; <<3⁹ Gri$$ 3444⁹ ThC$psCn ; <<4⁸. . aring 1; <<?, p. 363⁸ alsC suggested the tutCr and tutee $ay challenge each Cther in regard tC e#pertise. She pCinted Cut that the tutCrs hCld a higher episte$ic status Cnly Cn the writing $atter that they have fCr$ally trained, ut they dC nCt have e#pertise in the su)ect area in which the tutee had $Cre training. The tutCrs alsC dC nCt pCssess any pCwer Cn grading unlike prCfessCrs Cr teachers. Given that the tutCrs dC nCt have a sClute pCwer Cver the tutees, the tutCring interactiCn reveals /great pCtential fCr negCtiatiCn0 in advice episCdes 1. aring, ; <<?, p. 36; ⁸. " will ne#t review the literature Cn the interactiCnal aspects Cf advice giving and receipt.

un$arked acknCwledge$ent tCkens can e e#pressed as   which shCw Cnly

inial acknCwledg$ent9 and   y passive resistance. 1Heritage H Sef, 344;8. @dvice prCviders

Cften Crient tC the preferred respCnse tC clCse the advice sequence9 advisCrs tend tC refCr$ulate

scheduled fCr a half-hCur. @ll students cC$ing in fCr tutCring walk in tC the center, and are assigned a tutCr at the frCnt desk.

Participants
The fve tutCrs are all native speakers Cf &nglish, 7 fe$ales and ; $ales, and all undergraduate students. , Cur tutCrs have wCrked fCr a Cut Cne tC twC years and Cne tutCr)ust cC$pleted her training twC $Cnths efCre the data cCllectiCn. The fve tutees are 7 native &nglish speakers and ; nCn-native &nglish speakers9 7 $ales and ; fe$ales. The nCn-native speaker tutees are frC$ Saudi @ra ia and Kapan, and Cth are graduate students. @ll participants were given pseudCny$s in this paper.

Procedure
The tutCrs were requested tC $ake a recCrding Cf Cne Cf their sessiCns fCr this study. I nce a tutee walked in the tutCring center and was assigned a tutCr, the tutee was asked tC e a

; <378. The $ain achieve$ent fCr tutCrs is tC prCvide advice Cr help regarding tutees- prC le$s. Thus, " put $Cre e$phasis Cn the $ain cC$pCnent, advice giving, y categCri(ing it intC $Cre detailed patterns. The su$$ary Cf hCw sequences are Crgani(ed in a writing tutCring sessiCn is the fCllCwing%

3. I pening
>   Su$$Cn-answer
>   Greetings
>   Preli$inary institutiCnal usiness
>   S$all talk
>   ite$i(ed news inquiry
>   setting talk
; . @dvice giving
>   Tutee-initiated advice
>   tutee-s questiCn
>   prC le$ presentatiCn
>   TutCr-initiated advice
>   are advice
>   prC le$ nCticing-advice giving
7. ClCsing
>   Pre-clCsing
>   TutCr-initiated assess$ent inquiry H advice giving
>   TutCr-initiated assess$ent H advice giving
>   Tutee-initiated assess$ent H advice inquiry
>   @nnCunced clCsing
>   @ssess$ent H appreciatiCn
>   @ppreciatiCn
>   KCke
>   "nvitatiCn fCr questiCns
>   Ter$inal e#change

Opening

"n the Cpening Cf sCcial encCunter, the interactiCnal tasks prCtCtypically cCnstruct /$utual recipiency 1via a su$$Cn-answer sequence8,0 /identification 1via identification Cr recCgnitiCn sequence8,0 /greeting each Cther 1via an e#change Cf greeting8,0 and A   1ScheglCff, 34=5, 345=8 sequence 1*Clden, ; <<4, p. 7<>8. : einking 1; <378 further ela Crated that Cpenings $ay include /a su$$Cns-answer sequence, a greeting sequence, an identity check Cr intrCductiCn sequence, s$all talk, preli$inary institutiCnal usiness, an invitatiCn tC egin the tutCrial, and a request fCr Cr disclCsure Cf ackgrCund infCr$atiCn0 1p. =78. Heath 13453, p. >=8 pCinted Cut that the Cpening Cf institutiCnal setting has /interactiCnal vehicles,0 which $Cves the cCnversatiCn tC the $ain agenda. : einking 1; <37, p. =38 suggested the Cpenings Cf writing tutCring sessiCns are $Cre inclined tC e shCrter than the Cnes Cf everyday cCnversatiCn since tutCring is e#plicitly

&#cerpt ; . l pening%"te$i(ed news inquiry 1with nCn native speaker tutee8

```
1              ((Tutor is looking at the *amera))
2     Tut:   4o "hen do you graduate-
3              ((Tutor looks at student))
4     Tte:   5opefully2 (1#') ne6t year-
5     Tut:   0h okay2 okay#7
      Tte:   7may ninth hopefully#
!     Tut:   yea my friend umm (1#') she's so*ial "ork('#5) 5er name
%              is miko-
(     Tte:   ))miiko- ))
1'    Tut:   )do you kno" miko- ) 4he "as so*ial "ork 8like she
11             graduated 8like
12    Tte:   yea I kno" miko
13    Tut:   yea /she graduated really early
14    Tte:       /she "as the president of the *lu.7
15    Tut:   7really-
1     Tte:   yeah I guess#
1!             (3#')
1%    Tut:   yeah she graduated really early like in one year
1(             (1#')
2'    Tut:   yeah
21             (13#')
22             ((Tutor is looking at the *amera))
23    Tut:   and then umm soeun-
24             (3#')
25             ((Tutor looks at tutee))
2     Tut:   the )korean lady-)7
2!    Tte:   7yeah
2%    Tut:   yeah yeah yeah7
2(    Tte:   7(alright) my .est friend#
3'    Tut:   9oh hah hah
31    Tte:   yeah2 "e are the only international student
32    Tut:   oh hah hah I miss her# 4he used to "ork here/.ut
33             she's gone
34    Tte:                                              /ummhmm
35    Tte:   yeah
3     Tut:   yeah
3!    Tte:   she *ame .a*k
3%    Tut:   9"hat-
3(    Tte:   yeah no" she is here
4'    Tut:   990h:::#
41    Tte:   she's looking for a &o.
42    Tut:   oh that's good
43    Tte:   ummhmm
44    Tut:   yeah
45             ('#%)
4              ((Tutor looks at the *amera))
4!             ((Tutor looks at tutee))
4%             tell her I said hi
4(    Tte:   I "ill#
5'             ((Tutee points to tutor))
```

```
51          "hat's your name-
52    Tut:  uh :ohn
53    Tte:  :ohn oh
54    Tut:  yeah
55          ((Tutor points to the name tag on shirt))
5     Tte:  okay
5!    Tut:  yeah hah hah (1#') )yeah) ))okay#))
5%          (2#')
5(    Tte:  ))okay))
 '          (1#')
 1    Tut:  so:(1#') "hat essay is this-
 2          ((Tutor pulls paper to"ard his side of ta.le))
```

"tte&#cerpt ; ,th cerotrare" HaePvvHieyP,,t,,e@Hae P`2Hc cc

&#cerpt 7a. Tutee-s questiCn 1native speaker tutee§

```
1'1    Tte:   I had )another ;ue<) I &ust thought like/soo
1'2    Tut:                                        /yea
1'3    Tte:   "hen it *omes to like synthesis2 so is it like
1'4           (1#') "ould you .e like synthesi=ing all the "ay
1'5           through or "ould you .e like2 like you2 you2
1'            you'd like kind of like set your .a*kground okay so
1'!           this is "hat I'm talking a.out these are (#) the
1'%
```

```
3       Tut:    for your essay for your argument that .asi*ally you're
3!              &ust gi+ing them a synopsis here like a .rief step in
3%              to "hat /that sour*e is
3(              ((Tutor e6plains it "ith his hand motion))
4'      Tte:            /oh I remem.er that
41              ((Tutee sho"ed his hand motion))
42      Tte:    it's the summary /that
43      Tut:                    /yeah /yeah like a summary ho" is it
44      Tte:                    /like yeah yeah
45      Tut:    1seful to your to your paper "hat are you going to use
4               it for )you)< you kno" is it is it something that you
4!              *ould7 ('#!) you *ould find .e*ause $$$$
4%      Tte:        7yeah
4(      Tte:    i+e done tons of these .efore /I &ust hh don't
5'              remem.er /like yeah
51      Tut:                                    /oh
52      Tut:            /you &ust did it
```

"n line ;4, the tutee shifts tCward anCther tCpic, an annCtated i liCgraphy, with the dis)unctive $arker   . The nCnver al actiCn reinfCrces the tutee-s uncertainty a Cut the assign$ent 1line 7<8. "n respCnse, the tutCr Crients tC the tutee-s prC le$ presented and Cffers his advice y suggesting the future cCurse Cf actiCn 1lines 73 and 77-748. "n line 6<, the tutee respCnds with a $arked acknCwledge$ent, $arker after the given advice and e#hi its his knCwledge Cn the prC le$ as saying he)ust fCrgCt a Cut this. "t is i$pCrtant tC nCte that the tutee cCntinues displaying his knCwledge Cn the annCtated i liCgraphy 1lines 6; and 668 and in line 64, the tutee $entiCns his past e#periences wCrking with the annCtated i liCgraphy, reinfCrcing that he fCrgCt a Cut the $atter rather than eing ignCrant. "n this way, the tutee presents hi$self as having e#perience and knCwledge with the issue. "n line ?;, the tutCr gCes alCng with his display y acknCwledging the tutee-s past e#perience.

&#cerpt 7c invClves a tutee whC is a nCn-native speaker. *efCre &#cerpt 7c, the tutCr gCes Cver gra$$ar Cn the tutee-s paper and Cffers advice fCr the $istakes.

&#cerpt 7c. PrC le$ presentatiCn y tutee 1nCn-native speaker tutee8 H advice accCunt
```
1       Tte:    this is one thing7 )6666) uh::
2               ((4tudent flips through the pages of paper))
3       Tut:                  7mm hm
4       Tte:    (%#') yeah ('#%) so in here uh: (1#') you put a period here7
5       Tut:    7mmm hmm
        Tte:    ('# ) in another senten*e7
!       Tut:    7yeah that "ay um *ause it kind of ('#3) it ('#5) there "as
%               like umm it "as ('#3) it kind of felt like ('#4) too long
(               so um I kind of "anted you to split it up in different
1'              ((Tutor's phone goes off and tutor ;ui*kly silen*es it))
11              umm (1#') in different< (1#') )66) im &ust going to put this on
12              do not distur. umm (1#') yeah there "as kind of like a ('#4)
13              it kind of felt like a run on so I kind of "anted you
14              to split it up into t"o senten*es
15      Tte:    so .e*ause I ('#!) I'm going to split it up ('#5) in t"o
1               senten*es ('#5) there .oth senten*e7
```

```
1!    Tut:                                          7they're from the same
1%         sour*e7
1(    Tte:         7from the same sour*e /so ho" to ('#%) should I
2'    Tut:                                    /yeah
21    Tte:  like (*a.inist) ('#4) .ritain
22    Tut:  /oh >no no no? I think it's fine yeah
23    Tte:  /or
24         it's fine then right there
25    Tut:  yeah
2     Tte:  its not ('#%) plagiarism or something7 no ('#5) i'm afraid of
2!    Tut:                                    7yeah its not yeah
2%    Tte:  doing that hah hah
2(    Tut:  yeah i'm afraid of them ('#3) plagiarism too
```

"n line 3, the tutee initiates prC le$ presentatiCn with the use Cf the prCspective inde#ical 1GCCdwin, 344=8 tC prC)ect further telling. "n line ;, the nCn-ver al actiCn reinfCrces the prC)ectiCn Cf prC le$ presentatiCn as the tutee is searching fCr sC$ething thrCugh his paper. The tutCr, in line 7, shCws a   1SchegICff, ;<<>8 tC let the tutee knCw he is ready fCr the prC le$ presentatiCn. The tutee presents the prC le$, which has tC dC with the tutCr-s previCus cCrrectiCn Cf his essay y inserting a periCd tC reak up a sentence intC twC 1lines 6-=8. The tutCr treats this as a request fCr an e#planatiCn and prCvides an accCunt fCr the cCrrectiCn 1lines >-368.

The tutee, hCwever, prCvides an accCunt fCr his prC le$ presentatiCn%the insertiCn Cf the periCd $ay cause a lCss Cf the linkage tC the citatiCn 1lines 3?, 3= and 348. The tutee-s displayed independent knCwledge a Cut the issue Cf plagiaris$ can e seen in the fact that even after the tutCr has assured hi$ that the insertiCn Cf the periCd is fne 1line ;;8 and the tutee has acknCwledged the advice 1line ; 68, the tutee still seeks fCr the tutCr-s cCnfr$atiCn that the periCd insertiCn will nCt lead tC plagiaris$ 1lines ; = and ; 58. "n lines ; > and ; 4, the tutCr agrees with the tutee-s perspective, pCssi ly e#pressing an align$ent with hi$. "n this e#cerpt, the tutee shCwed delayed display Cf independent knCwledge after advice giving while the tutees in e#cerpts 7a and 7 indicated i$$ediate knCwledge display after the given advice.

&#cerpt 7d illustrates the Cpening part Cf a tutCring sessiCn in which the tutCr initiates the sessiCn with a general service Cffer, and the tutee presents a prC le$ in respCnse tC initiate advice-giving y the tutCr.

&#cerpt 7d. PrC le$ presentatiCn y tutee 1with native speaker tutee8
```
1         ((Tutee is filling out a form))
2         (14#')
3         ((Tutor hands a paper to a person)) (5#')
4    Tut:  alright so "hat are "e going to "ork on today
5    Tte:  umm so I &ust need to go o+er pretty mu*h a ma&ority
          of my umm it's a< art resear*h argument essay for my
!         "riting t"el+e hundred *lass umm and I ha+e ma&ority
%         of it done and so I kind of tou*h up on it and then
(         see if there any"ays that I *an in*orporate the rest
1'        of the stuff that I >"orked o+er .riefly? umm im also
11        kind of struggling on "here I need to put my thesis or
12        if I should fi6 my thesis at all /*ause it kind of
13   Tut:                                  /okay
14                                      ((Tutor nods))
```

```
15      Tte:  sounds a little .it umm &um.led so im tryna help it
1             fit "hat my papers really kind of strength entail /and
1!      Tut:                                                /okay
1%                                                          ((Tutor nods))
1(      Tte:  then theres a *ouple pla*es I ha+e highlighted that im
2'            not sure if ('#%) umm it fits like its *orre*t umm or if the
21                                          ((Tutor nods))
22      Tte:  grammar should *hange or stuff like that so /I kind of
23      Tut:                                             /okay
24      Tte:  &ust ha+e some different stuff in there as "ell
25      Tut:  so ha+e you gotten any feed.a*k from your professor
2       Tte:  umm he is gi+ing it .a*k to us ne6t tuesday
2!      Tut:  okay
2%            ((Tutor nods head))
2(      Tte:  so he "ill .e gi+ing .a*k to me as "ell# 1mm "e did
3'            peer editing last *lass so I ha+e the one that "as
31            peer edited /and then
32      Tut:              /is there anything that you're kind of
33            parti*ularly *on*erned a.out7 ('#() that you "ant to "ork
34      Tte:                               7umm
35      Tut:  on
3       Tte:  I don't think may.e &ust transitions like I feel like
3!            my paragraphs they kind of flo" .ut not /enough to
3%      Tut:                                          /okay
3(                                                    ((Tutor nods))
4'      Tte:  "rite a.out them to sound all like they're all flo"ing
41            into one paper umm and then &ust if mostly my thesis
42            and then "here I should in*orporate it *ause he "as
43            kind of saying like at the end of ('#4) your paper might
44            sound good as like it *omes together and e6plains like
45            ho" you feel a.out e+erything .ut at the same time
4             other people "ere kind of saying oh may.e you *an put
4!            it like after your first introdu*tion paragraph and
4%      Tte:  /stuff like that /so
4(      Tut:  /yeah ('#4)      /so I think ('#%) that "hat he "as
5'            saying is like so your intro< your thesis does go at
51            the end of your introdu*tion7 so it should .e the last
52      Tte:                               7right
53      Tut:  thing in your introdu*tion .ut I think "hat do*tor
54            fa+o "as suggesting "as that you .ring it .a*k up
55
```

```
14          ?speak> (1#4) ?fluently>7 (2'#) and to a**ompli< sorry so that
15   Tte:      ah:            7mm ((Tutee nods))
1    Tut:  "ould go here and to a**omplish the task /for learners
1!   Tte:                                  /ah: ((Tutee nods))
1%   Tut:  so that "ay umm they're &ust kind of ('#4) mat*hing /up
1(   Tte:                                  /ah okay
2'                                         ((Tutee nods))
21   Tut:  .oth7 ('#3) yeah
22   Tte:      7mm
23          ((Tutor *ontinues reading the paper))
```

"n lines ; tC 7, the tutCr initiates y giving a piece Cf advice a Cut parallelis$ in writing. The tutee recCgni(es the incC$ing advice and prCvides acknCwledge$ent tCkens, 1line 68. The tutCr cCntinues her advice giving until line ; 3. The tutCr advises the tutee tC change frC$ a fCr$ Cf gerund tC a fCr$ Cf tC-infnitive, tC create a sC-called parallelis$ effect. ! ntil line ; ;, the tutee cCntinuCusly prCduces the acknCwledge$ent tCken, as she is listening tC the advice sC as tC clai$ /hearing-understanding0 1KeffersCn, ; <<; , p. 37?78 and invite cCntinuatiCn 1SchegICff, 345; 8. The tutee accepts the advice as infCr$ative with the $arked acknCwledge$ent and a nCd 1lines 3?, 3>, 34, and ; <8. Then, the tutCr sCCn perceives the acceptance Cf advice and $Cves CntC the reading activity.

The Cther way tC give advice in a tutCring center was C served thrCugh a prC le$ nCticing-advice giving sequence. "n this sequence, the tutCr nCticed a prC le$ while reading the tutee-s paper and prCvided her advice, as seen in &#cerpt 6 .

finally upgrades the advice acknCwledge$ent y prCducing a $Cre defnitive respCnse 1/gCtcha
Ckay,0 line 74�847 and the advice sequence clCses.

Pre$%losing and %losing

@s sCCn as the agenda Cf the sessiCn is cC$pleted, the interactants $utually /negCtiate the
relevancy Cf the clCsing0 tC ter$inate the tutCring sessiCn 12guyen, ; <3; ᵍ. The tutCrs and tutees
in the data tended tC initiate clCsure with pre-clCsing sequences efCre the
1ScheglCff H Sacks, 34>7ᵍ, as seen in &#cerpt 3<a. The pre-clCsing sequences Cften Cpened up the
actual clCsing. The pre-clCsing sequences in sC$e cases strCngly prC)ected clCsure Cf cCnversatiCn
and the cCnversatiCn ca$e tC an end withCut the ter$inal e#change 1&#cerpt >a and 5aᵍ.
HCwever, sC$e pre-clCsing sequences led tC a $Cve Cut Cf clCsing ecause a participant
intrCduces a new tCpic 1ScheglCff H Sacks, 34>7ᵍ Cr a new sequence 1&#cerpt ?a and > ᵍ. The
clCsing was Cften delivered with the nCnver al actiCn 1with a prC)ectiCn Cf leave-takingᵍ. I nce a
leave-taking Cccurred, there was nC further e#tending talk.

The types Cf pre-clCsing utili(ed in the writing tutCring sessiCns y Cth tutCrs and tutees
include assess$ent, advice giving' requesting, annCunced clCsing, appreciatiCn,)Ckes, invitatiCn
fCr questiCns, and arrange$ent sequences.

&#cerpt ?a is an e#a$ple Cf assess$ent inquiry fCllCwed y advice giving, Cth dCne y
the tutCr.

&#cerpt ?a. TutCr-initiated assess$ent inquiry H advice giving 1with a native speaker tuteeᵍ
1   Tut :

evaluative assess$ent frC$ the tutCr $ay have triggered the tutee-s cCntinued pursuit Cf the tutCr-s assess$ent Cn the paper-s cCntent 1lines 6;-67$. The tutCr answers with a curtailed respCnse 1/yeah,0 line 66$, shCwing Cth a weak assess$ent and lack Cf interest in e#panding the cCnversatiCn. The tutee see$s tC recCgni(e Cth and prCduces an Cpti$istic prC)ectiCn 1/hCpefully,0 line 6?$. "n line 6=, the tutee-s nCn-ver al actiCn prC)ects the prCgressiCn tC clCsing. This e#cerpt shCws hCw a tutCr $anaged the delicate nature Cf writing tutCring sessiCns% while tutCrs are highly invClved in the tutee-s writing, their invClve$ent is li$ited tC the technical aspects Cf writing and dCes nCt gC intC the cCntent quality Cf writing.

&#cerpt =a and = e#e$plify the annCunced clCsings as a type Cf pre-clCsing in the data.

&#cerpt =a. @nnCunced clCsing 1with a nCn-native speaker tutee$
14   Tte: o:kay#('#4) and do:ne yeah-
15   Tut: and yeah that's pretty mu*h it#
1   ('#!)
1!   Tut: yeah

"n &#cerpt =a, the   1. Cng H . aring, ;<3<$ is initiated y the tutee 1line 36$, which e#plicitly prC)ects clCsing. The tutCr gCes alCng with the tutee y cCnfr$ing the clCsing Cf the tutCring 1lines 3?-3>$.

&#cerpt = . @nnCunced clCsing 1with a nCn-native speaker tutee$
 1   Tut: then I "ill "alk you out
 2   Tte: thank you2:
 3   Tut: 9yes of *ourse$
 4   ((Tutor stands up))
 5   ((Tutee stands up and starts to pa*k))

"n &#cerpt = , the tutCr annCunced the clCsing 1line =3$. "n line =;, the annCunced clCsing is accepted y the tutee and the nCn-ver al actiCns indicate that the cCnversatiCn prCceeds tC a clCsure 1lines =6-=?$.

&#cerpts >a and > shCw the tutees- appreciatiCn as part Cf pre-clCsing.

&#cerpt >a. @ssess$ent H appreciatiCn 1with a native speaker tutee$
1(Tte: okay perfe*t a"esome2 9thank you so +ery mu*h I
2'   /really appre*iate it$
21   Tut: /9yeah$
22   no pro.lem
23   ((Tutor stands up))
24   Tte:)&ust going to put this in my .ag)
25   ((Tutee puts stuff a"ay and gets up))
2   ((@oth lea+e))

"n &#cerpt >a, the tutee prCvides an assess$ent Cn the tutCring sessiCn, and shCws appreciatiCn, which prC)ects clCsing 1lines 34-;<9 . Cng H . aring, ;<3<$. The tutCr respCnds tC the thanking 1lines ;3-;;$ and prC)ects leave-taking tC clCse tutCring in a nCnver al way 1line ;7$. "n line ;6,

the tutee Crients tC the prC)ectiCn Cf clCsing. Then, the leave-taking Cccurs and the cCnversatiCn clCses withCut ter$inal e#change 1lines ; ?-; =8.

&#cerpt > . @ppreciatiCn 1with a nCn-native speaker tutee8
```
1      Tte:  thank you man# thank you so mu*h /I appre*iate your
1!           time
1%     Tut:                               /you're "el*ome
1(     Tte:  (1#') so sin*e you read my arti*le ho" "as it-
2'     Tut:  hmm-
21     Tte:  sin*e you read it ho" "as it do you like uh uh
```

"n &#cerpt > , which cC$es efCre &#cerpt ? , the tutee-s appreciatiCn 1lines 3=-3>8, which signals the upcC$ing clCsing, is accepted y the tutCr 1line 358. HCwever, in line 34, the tutee initiates a new sequence asking a Cut the tutCr-s assess$ent Cf his paper. The tutCr shCws surprise as recCgni(ing the drastic Cveent Cut Cf the clCsing 1line ; <8. Then, the cCnversatiCn see$s tC prCceed with the new sequence, the assess$ent inquiry 1line ; 38.

&#cerpt 5a is a rare case in which the tutCr initiates s$all talk in the fCr$ Cf a)Cke as part Cf pre-clCsing.

&#cerpt 5a. KCke 1with a nCn-native speaker tutee8
```
4      Tut:  yeah# this s*hool's kind of s*ary
4!     Tte:  hh /heh heh
4%     Tut:     /yeah
4(     Tut:  "ell not really7
5'     Tte:  7this is good ahh
51           ((@oth get up and lea+e))
52     Tut:  okay
```

"n &#cerpt 5a, the tutCr utili(es a)Cke tC perhaps $ake the clCsing Cf the cCnversatiCn s$CCther 1line 6=8 and the laughers frC$ the tutee fCllCws 1line 6>8. Then, Cth interactants prC)ects clCsure Cf the cCnversatiCn in a nCn-ver al way 1line ?38 and Crient tC the clCsing withCut ter$inal e#change as leaving the ta le tCgether.

@s in $any service encCunters such as phar$acist and patient cCnsultatiCn 12guyen, ; <3; 8, the tutCrs, as service prCviders, sCeties alsC initiate pre-clCsing y issuing an invitatiCn tC questiCns.

&#cerpt 4a. "nvitatiCn fCr questiCns 1with a nCn-native speaker tutee8
```
54     Tut:  so umm ('#4) yeah I think it looks a"esome# Co you ha+e
55           any other ;uestions
5      Tte:  (1#1) umm not no" /so I should go hah hah and *he*k if i
5!     Tut:                  /no hah hah hah
5%     Tte:  ha+e something ('#2) I "ant to ask you again
5(     Tut:  okay a"esome /hah hah
'      Tte:              /hah hah hah
1      Tut:  then I "ill "alk you out
2      Tte:  thank you2
3      Tut:  9yes of *ourse8
```

"n &#cerpt 4a, in line ?6, the tutCr invites questiCns frC$ the tutee, thus prCviding a last slCt fCr the tutee tC ring up any new requests, which prC)ects clCsing. . ith a refusal tC this invitatiCn, the tutee cC-cCnstructs the clCsing, and $entiCns a pCssi le ne#t visit, which is an

1lines ?=-?5⁹ . Cng H . aring, ; <3<8. Then, Cth interactants $Cve tC the clCsing Cf the cCnversatiCn 1lines =3-=78.

, inally, the tutCring sessiCn clCses dCwn with a ter$inal e#change, as shCwn in &#cerpt 3<a.

&#cerpt 3<a. Ter$inal e#change 1with a nCn native speaker tutee⁸

```
  4            ((Tutor stands up))
  5            ((Tutee stands up and starts to pa*k))
       Tte:  I thought you "ere graduate
  !    Tut:  no no i'm only a &unior so I still ha+e one more year
  %            after this#
  (    Tte:  oh really–
  !'   Tut:  yeah2 yeah (1#5) t"o more years to go#  /I got this#  it's
  !1   Tte:                                           /umm huh huh huh
  !2   Tut:  great# pull through it#hh#
  !3            ((Tutee is pa*king her stuff into .ag))
  !4   Tte:  thank you:
  !5   Tut:  yeah of *ourse I'll "alk you out then
  !            ((@oth tutor and tutee lea+e the *u.i*le))
```

"n &#cerpt 3<a, which cC$es after &#cerpt 4a, the nCn-ver al actiCns prC)ect the clCsing Cf the tutCring sessiCn 1lines =6-=?8. HCwever, the tutee initiated a new tCpic, the recipient-related event 1graduatiCn, line ==8 tC pCssi ly $Cve tC the clCsing s$CCthly while packing her stuff. The s$all talk cCntinues until line >; . I nce the tutee f nishes packing, she shCwed appreciatiCn tC the tutCr 1line >68. Then, the tutCr initiated the ter$inal sequence 1line >?8 and the cCnversatiCn ca$e tC a clCse 1leave-taking, line >=8.

TC su$ up, tC $Cve intC clCsing Cf the tutCring interactiCn, the tutCrs deplCyed thCse pre-clCsing sequences% giving assess$ent, assess$ent inquiry, giving advice, annCunced clCsing,)Ckes and invitatiCn fCr questiCns sequences. The tutees alsC utili(ed thCse pre-clCsing sequences% giving assess$ent, assess$ent inquiry, advice requesting, appreciatiCn, annCunced clCsing, and arrange$ent sequences.

"n all cases in the data, the nCnver al actiCns cCnsidera ly cCntri uted tC the prC)ectiCn Cf clCsure.

%onclusion

This analysis has e#plCred the Cverall sequential structure Cf a writing tutCring sessiCn, with a fCcus Cn what cC$pCnents it cCnsist Cf and what interactiCnal features are in each cC$pCnent. *ased Cn its f ndings, this study suggests several teaching i$plicatiCns. , irst, teaching the Cverall sequences in a tutCring center will greatly raise students- awareness Cn hCw an Cpening $Cves intC an agenda cC$pCnent, hCw actiCns are shifted, and hCw a clCsing is initiated in gen   0ent.htwⱣa tutCree0

cC$petence y utili(ing a clCsed questiCn, suggesting a sClutiCn tC the advice prCvider, and

CCstellC, *.@., H : C erts, , . 1; <<3⁸. Cedical recC$$endatiCns as)Cint sCcial practice. 178 ; 63-; =<.

CrCw, *. F. 13457⁸. TCpic shifts in cCuples- cCnversatiCns. "n : . T. Craig H F. Tracy 1&ds.⁸, 1pp. 37>-3?=⁸. *everly Hills, C@%Sage Pu licatiCns.

GCCdwin, C. 1344=⁸. Transparent visiCn. "n P. Nrew H K. Heritage 1&ds.⁸, 1pp. 7><-6<6⁸. Ca$ ridge%Ca$ ridge ! niversity Press.

Gri$$, 2. C. 13444⁸.   PCrts$Cuth, 2H% *CyntCn' CCCk.

Heath, C. 13453⁸. The Cpening sequence in dCctCr-patient interactiCn. "n P. @tkinsCn H C. Heath 1&ds.⁸,   1pp. >3-4<⁸. Great *ritain%GCwer Pu lishing CC$pany +td.

Heritage, K. 13456⁸.   Ca$ ridge%PClity.

Heritage, K. 1; <<?⁸. CCnversatiCn analysis and institutiCnal talk. "n F. +. , itch H : . &. Sanders 1&ds.⁸,   1pp. 3<7-36>⁸. Cahwah, 2K%+awrence &rl au$ @ssCciates, Pu lishers.

Heritage, K., H : C insCn, K. 1; <<=⁸. The structure Cf patients- presenting cCncerns%Physicians- Cpening questiCns.   1; 8 54-3<; . htt⁰s%%dCi.Cr̂ĝ%3<.3; <>' s3?7; ><; >hc34<; B3

Heritage, K., H Se f, S. 1344; ⁸. Nile$$as Cf advice%@spects Cf the delivery and receptiCn Cf advice in interactiCns etween health visitCrs and f rst-ti$e $Cthers. "n P. Nrew H K. Heritage 1&ds.⁸,   1pp. 7?4-63>⁸. Ca$ ridge%Ca$ ridge ! niversity Press.

KeffersCn, G. 1; <<; ⁸. "s /nC0 an acknCwledge$ent tCkenJ cC$paring a$erican and ritish uses Cf 1O8' 1-8 tCkens.   376?-3757.

KeffersCn, G. 1; <<6⁸. GlCssary Cf transcript sy$ Cls with an intrCductiCn. "n G. H. +erner 1&d.⁸,   137-73⁸. Philadelphia, P@%KChn *en)a$ins Pu lishing CC$pany.

CalinCwski, *. 13446⁸. The prC le$ Cf $eaning in pri$itive languages. "n K. Cay in 1&d.⁸, 1pp.3-3<⁸. Cultilingual Catters.

Caynard, N., H Mi$$er$an, N. 13456⁸. TCpical talk, ritual and the sCcial Crgani(atiCn Cf relatiCnships.   16⁸, 7<3-73=.

2guyen, H. 1; <3; ⁸. Sequential l rgani(atiCn.

Appendi'

TranscriptiCn nCtatiCns 1 ased Cn KeffersCn, ; <<68%