Functions of Anticipatory Completion in Mandarin Chinese

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This study investigates anticipatory completion in Mandarin Chinese (Lerner 1991), adhering to the previous study of conversation analysis in studies of English and Japanese (Lerner 1991, 1996; Lerner & Takagi 1999; Hayashi 2003, 2017), combined with an examination of prosodic features using Praat (Boersma and Weenink 2018). To examine underexplored questions of joint utterance construction in Mandarin Chinese, 17 natural two-party face-to-face conversation recordings from 30 Mandarin Chinese speakers are utilized. The findings indicate that anticipated completion can be observed in Mandarin Chinese in diverse activity contexts. The data exhibit six functions. These functions are identified in relation to their different forms and the position inside interactive conversations. The results show that multiple resources, including syntactic, lexical, and prosodic features are important for accomplishing anticipatory completion and play a key role in understanding the functions of anticipatory completion.

Keywords: joint utterance, anticipatory completion, prosody, Mandarin Chinese

1.   Introduction

This study investigates the functions of joint utterance construction in Mandarin Chinese. Joint utterance construction refers to a domain of practices according to which a speaker produces an utterance designed to grammatically continue (and sometimes complete) an ongoing utterance that has been initiated by another speaker (Hayashi 2003: 1). Lerner (2004) terms this phenomenon pre-emptive completion, demonstrating the pre-emptive completion of one speaker's turn-constructional unit by another speaker can function in that unit in a way that transforms its production into a collaborative turn sequence, as in (1) (Lerner 2004: 130).

Extract (1)

    A: if you start watering, it [will get gree-

    B: [it will come back

    A: y-yes uh huh

This type of construction is among the issues in other repair and turn-taking organization research, such as that from Schegloff, Jefferson, and Sacks (1977), Jefferson (1986), Fox, Hayashi, and Jasperson (1996), Li (2014), and Qiu (2017). The structural and syntactic features of joint utterance construction have been shown. In Mandarin Chinese, joint utterance construction research, studies of the relationship between overlapping and final-item completion (Zhang, Li, & Zhang 2021), joint production of answer turns in question-answer sequences (Song & Vukadinovich 2021), and collaborative assessments (Fang 2021) have been carefully investigated, but the functions and syntactic, prosodic, and pragmatic resources for the management of anticipatory completion have not been fully explored.

This study concentrates on anticipatory completion (Lerner 1991) in Mandarin Chinese, drawing on the study on of conversation analysis (CA) (Lerner 1991, 1996; Lerner & Takagi 1999; Hayashi 2003, 2017) and applying a combined examination of prosodic features, drawing on Praat (Boersma & Weenink 2018). In the field of CA, language is understood as a socially distributed and interactively constituted phenomenon (Schegloff, Ochs, & Thompson 1996). Thus, coordination, such as the form of joint utterance construction in interaction, is a core component of human social life and discourse; the same utterance may link to different social actions in distinct sequential environments, to participants' relationships, and to their social backgrounds. This paper only provides examples observed in current data with precise description, although there might be other types of joint utterances that require careful observation of large-scale corpora.

To clarify unexplored questions of joint utterance construction in Mandarin Chinese, we examine 17 near-natural two-party spontaneous speech recordings (for a total of approximately 9 hours) from 30 Mandarin Chinese speakers. The findings of this research indicate that in this material, the interlocutors design their turns in certain ways to complete utterances together while showing their stances or achieving interactional goals.

The organization of the remainder of this paper runs as follows: Section 2 provides a review of the literature and proposes a definition of anticipatory completion along with the research questions of this study; Section 3 introduces the data collection and analysis framework; Section 4 explores interlocutors' stances

in ongoing interaction and the functions of anticipatory completion; and Section 5 draws conclusions on the basis of the analysis.

2.   Early studies on the anticipatory completion phenomenon

Anticipatory completion has received increasing research attention over the past three decades.

Lerner (1991) describes the phenomenon according to which two participants engaged in conversation produce a single syntactic unit in the form of anticipatory completion. Lerner (1991) highlights that independent compound turn-construct formats in the "surface structure" of the utterances[1] can provide not only the resources for the anticipatory completion of an anticipated sequence of actions but also sequentially relevant syntactic features, as well as other aspects of talk-in-interaction[2].

Hayashi (2003) defines co-participant completion (anticipatory completion) as the practice whereby a participant produces an utterance that is grammatically fitted to the ongoing trajectory of another participant's utterance-in-progress and brings that other participant's utterance to completion (Hayashi 2003: 25). Hayashi (2003) demonstrates that anticipatory completion can be an interactive achievement of shared perspectives, such as, for example, a differentiated display of an empathetic understanding of another's experience. Anticipatory completion can be used to demonstrate a shared yet independent knowledge, to assist an explanation being produced by the initial speaker in multiparty conversations, to deliver a response in the form of anticipatory completion, or to convert a dispreferred action to a preferred one.

If the completion of another's compound turn-constructional unit-in-progress by an interlocutor is sequentially possible but not necessarily required or implied, then in what situations and for what purposes are participants in conversation likely to produce anticipatory completion? This should be examined. This study narrows this broad question into two research questions: 1. What triggers anticipatory completion, and what type of resources are available for co-participants? 2. What stances are shown in employing anticipatory completion, and what activities are completed in Mandarin Chinese conversations?

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[1] *if X-then Y* and *when X-then Y* syntactic format, quotation in conversation (*X said Y*), and parenthetical inserts.
[2] list structure as a projectable feature of talk, prefaced disagreement, additional formats, concurrent formats, and preformulated formats.

3.   Data

The data examined in this research were drawn from a face-to-face spontaneous speech corpus of Chinese called C-ORAL-CHN[3] (Table 1). The corpus included data gathered from 30 native speakers of Beijing Mandarin Chinese in the form of naturally-occurring interactional conversations between two interlocutors (audio-recorded in 2016 and 2017). The social relationships between the interlocutors varied. The standard transcription system used in this study was adopted from Jefferson (2004). For the convenience of the non-Mandarin speaker readers, the presentation of examples in this paper adhered to the Leipzig glossing conventions for interlinear morpheme-by-morpheme glosses.[4] In the phonetic analysis, stage, pause, syllable lengthening, and intonation change were observed.

In all, 57 examples were extracted for examination. Some recordings contained 0 examples, while others contained six or seven. The frequency depended on the difference in topics, occasions, and social relationships. Most extracts studied in this paper are drawn from audio-recording 1, where the interlocutors WY and LM are colleagues from different departments of the same company. LM has just confessed her feelings of affection to a colleague a few days previously but has met with rejection. They discussed this topic for more than 30 minutes. In audio-recording 2, GN and XM are meeting for the first time as interviewer and interviewee during a job interview. The entire recording goes for approximately 40 minutes. The practical reasons for focusing on these two recordings are, First, that the conversations take place on two very different occasions and cover all two-party joint utterance types we have identified, and second, this avoids the repetitive presentation of background introduction, saving the space for the analysis of extracts.

Table 1. Corpus C-ORAL-CHN information

Name	C-ORAL-CHN (named by author)
Scale	17 audio recordings, approximately 9 hours
Participants	Situation: Two-party conversation
	Genders: 18 females and 12 males
	Age in years: early 20s to late 60s
Variation	Families: 8 pairs
	Friends: 8 pairs (couples: 2 pairs)
	Meeting for the first time: 1 pair
Period & Location	2016–2017, Beijing

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[3] This work was supported by author's affiliated institution.
[4] www.eva.mpg.de/lingua/pdf/Glossing-Rules.pdf, accessed April 9th 2022.

4.   Functions of anticipatory completion

4.1   Showing interlocutors' shared perspectives, stances, and information

As demonstrated in previous research, interlocutors often design their turns in certain ways to complete utterances together while exhibiting their stances or by achieving interactional goals (Lerner 1995; Li 2016; Shen & Yao 2022). Here, I explore the interlocutor's stances in ongoing interactions and the functions of anticipatory completion.

In is commonly believed is that anticipatory completion is an interactive achievement of shared (or different) perspectives or stances (Lerner 1994; Hayashi 2003; Fang 2021; Zhang et al. 2021). That is, interlocutors use anticipatory completion to represent to each other that, on the issue under discussion, they agree with each other. In reality, sharing perspectives or stances form no more than one of the many functions of anticipatory completion. Here, the listener can provide the plain completion of a compound turn-constructional unit in progress without adding any other final particles or extra information. WY's utterance in Extract (2) line 09 of this type.

(2)
```
01. LM: ta::: (.) yinggai  bushi   neizhong xihuan  ba  zheizhong shir
           he       should  NEG.be that.kind like    PREP this.kind  thing
02. jiushi zhaogao  zhi t- zhaogao   tianxia  rang  suoyouren dou
    filler announce  PREP announce   world    let   everybody all
03. zhidao.=zhouweiren dou zh°idao° ta yinggai bushi zhezhong ren.
     know people.around   all know      he should NEG.be this.kind people
```
'Maybe he is not the kind of person who would like to show off this kind of relationship'.
```
04. (2.0)
05. LM: danshi huayoushuohuilai le,    °wo° gen  ni
              but          anyhow    CRS   I    with you
06. wo gen  ni genben jiu burenshi. = wo yao bu
     I  with you totally even NEG.know I  if NEG
07. zheyang dehua:
    his.way  if
```
'But anyhow, we don't know each other at all, if I don't do so…'
```
08. (1.0)
09.→WY: zenme   [neng  yinqi   nide     zhuyi    ne?
             how      can   attract your    attention PRT
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'How can (I) attract your attention?'
10. LM: *[wo   zenme   neng*
                                  I   how   can
'How can I'
11. LM: *dui a!   wo   zenme   neng   jiejin   ni   ne?*
        right PRT I   how   can   get close you   PRT
'Exactly! How can I get close to you?!'

In Extract (2), LM explains why she let people know of her feelings about her colleague before she confessed to him, even though she has noticed that he has an inward-looking nature and might be express anger about her confession. Anticipatory completion begins with lines 06–07, namely, where LM says "if I don't do that," and after a 1-second pause (line 08), WY provides the ending of this anticipatory completion, saying "how can I attract your attention" (line 09), showing her understanding of LM's experience.

In lines 05 and 06, the second-person singular pronoun refers to the colleague, who would usually be referred to with the third-person singular pronoun *ta* (lines 01 and 03). However, LM switches *ta* into *ni*, and again in line 09, WY recruits *ni* after LM, demonstrating that they shared the same stance and subjective perspective.

A recognizable 1-second pause is observed before beginning an anticipatory completion (Figure 1).
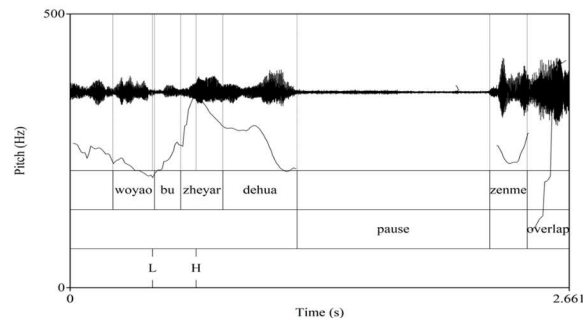

Figure 1. Prosodic features in Extract (2) lines 07–09: Long pause before anticipatory completion

Another example of this type is related to shared information between the two interlocutors. Extract (3) contains this type in line 04.

(3)
    01. GN: *en:: lingwu nian kaishi canjia gongzuo ha.*
              Um 2005 year   start   join   work   PRT
    02. *xian shi zuo   le   ruanjian gongchengshi.*
         first   be   do   CRS software   engineer
'(You) started to work from 2005, at first worked as a software engineer right?'
    03. XM: *dui   wo yikaishi shi*
            right   I   at first   is
'Right, at first, I was...'
    04.→GN: Java   de
            Jave GEN
'Java's.'
    05. XM: *dui.*
           right
'Right.'

In (3), GN is asking for confirmation on XM's work experience while looking at XM's resume. Thus, although XM has more information and knowledge than GN, as a professional on the human resources staff, GN provides an exhibition of her professional qualities by immediately and correctly producing anticipatory completion. Unlike small talk between friends, in job interview, although the staff has less knowledge than the interviewee, they must nevertheless show their authority while asking questions. The provision of anticipatory completion is a powerful method of showing one's authority (Heritage and Raymond 2005).

4.2   Differentiated displays of empathetic understanding

Where the hearer completes the compound turn-constructional unit in progress with a question particle, such as *me* or *ma*, the turn thus produced can be considered a differentiated display of the empathetic understanding of the speaker's experience. In cases of this type, the speaker engages tells about personal specific experiences that are not directly available or accessible to the hearer (Hayashi 2003). This circumstance leads this type of anticipatory completion to be different from showing the interlocutors' shared perspectives, stances, and information. LM's utterance in Extract (4) line 03 is this type.

(4)

```
01. WY:   ta      bu xihuan      zhege    leixingde         nühair.(0.5)
          he      NEG like        this.CL  type.GEN          girl
02. ranhou  suoyi (0.5) jiu::::      [↑jiu
    then(CONJ)so      then          then
```
'He didn't like this type of girl, so…'
```
03.→LM:              ai       [jiu    beiju⁵   le      me.
                     (h:)      then   tragedy  PFV     PRT
```
'So (she was) crushed?'
```
04. (0.6)
05. WY:  jiu    beiju = ranhou (.) zuihou       you     yici
         then   tragedy  then      at.last       have    once
```
'So (she was) crushed and at last…'
```
06.  ai=zhe      shi     yige     xiaoxiaode secret   a       jiushi
     oh=this     be      one.CL   little       secret   PRT     CONJ
```
'Oh, it's a little secret that…'
```
07. (.)
08. WY:  shu°shi° zuihou  you     yici   shi (0.5) shi women ji
         CONJ     at.last  have    once   be        be   we   grade
09.  biye      wanhui.  jiu     women  ji       a:.
     graduate  party    just    we     grade    PRT
```
'Before graduation there was a graduate party held for my grade, just for students in our grade!'

In Extract (4), WY is presenting the story about an acquaintance at university. LM has no access to this personal experience. Nevertheless, in line 03, she provides the remainder of a compound turn-constructional unit-in-progress using the final particle *me*, which carries the meaning of a question or of something less than that, a request for confirmation. One resource-triggered LM is the syntactic structure of a cause and effect clause; invariably, the conjunction *suoyi* (so) occurs at the initial position of the result/effect clause. By contrast, prosodic features provide another clue for LM to perceive the proper place to begin the anticipatory completion. After *suoyi* (so) in line 02, WY produces a click before she makes the following verbal sound *jiu*, which demonstrates difficulty in immediately producing further talk (Ogden 2020). In addition, as demonstrated in the pitch contour, the length of *jiu*'s is almost as long as the four syllables: *ranhou* + *suoyi* (Figure

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⁵ *beiju* (tragedy) is a noun in Mandarin that has been used as a verb in recent years to indicate "crushing."

2). Comparing the target character and the same character *jiu* produced after a recognizable long pause by the same interlocutor demonstrates that the duration of the target character is significantly longer than that of the later *jiu* (Figure 3).
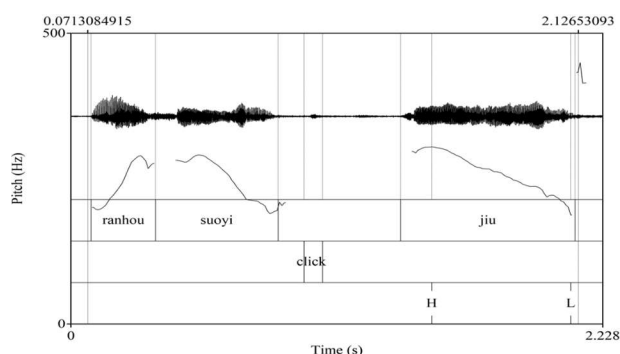

Figure 2. Prosodic features of Extract (4) line 02: Comparing the durations of the target character and the duration of the initiate syllables produced by the same interlocutor
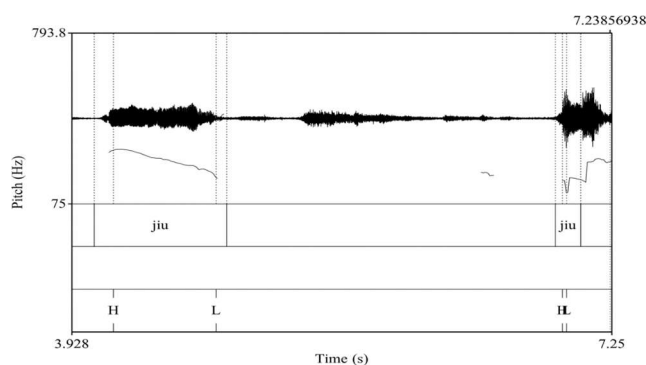

Figure 3. Prosodic features in Extract (4) line 02: Comparing the duration of the target character and the duration of the same character produced by the same interlocutor

As noted, prosodic lengthening, long pauses, clicks, and other resources involved in difficulties in immediately producing further talk or word searching can be considered triggers for anticipatory completion. These triggers enable recipients to finish others' incomplete utterances. In this situation, other interlocutors generally provide the subsequent part of the sentence by themselves; as a result, overlaps occur frequently following these triggers. In other words, the completion of compound turn-constructional units in progress by recipients are sequentially possible but not necessarily required or implicated (Extracts (2) and (4)).

The differences between the two types (exhibition of interlocutors' shared perspectives, stances, and information and differentiated displays of empathetic understanding) can be explained in terms of the accessibility of the issues discussed; the presupposition of achieving shared perspectives or stances is that both interlocutors can access a topic of discussion while differentiated displays of empathetic understanding are produced by the listener according to his or her understandings of the speaker's personal experience. Associated with the first perspective, the second perspective provides different forms of the provided completions. Using accessibility, the hearer is more confident in his/her provided completion; therefore, the plain completion of a compound turn-constructional unit-in-progress in the absence of any other final particles or extra information is preferred. By contrast, the hearer shows more hesitation in the production of differentiated displays of empathetic understanding so that question particles can indicate questioning or confirmation are preferred.

4.3   Demonstrating shared yet independent knowledge

Another type of anticipation is demonstrating shared yet independent knowledge. The difference between this type and those mentioned above is that the interlocutors are dealing with independently knowable matters, such as general facts or manners (Hayashi 2003). The feature of this type is that further questions or disagreements can accompany the completion. WY's utterance in Extract (5) line 07 is one such instance. In this case, the interlocutors are likely to have different stances toward the same issue, and along this understanding, the listener tends to add challenging questions or a disagreements to demonstrate his/her different opinions.

(5)

01. LM: *yinwei shi(.)   wo   dayi jieshao   de   me,*
                because be   my   aunt introduce NOM   PRT

02. *qinqi   jieshao   de*
      relatives introduce NOM

03. *ni   buneng   shuo gang gen   ren   jian   yimian*
      you   NEG can   say   just   with   people meet   one CL

04. *jian liangmian, jiu   ba   ren   pass   diao   me.*
      meet two CL promptly PREP people   pass   COM PRT

'Because my aunt introduced (that man to me), so you can't refuse at the first or second sight, right?'

05. WY: °*en*°

           um
  06. LM: *suoyi zenme   ye dei click ao   dao(0.8)*
              so   definitely must   endure until
'So you have to endure until (0.8s)'
  07.→WY: *sansi mianer [shi hai you zheig hai you [zhei ge jiangjiur a?*
              threefour CL   be more have this more have this CLconvention PRT
'The third or fourth sight? Do we have this convention/rule??'
  08. LM: *[en.*   *[yiban dou shi zheizhong*
                     un   usually all be this CL
  08. LM: *sh-shuren jieshaode n   daole zheng yigeyue   de shihou*
              acquaintance introduce NOM arrive entire one month ASSC time
  09.   *ni   xingbuxing zai gen   renjia   shuo   me.*
          you ok or not then with   3SG   say   PRT
'Yeah, usually if the man is introduced by your relatives, you have to tell if it's going to work out or not after you've meet each other for a month.'
  10. WY: *e shi e shi   hai you zhezhong   jiangjiu   na?*
              RT be RT be more have this kind   convention PRT
'Wow, I didn't know this convention.'

In Extract (5), LM is describing her blind date. In lines 03–04, She indicates that if the male is introduced by friends or relatives, then people cannot refuse at first or second sight. The final particle *me* at the end of the utterance makes this an expression of common sense that WY should recognize. However, WY only produces a light filler in line 05, which provokes LM and extends her utterance temporally. She says, "you have to endure until" followed with a 0.8-second pause as she searches for the right word. In line 08, instead of finishing the turn in progress, WY provides a question-formed anticipatory completion, followed by her challenging question. Third or fourth sight? Do we have this convention? Because the two interlocutors share a hometown and local culture, WY has the authority to challenge LM's opinion. In this extract, through recruiting anticipatory completion, WY is demonstrating shared but independent knowledge.

    In Mandarin Chinese, the first-person singular pronoun *wo* can be used to refer to the speaker, and the third-person plural pronoun *tamen* can be used to refer to people in general, such as those who have experienced a blind date, in this extract. Nevertheless, LM recruits the second-person singular pronoun *ni* (line 03), referring to the speaker and those with experience of a blind date. Using *ni* instead of the first-person singular pronoun *wo* or the third-person plural pronoun *tamen*, LM involves WY in her private blind date situation.

Regardless of what the concrete reference might be, a typical method in sponta-
neous speech in Mandarin Chinese is to initiate anticipatory completion by chang-
ing other pronouns into the second-person singular pronoun *ni*.

4.4   Showing imposed perspectives or stances

The next type investigated here is that of imposed perspectives or stances, which
is to be distinguished from sharing same perspectives or stances. WY's utterance
in Extract (6) line 08 provides an example of this. Here, completion does not carry
any shared perspectives or stances. By contrast, the hearer provides the comple-
tion only because there is a strong presumptive answer for classroom conversa-
tion-like designed sequences (Hener 1993; Hellermann 2003, 2005), where it is
not necessary for the answer to represent the hearer's perspectives or stances. The
interlocutor produces a plain completion without any other final particles, extra
information, or rising intonation if he or she feels confident in his/her answer.

(6)
     01. LM: *hai, jiushi nei zhong: jiushi tebie   bagua   me   youshihou*
               um just   that kind   just extremely annoying PRT   sometime
'Um. Just kind of annoying, you know, sometimes'
     02.   *a: sheisheishei[6]   xihuan   sheisheishei=*
            um   who who who   likes   who who who
'(Talk about) someone liking someone—'
     03.   *=jiu gen zanmen shang xue   shi°hou shi°de neizhong.*
            just with   we   go to school   time   seems   that kind.
'—just seems like that sort (of rumors) during our school days.'
     04.   *womenzude   ren   xinlinianling dou   bijiao   xiao=*
            we group ASSC people   mental age   all   relatively   young
     05.   *=ni   zhidao   me.*
             you   know   PRT
'People in our group (department), their mental age are relatively young, you know?'
     06.   *dou   bijiao:::*
            all   relatively
'All (of them) are relatively'
     07. (.)
     08.→WY: *danchun.*
              pure

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[6] Chinese names usually contain three (or two) syllables. Thus, "who who who" is used to re-
fer to a person generically.

'Pure.'
    09. LM: *duiduiduiduidui   tebie xihuan bagua   zheizhong shiqing.*
              yes yes yes yes yes   very like   jibber-jabber this CL   thing
'Right! (They) really like to talk about rumors.'

In (6), the interlocutors are discussing their colleagues in LM's department. Be-cause LM and WY are colleagues at the same company, WY also knows LM's colleagues in her department, which means their discussing of colleagues while at the workplace could be risky. Thus, this sub-topic in this conversation could be considered delicate. In lines 01 and 02, LM says, "Um. Just kind of annoying, you know, sometimes," and "(Talk about) someone liking someone—." These utter-ances are complaints, and she immediately repairs her utterance in line 03 to downgrade the complaining: "—just seems like that sort (of rumors) during our school days." In lines 04 and 05, saying "People in our group [department], their mental ages are relatively young, you know?" LM is here explaining that her col-leagues enjoy spreading rumors but have no malicious intentions. Following her continuous self-repair, in line 06, LM invites WY to complete the assessment of their colleagues together. In line 08, WY provides a positive assessment *danchun* (adjective), meaning pure in English. In line 09, LM's strong agreement and the initiation exchanges demonstrate that this is a conversation like that which occurs in the classroom in three-part sequences (Hellermann 2003, 2005). The sequences contain initiations, responses, and feedback (Extract (7)). On the basis of this structure and prosodic features, Hellermann (2005) demonstrates that teachers' elicitation of unaccomplished turn-constructional units (TCUs) can develop as an orientation as complete by students. The students provide answer bids in response to teacher elicitations; at first, these are possibly complete points; rhythmically placed to answer bids by students, leaving space for the teacher's speech to be extended into multiunit turns to maintain a line of questioning accounting for co-hesive talk segments.

(7) [6jen 16:12] (Adopted from Hellermann 2003: 84)
    12 T: you have the hammer, the anvil and the,   (Initiation)
    13 Dina: stirrup.   (Response)
    14 T: stirrup. okay so there's three little bones. (.)   (Feedback)

According to the transcript without audible information, the resource in this case is not as obvious as those in Extracts (2), (4), (5); nevertheless, the hints provided by LM in prior utterances, such as in the phrases "as during our school time" and "mental ages are young," during her self-repair is noticeable. Moreover, prosody

plays an essential role in this case. The word *bi(ji)ao*[7] (adverb) has the third and fourth tones in Mandarin Chinese. Therefore, the pitch contour at the end of LM's utterance should be shown as having a falling shape, whereas the second-highest pitch appeared in the real pitch contour, showing the conflict between the rising intonation of the sentence and the fourth tone of the character. Simultaneously, the vowel *(ji)ao* is extremely long in this TCU-in-progress, and this vowel lengthening is similar to that observed in possible TRPs (Figure 4).
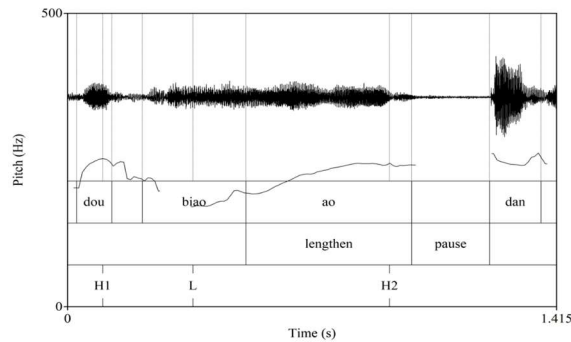

Figure 4. Prosodic features of Extract (6) line 06: vowel lengthening and rising intonation of *(ji)ao*

Analyses of sound production shows two types of anticipatory completion. The first is assertive anticipatory completion, which appears in the spare moments of the speaker's word search, functioning as the other repair item (see extracts (1) and (3)). The second type is the implied anticipatory completion: the hearer is here invited by the speaker to produce the needed part of the grammatically unaccomplished but prosodically complete questioning utterance, as a response to the prior initiation (Extract (6)).

4.5   Turning potential dispreferred responses into preferred responses

The final function is in turning potential dispreferred responses into preferred ones. In this circumstance, typically, a conflict occurs in a prior conversation. The speaker and hearer may have different perspectives or stances at first. WY's

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[7] *bǐjiào* (relatively) is a high-frequency word in Mandarin Chinese, and the consonant in *jiǎo* is weakened/reduced. The weakening process of this pronunciation is [tɕjau]53→[iau]53. Consonant weakening in SC [Standard Chinese] is an optional rule and is applied most commonly to frequently used words and expressions in casual speech. (Lin 2007: 160)

utterance in Extract (8) line 12 belongs to this type. In Extract (8), WY suggested that LM should has been moved on from a relationship, asked "But wasn't the thing already past at that moment?" After a long pause, LM is defending herself in line 11, using the initial conjunction "*danshi*" (but); LM's TCU-in-progress is designed as a potential dispreferred response for the hearer (WY), implying that she could not move on as quickly as WY expected, and WY's prejudgment was wrong. The hearer immediately provides the anticipatory completion that was prefaced by reactive tokens, showing his/her understanding and agreement, as WY provides her completion prefaced by "*en*" (yes), and the terminal part of TCU-in-progress "*busixin*" (not give up), produced at a relatively high intensity where the stressed syllables also show her supportive stance. In this way, the speaker's potential dispreferred response (denial) is delivered to a sharing stance, a preferred response.

(8)

01. LM: *ou (.) jiushi   weixin   me(0.3)   weixin   nei   shihou   zuihou*
        Oh(.)exactly WeChat   PRT(0.3)WeChat that   time   at last

02. *yiju   ta   jiushi(0.4) huide   yuelaiyueduan = jiushi*
   one.sentence he   exactly(0.4)reply.COM shorter.and.shorter= exactly

03. *ou(.)   eng a   neizhong.*
   Oh(.)   Um   that.kind.

'Oh, it's WeChat, at that time, at last, his replies were becoming shorter and shorter, like Um or Hmm, and so on.'

04. WY: *en.*
      Hmm.

'Hmm'

05. LM: *houlai   wo   bujiu   juede(1.0)jiushi   ta   meiyou*
      later   I   aren't.that   feel.COM(1.0)filler he   NEG.have

06. *gen ni   liaotian de   nazhong y- nazhong yuwang.*
   with you   chat   GEN   that.kind y- that.kind desire.

'Later, I felt that he lacked the desire to chat with me.'

07. WY: *en en en=*
      Uh-huh=

'Uh-huh'

08. LM: *=wo ye meibiyao dui ta   hen::::: dui ta zenmezenmeyang   me.*
     I   too no.need to.him very   to.him PRON   PRT

'I have no need to treat him actively either.'

09. WY: *dan nei duia neihuir   bushi   yijing fanpianr le ma?*
     but that right that.moment NEG.be already past PFV PRT

'But wasn't the thing already past at that moment?'
10. (1.0)
11. LM: *danshi(.)nüren jiushi zheyang=ni debudao yige queqiede da'an,*
         but woman exactly this way you get.NEG one exact answer
'But that's women, (if) you don't get an exact answer'
12.→WY: *en (0.5) busixin.*
            Um NEG.give.up.hope
'Um… (you will) not give it up.'
13. LM: *dui ni jiushi-jiushi bu aiya(.)keneng bushi nüren*
            Yes you just-just NEG filler(.)maybe NEG.be women
14.   *jiushiwo jiushi zheyang.*
            just I exactly such
'Yes! you just…no, maybe it's not because I'm a woman, it's just whom I am.'

In (8), LM is suffering from a past event (her colleague showed no interest in her); in line 9, WY asks LM this question: "But wasn't the thing already past at that moment?" By producing a subordinate clause, LM is attempting to defend herself in line 11, and WY provides the main clause, prefaced by "*en*" (yes) for WY's utterance (see line 12). In this position, the collaboration of the implicit conditional clause structure and interchanges of the subjects *wo*, *nüren*, and *ni* prompted WY to produce anticipatory completion.

Moreover, this extract shows that in Mandarin Chinese, although a subordinate clause is sometimes connected without using conjunctions in a sentence, a listener can recognize a projected possible transition if he/she understands the logical relation in the context.

4.6 Answering an unfinished question

Answering unfinished questions is more likely to appear when the interlocutors are not familiar with each other or the when the topic is delicate. The joint utterance delivers new information or knowledge from speaker to hearer. In Mandarin Chinese, it is always possible to turn a declarative statement into a question through the use of a slightly rising intonation pattern (Li & Thompson 1981: 520). Thus, although neither (9) or (10)'s target lines had a syntactic form of a question, the prosodic features of a slightly rising intonation with vowel lengthening are significant clues to divide questions from statements. Extract (9) contains this type of anticipatory completion in line 07.

(9)

    01. XM: *xiang zuo yulequanr   chuizhi zhaopinde.*
               want   do entertainment direct   employment.NOM
    02.   *shuyu   chuanmei gongsi.*
          belong to   media   company
'(They) wanted to make a system for direct employment in entertainment industry, belongs to a media company.'
    03. XM: *laoban you   yixie zhe fangmiande ziyuan.*
               boss   have some this field.GEN resource
'The boss has some resources in this field.'
    04.   *suoyi jiu zuo zhe kuair zhege.*
          so   only do this part this
'So (I) just did this part.'
    05. GN: *yu:le:quanr   chuizhi-*
           entertainment   direct
    06.   *zhide jiushi yulequanr   neige   neixie::*
          refer   exact entertainment   that   those
'Direct (employment) in the entertainment industry, (you) mean that kind of entertainment...'
    07.→XM: *um dui yanyuan moter neixie.*
             um yes actor   model those
'Yeah those actors and models and so on.'
    08. GN: *oh   you ziyuan   shi   ba?*
            ah have resource right PRT
    'Ah (They) have resources right?'
    09. XM: *dui dui dui dui.*
            yes yes yes yes
'Yes!'

In (9), interviewer GN is asking about interviewee XM's former job. In lines 01–04, XM says that it was related to the entertainment industry, Then GN is seeking for further information by repeating XM's words in line 05 and unfinished question in line 06. As this interview was for a Fintech company, which has little connection to the entertainment industry, GN has less knowledge than XM, so he poses an unfinished, ambiguous question to XM to fulfill. In line 07, XM produces a response token at first and then finishes the sentence from his own understanding by adding the object "those actors and models and so on" to the unfinished turn.

Another example of this type is related to delicate topics. Extract (10) contains this type in line 02.

(10)
    01. XM: *na   jibenshang zanmen zhege gangwei chabuduo shi:*
               then   basically   we   this   position   nearly   be
'Then our position's (salary) basically is nearly...'
    02.→GN: *eh::::: hui   gen YIXIN   chabuduo ba.*
               um   might with company's name   similar   PRT
'Um...might be similar to *YIXIN*.'
    03. XM: *en en.*
             ok ok.
'Ok.'

In (10), XM is asking for the salary associated with the position through an unfinished sentence in line 01. Considering that in Chinese culture, income-conscious employees are usually not preferred by employers, so asking about the salary could be risky. In contrast, GN does not determine the salary, so answering the question is also difficult. Thus, after a short hesitation, instead of giving an exact number, GN completes the sentence with the auxiliary "*hui*" (might/could) and a comparison with YIXIN, a company XM had worked for in the past. This type has a classroom conversation-like design of three-part sequences (Hellermann 2003, 2005).

5.   Conclusions

An examination of joint utterance constructions in Mandarin Chinese, the analysis given here illustrates how interlocutors use the multiple resources of lexicon, syntax, and prosody to track the proper places to begin anticipatory completion. For the resources, the speaker's switching to other pronouns in the second-person singular pronoun *ni* can be considered a lexical resource for the hearer to perceive possible transition relevance, so long as the *if X-then Y* condition clause and the cause and effect clause are a syntactic resource. Where clauses are connected in a sentence without any conjunctions, the recipient can recognize the projected possible transition relevance place if he or she understands the logical relationship from the context. Simultaneously, prosodic lengthening, long pauses, clicks, and other resources were used in difficulties in word searching or rising intonation with vowel lengthening involved in a questioning utterance to provide the prosodic clue for the interlocutors.

The data demonstrate six functions in terms of the interlocutor's stances in ongoing interactions and the functions of anticipatory completion: 1. showing a shared perspectives, stance, and information with the interlocutor, 2. providing differentiated displays of empathetic understanding of the speaker's experience, 3. demonstrating shared but independent knowledge, 4. showing imposed perspectives or stances, 5. turning potential dispreferred responses into preferred ones, 6. answering unfinished questions. These functions are identified according to their different forms and the position inside interactive conversations.

These results indicate that multiple resources, including syntactic features, lexical features, and prosodic features are important for accomplishing anticipatory completion and playing a key role in understanding the functions of anticipatory completion and interlocutors' perspectives and stances. Furthermore, the analyses given in this paper show that anticipatory completion is not only an achievement in interaction but also a multifunctional device that can be used to shape conversation sequences for various social purposes in different occasions.

This study contributes to the study of spontaneous speech in Mandarin Chinese, as well as the analysis of speech acts, demonstration that in conversation sequences an achievement such as anticipatory completion is a multifunctional device. It likewise provides insights into the resources of utterance units' recognition, not from the perspective of researchers but from the points of view of interlocutors in human communication: Through utilizing various resources, they wait for utterances' completion with an aim, as they interrupt or supplement each other's utterances with intent.

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Appendix

Transcription Conventions

[speech	the starting point of overlap between two speakers' speech
=	quick continuous speech from the same speaker
:	lengthened syllable
(.)	micro-pause $\leqq$ 0.2 seconds
(second number)	pauses of "second number" second
haha	short and syllable-like laughter
(h)	laughter inside the boundaries of a word
↑	jump up in pitch
underlining	stressed syllable
?	rising intonation, not necessarily a question
.	normal intonation

(Jefferson 2004)

Glossing Conventions

ASSC	associative
CL	classifier
COP	copula
CRS	current relevant state
GEN	genitive case marker
NEG	negator
NOM	nominalizer
PFV	perfective aspect
PRT	particle
RT	reactive token
Q	question