) also choose(s) to participate and student participation is voluntary,
- □ The study will be reported on at seminars and conferences and/or in a thesis, academic journals and books, which will be available on the world-wide web,
- □ I can request the withdrawal of any recordings I have contributed at any point in the study up until the submission of the research report for examination/publication without penalty of any kind.

Please tick that you understand each condition. I
understand that participation involves:

- □ Informing my students in my tutorial group that I am participating in this study and they can choose to participate in this study by requesting an online consultation session with me or by requesting that we share a previously recorded session with the researcher,
- □ Scheduling a Microsoft Teams consultation session with a consenting student,
- □ Recording the online consultations between myself and my students using Microsoft Teams,
- □ Sharing the recording with the researcher so that the researcher can download the recording and save it in a secure password protected file,
- □ Turning the recording on or off at mine or my student's discretion and not sharing any recording which myself or my student does not wish to share for the purposes of the study.

I, _____, consent/do not consent to being audio/video recorded and sharing the recording with the researcher.

Signed by _____ at _____ on _____
.

Signature:

Appendix E: The Jefferson Transcription System

Adapted from: Hepburn, A. (2017). *Transcribing for social research*.

https://www.torrossa.com/gs/resourceProxy?an=5018853&publisher=FZ7200

Transcription conventions	Explanation
((ring))	Transcriber comments
(word	Uncertain hearing
( )	Unrecoverable speech
(word1/word2)	Two possible hearings
(0.8)	Silence measured in seconds
(.)	Micropause
[	Overlap onset
]	Overlap offset
=	Latching
.	Falling or final intonation
?	Strongly rising intonation: it?
,	Slightly rising intonation
MAYBE	Capitals or upper case-elevated volume
Linda	Underlining, an emphasis through the word
↑speak	Upper arrows, sharp rises in pitch
↓speak	Down arrows, sharp falls in pitch
hhh	Audible out-breath
# Before the word	Creaky voice quality
.hhh	Audible in-breath

I thin::k	Elongation, lengthening of a sound
<word>	Slow speech rate
>word<	Fast speech rate

Appendix F: Certificate of Clearance

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT ETHICS COMMITTEE
CONSTITUTED UNDER THE UNIVERSITY HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)

CLEARANCE CERTIFICATE:	**PROTOCOL NUMBER: MAPSYC/21/03**
PROJECT TITLE:	Tutor-Student interaction: how advice is requested, offered, and responded to in online consultations.
INVESTIGATOR	Tebele Sharon (1926469)
SCHOOL/DEPARTMENT OF INVESTIGATOR	SHCD/Psychology
DATE CONSIDERED	19 July 2021
DECISION OF THE COMMITTEE	Approved unconditionally
RISK LEVEL	Minimal Risk
EXPIRY DATE	31 December 2023

ISSUE DATE OF CERTIFICATE 26 July 2021 **CHAIRPERSON** _____
(Prof. Peace Kiguwa)

cc: Dr Catherine Tam (Supervisor)